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IDENTIFYING DISPOSITIONS OF A LAKE FOREST COLLEGE EDUCATED TEACHER

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

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

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

In this regard, the teacher candidate will

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

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

In this regard, the teacher candidate will

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

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

In this regard, the teacher candidate will

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

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

In this regard the teacher candidate will

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

Illinois Professional Teaching Standards (2013)

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.</p>

ED 406 Assignments and Accompanying Standards

Fieldwork Performance and Lesson Plan Portfolio

(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

Lesson Presentations and Fieldwork Log (Moodle)

(IPTS) STANDARD 1 – Teaching Diverse Students
(IPTS) STANDARD 3 – Planning for Differentiated Instruction
(IPTS) STANDARD 5 – Instructional Delivery
(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication
(IPTS) STANDARD 7 – Assessment
(IPTS) STANDARD 8 – Collaborative Relationships

Student Case Study

(IPTS) STANDARD 1 – Teaching Diverse Students
(IPTS) STANDARD 3 – Planning for Differentiated Instruction
(IPTS) STANDARD 4 – Learning Environment
(IPTS) STANDARD 7 – Assessment
(IPTS) STANDARD 8 – Collaborative Relationships
(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy

Midterm Exam

(IPTS) STANDARD 1 – Teaching Diverse Students
(IPTS) STANDARD 4 – Learning Environment
(IPTS) STANDARD 8 – Collaborative Relationships

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 7 – Assessment
(IPTS) STANDARD 8 – Collaborative Relationships
(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy

Fieldwork Log (Moodle Postings)

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

Academic Honesty: Academic honesty is expected of all students – and faculty. It is a central rule of academic life. Plagiarism is a serious violation of this rule. The scholarship you produce is the key determinant of my evaluation of you as a student. Therefore, if the words and ideas of others are represented in your work as your own – or if you recycle an earlier piece of your writing without indicating as much – you are committing academic fraud. You should assume that your work is being monitored for all possible plagiarism. Cases of fraud will be penalized, with outcomes ranging from an “F” for the offending assignment to an “F” for the course, and including a hearing before the Academic Honesty Judicial Board and the notification of the Dean of Students. Please refer to this most helpful guide on the College’s home page and educate yourself about plagiarism and how to prevent it. *You are obliged to discuss with me any concerns you have about whether your work conforms to the policy.*

<http://www.lakeforest.edu/academics/resources/writingcenter/plagiarism.php>

Fieldwork Policies: Education 406

The middle school internship, which includes 60 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 certification program.

- 1) The intern is reliable.
 - a. On time and prepared for work and seminar.
 - b. Spends three to four days per week in the classroom.
 - c. Spends a minimum of 60 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 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 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 and supervising teachers -- will not be tolerated
- 1) The intern demonstrates a strong desire to learn (by asking questions, through reflection, and by taking initiative).
- 2) The intern works in an organized and purposeful way.
- 3) The intern is confident, enthusiastic, and positive in working with children--he/she has classroom "presence."
- 4) The intern manages children effectively and humanely.
- 5) The intern respects the rights and needs of others, including ethnic, racial, and language differences.
- 6) 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 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.

Placements in student teaching 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.

Instructional Plan

1. List the topics/units that will be covered in the classes you will be observing/teaching for the next two months. Please star (*) those topics you are most interested in or have the most background knowledge of.

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

3. List any technological resources (software, internet) that will be used in your classes over the next two months.

4. List any additional technological resources that are available at your school site.

5. What Illinois Learning Standards will apply to those units/topics you are most interested in teaching?

6. Brainstorm (freewrite) for 20 minutes (continue on back of page) various activities or other resources you could bring into your classrooms for these units. Star (*) those you would like to share with your cooperating teacher

LESSON PLAN FORMAT

Rationale (Reason for Lesson or Instructional Aims/Goals):

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? How are your goals “SMART” goals?

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? What skills will they have? What content will they acquire?

Learning and Resource Materials:

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

IL or Common Core Learning Standards

As appropriate to your content area.

Academic Language

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

Beginning the Lesson:

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

Sequence of Learning Activities:

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

Assessment Procedures:

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

Differentiation:

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?

Suggested Lesson Reflection Form- Teacher Candidates/Cooperating Teacher

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?

FIELDWORK PACING GUIDE

Includes weekly assignments and Moodle discussion topics during fieldwork

Below is a list of activities and assignments to complete during your internship. Remember to use this pacing guide *in conjunction with the EDU 406 syllabus*; you must keep up with assignments listed in both places. Evidence of having completed the tasks on the pacing guide should be brought to seminar the *week after* they are listed.

You should create an organized fieldwork binder into which you insert class rosters, seating charts, written feedback from your cooperating teacher and me, lesson drafts, observation notes, etc. I will look through your binder when I come to visit you in the field. You will submit your completed and signed (by your cooperating teacher) time sheet from the previous week at each seminar and then insert it into a “time sheets” section of your binder after I return it to you.

Note: In some cases, the internship may need to be extended beyond eight weeks in order to meet the fieldwork requirements for EDU 406.

Week 1: (Observing and Assisting)

- _____ Do 20-30 minutes of focused freewriting on your feelings about the school you are in, the middle school kids you are meeting, and how you introduced yourself to your students. Include any questions, fears, teachable moments, or lessons learned. (*Moodle posting*)
- _____ Make seating charts with students’ names and basic information and insert them and other helpful organizational tools into your fieldwork binder. Practice students’ names.
- _____ Discuss with your cooperating teacher opportunities for assisting in the classroom.
- _____ Complete Instructional Plan worksheet in handbook; make a copy for yourself and one for me (submit at week 2 seminar).
- _____ Prepare notes on a significant interaction with a student; share story at week 2 seminar.
- _____ Observe your students and discuss selecting your Student Study with your CT.

Week 2: (Observing and Assisting)

- _____ Reflect on and write about your observations of effective teaching practices. Also refer back to the previous discussions held in class regarding developmentally appropriate practices for middle school students. Be sure to record concrete examples. (*Moodle posting*)
- _____ With your cooperating teacher’s help, choose your student for your student study project. Begin to record data on your student study in a specified area of your binder.
- _____ Discuss with cooperating teacher an initial proposal for the one class takeover.

Week 3: (Teaching some “shadow” lessons: using cooperating teacher’s plans and, if applicable, observing an implementation before teaching yourself)

_____ Reflect on shadow lessons you taught this week. Are you meeting your goals for instructional improvement? What new goals can you set? (Moodle posting)

_____ Briefly describe at least two instructional episodes from your fieldwork so far (an in-class assignment, a discussion, a group activity etc.), including the goal and structure of each and how your case study student responded to each. (Prepare notes for week four seminar)

_____ Prepare a lesson plan for next week and have it approved by your cooperating teacher; bring it to week four seminar.

Week 4: (Shadowing and teaching at least one lesson of your own)

Note: There is no school on 10/17 and 10/19 (Lake Forest College Mid-semester Break)

_____ Reflect on how your case study student is responding to your instruction. Use evidence to support reflections. (Moodle posting)

_____ Prepare at least two lesson plans for week 5, and have them approved by your cooperating teacher. Bring one to week five seminar.

_____ Ongoing reminder: have binder with lesson plans and case study notes available for my review during all observations. Any lessons you've taught should include reflections.

_____ Complete midterm evaluation form and remind cooperating teacher to do so.

Week 5: (Shadowing and teaching at least two lessons of your own)

_____ Reflect on how you are meeting your instructional improvement goals. Include examples/illustrations to support your reflections.(Moodle posting)

_____ Prepare lesson plans for week six, and have them approved by your cooperating teacher. Bring two to week six seminar.

_____ Conduct midterm conference this week

Week 6: (One class takeover) TOTAL TEACH

_____ Reflect on your progress with instructional improvement goals. Also reflect on how your student study is responding to your instruction. Use evidence to support reflections. (Moodle posting)

_____ Teach one class all three days, implementing your own lesson plans.

_____ Prepare lesson plans for week 7, and have them approved by your cooperating teacher. Bring two of these to week seven seminar.

_____ Continue to record observations and data for your student case study. Collect artifacts to use in your project.

Week 7: (One class takeover) TOTAL TEACH

See week six activities; repeat them.

Week 8: TOTAL TEACH

_____ Continue teaching at least one class all 3 days

_____ Complete final evaluation form [this week or next] and remind cooperating teacher to do so.

Week 9: Thanksgiving Break

Note: No teaching this week week, due to Thanksgiving Break, and parent conferences. If it is allowed, please plan to take part in some of the parent conferences. The internship will continue through the next week to make up for this time.

_____ Reflect on your fieldwork experience: memorable moments, successes, ongoing goals and prepare to gradually return to the role of observer toward the end of next week.

Week 10: Return Total Teach Class to CT.

Return control of the class to the Cooperating Teacher at the end of the week.

Use some time to observe in other classrooms if possible.

Begin preparations for presentation of your student study findings and portfolio presentations.

_____ Conduct final conference this week or early next week.

ED 406

Signs of Successful Performance in the Lake Forest College Teacher Education Program

The values in boldface below are Identifying Characteristics of a Lake Forest College Educated Teacher as defined by our students, alumni, and faculty. Your performance in this course should demonstrate your developing competencies in the following areas and in the following ways:

Dispositions	Target	Acceptable	Unacceptable
Pre-Professional Characteristics:	In fieldwork performance, intern: <ul style="list-style-type: none"> • Is a pleasure to work with according to cooperating teacher, other teachers in the building students say he/she is a good listener • Acts upon advice quickly • Is willing to do what is asked • Is viewed as a co-teacher by students and cooperating teacher during lessons, including those taught primarily by cooperating teacher • Is missed by all when not there 	In fieldwork performance, student intern: <ul style="list-style-type: none"> • Is reliable, punctual • Does what is asked of him/her by others • Finds ways to make a contribution to the classroom • Acts on the advice given to him/her • Is described by others as having the right attitudes and perspective to become a good teacher one day 	In fieldwork performance, student intern: <ul style="list-style-type: none"> • Is not able to act on advice • Does not show up on time or fully prepared • Does not ask questions or seek support • Does not share the view of cooperating teacher, supervisor or students on his/her performance • The intern does not apply what is learned from day to day experience; continues to make the same mistakes
Resourcefulness:	In lesson planning, intern: <ul style="list-style-type: none"> • Uses strategies suggested in reading and course discussions to address development needs of early adolescents • Makes use of resources beyond those provided in course and by cooperating teacher • Regularly designs and implements lesson materials independently and creatively rather than depending on commercially produced materials or those provided by cooperating teacher only • Contributes in highly valued ways to the curriculum goals of the teacher. The cooperating teacher says, "I plan to add these materials to my unit in the future: 	In lesson planning, intern: <ul style="list-style-type: none"> • Makes thorough use of the materials provided in the course and by cooperating teacher • Chooses materials and activities which meet the instructional goals of the lesson and are appropriate for early adolescents In fieldwork performance, intern: <ul style="list-style-type: none"> • Appropriately implements materials. The cooperating teacher says, "He/she did a good job." • In reflection, is able to analyze student responses to the lesson and make suggestions for improving the lesson In journal and discussions, intern: <ul style="list-style-type: none"> • Summarizes main points and makes connections to teaching practice • Asks questions to guide discussion 	In lesson planning, intern: <ul style="list-style-type: none"> • Chooses materials that are not suitable for early adolescents • Shows no signs of how to engage or guide early adolescents in content • Depends too heavily on commercially produced material, the textbook and the cooperating teacher in planning In fieldwork performance, intern: <ul style="list-style-type: none"> • Is not able to explain to students the content of the lesson • Does not accept responsibility for the success or failure of lessons • In reflection, is not able to remember or analyze student responses to the lesson and focuses on details not central to the improvement of the lesson • The cooperating teachers says, "He/she is

	<p>In field work performance intern:</p> <ul style="list-style-type: none"> Regularly demonstrates a deep and thorough understanding of the subject by being able to explain lesson content to students in multiple ways. Students say, “He/she explained it in ways I could understand... He/she helped me to understand.” In reflection, is able to identify the factors that contributed to learning and make suggestions for improving the lesson for better student engagement and learning <p>In journal and discussions, intern:</p> <ul style="list-style-type: none"> Summarizes main points and makes connections to teaching practice Asks questions to guide discussion Synthesizes discussion material with reading material Draws parallels/connections with field experiences 		<p>confusing my students...He/she doesn’t understand the point of the lesson.”</p> <p>In journal and discussions, intern:</p> <ul style="list-style-type: none"> Is not able to discern main points of reading material Is unable to see parallels to practice Cannot make meaningful contributions to seminar discussions using reading material
Responsiveness	Target	Acceptable	Unacceptable
	<p>In student study, intern:</p> <ul style="list-style-type: none"> Knows the student well enough to identify the learner’s strengths as a learner as well as needs Gathers resources to meet the learner’s needs and tries multiple strategies over time The learner feels the intern is his/her advocate/partner in learning The cooperating teacher says, “The intern helped me to understand and meet this student’s (or all students’) needs better than I would have alone.” 	<p>In student study, intern:</p> <ul style="list-style-type: none"> Develops a working relationship with the learner Documents several attempts to meet learner needs In reflection, the intern is able to articulate strategies for meeting individual learner needs in whole class instruction The cooperating teacher says, “The intern works one-on-one with students well.” 	<p>In student study, intern:</p> <ul style="list-style-type: none"> Can only refer to general weaknesses of learner’s performance in class Did not attempt to redesign materials or lesson plans or in class assessments with learner in mind. Was too overwhelmed with the basics of lesson planning and implementation to learn from students’ responses over time about strategies for differentiation of instruction

Teacher Efficacy	Target	Acceptable	Unacceptable
	<p>In lesson planning and reflection (post-observation conferences, journals, logs, seminar discussions), intern:</p> <ul style="list-style-type: none"> • Sets objectives beyond learning of basic content, toward developing early adolescent learning attitudes and skills • Connects content objectives with the lives, experiences, and interests of early adolescents in his/her classroom • Shares stories and strategies of him/herself as a learner to inspire and guide • Demonstrates hopefulness by looking at lesson planning as an opportunity to overcome other obstacles to learning in early adolescents' lives 	<p>In lesson planning and reflection (post-observation conferences, journals, logs, seminar discussions), intern:</p> <ul style="list-style-type: none"> • Continually assesses engagement of students in the learning process • Strives to find more engaging materials or approaches lesson by lesson 	<p>In lesson planning and reflection (post-observation conferences, journals, logs, seminar discussions), intern:</p> <ul style="list-style-type: none"> • Continually refers to factors outside of classroom as inhibiting student learning • Does not change practices to be more engaging, motivational, etc.
Reflective Self-Assessment	Target	Acceptable	Unacceptable
	<p>In post observation conferences, intern:</p> <ul style="list-style-type: none"> • Recalls advice given from previous conferences and refers to aspects of lesson planning or implementation where advice was applied • Talks about progress since last field experience in program • Sets reasonable and personalized long-term and short-term goals • Refers to ways to meet short term goals • Able to refer to different aspects of lesson in terms of thought that went into the plan • Cooperating teacher 	<p>In post-observation conferences, intern:</p> <ul style="list-style-type: none"> • Sets reasonable long-term and short-term goals • Uses cooperating teacher and supervisor comments in assessment of progress • Cooperating teacher say, "He/she understands what he/she needs to do to progress." • Asks questions and seeks guidance for improvement <p>In Moodle and log writing, intern:</p> <ul style="list-style-type: none"> • Seeks advice and guidance for short-term goals • Relates stories of practice in terms of short-term and long-term goals • Helps peers with suggestions and support 	<p>In post-observation conferences, intern:</p> <ul style="list-style-type: none"> • Assesses lesson holistically rather than feature by feature • Sets standards for success at too minimal of a level, not looking at signs of learning but rather signs of student obedience or simple completion of lesson plan as success • Not able to define what he/she knows about teaching and what he/she has yet to learn • Does not accept suggestions or assessments of cooperating teacher or supervisor about development or progress

	<p>and supervisor say, "He/she is able to tell me why things are planned in certain ways."</p> <p>In Moodle and log writing, intern:</p> <ul style="list-style-type: none"> • Relates risks in practice and seeks support and advice • Relates failures and seeks support and advice • When relating successful moments, is able to identify features of planning or implementation which contributed to the success • Defines success in terms of student learning and growth and personal learning and growth • Identifies and openly shares personal strengths and weaknesses as a developing teacher • Models for peers ways to assess lessons and to develop lessons 		<p>In Moodle and log writing, intern:</p> <ul style="list-style-type: none"> • Does not make connections between choices in practices and developmental goals • Does not indicate awareness of advice given by supervisor, cooperating teacher or peers • Does not contribute to discussions of practice with peers
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MIDDLE SCHOOL EFFECTIVE TEACHING PRACTICES: KEY BEHAVIORS
 (Adapted from Borich, 1996)

	Beginning of Fieldwork Experience	Average skill set (all of the previous column plus)	Advanced Practices Expected by End of Fieldwork Experience (all of the previous columns plus)
Clarity	<p>Informs learners of skills and understanding expected at end of lesson</p> <p>Gives directives slowly and distinctly; checks for understanding</p> <p>Uses examples</p> <p>Provides closure</p> <p>Lesson materials are organized and accessible to learners</p> <p>Classroom is arranged for student productivity</p>	<p>Provides learners with an advance organizer</p> <p>Checks for task relevant prior learning at beginning of lesson</p> <p>Models content and provides other forms of support for various learners</p> <p>Gives students feedback on their progress during the lesson</p>	<p>Uses concrete experiences including visuals and manipulatives to introduce content</p> <p>Checks student understanding through discussion, monitoring small group activity or student presentations of information</p> <p>Provides students with graphic organizers or other visual representations to support the processing of information</p> <p>Provides products of learning activities to guide students</p> <p>Uses grading rubrics and learning contracts to clarify expectations for behavior and work produced</p> <p>Makes connections between short-term learning activities and larger goals, products and projects</p>
	Beginning of Fieldwork Experience	Average Skill Set	Advanced Practices Expected by End of Fieldwork Experience
Variety	<p>Uses attention getting devices to motivate students</p> <p>Uses verbal and non-verbal techniques to demonstrate enthusiasm</p> <p>Uses reinforcement strategies</p> <p>Encourages student input</p>	<p>Provides more than one activity or instructional mode per lesson</p> <p>Uses a variety of questions</p>	<p>Uses active learning strategies to supplement written activities such as drama, role playing, group problem-solving, artwork, debates, games field trips, real audiences for celebration and feedback on work produced, learning centers, and storytelling, and individual inquiry projects.</p> <p>Uses a variety of modes of student response (e.g., oral, written, group, individual, reflective and analytic)</p>
	Beginning of Fieldwork Experience	Average Skill Set	Advanced Practices Expected by End of Fieldwork Experience
Task Orientation	<p>Maintains instructional focus</p> <p>Handles management tasks effectively</p>	<p>Handles transitions effectively</p> <p>Handles off-task behavior with minimal disruption</p>	<p>Uses techniques for negotiating learning activities and expectations for assessment with</p>

		<p>Uses direct and indirect instruction in appropriate contexts</p> <p>Adjusts instruction to minimize student confusion in the process of teaching</p> <p>Uses informal strategies for assessing student needs during an instructional experience</p>	<p>students</p> <p>Uses class meetings, individual conferences, or other feedback routines (e.g. self and group assessments, progress reports) for effectively managing behavior issues that arise</p> <p>Establishes classroom routines for checking homework, orienting students to the lesson, managing independent and group work, and for concluding lessons</p> <p>Helps students find strategies for managing their own behaviors and then gives feedback on the effectiveness of those strategies</p>
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	Beginning of Fieldwork Experience	Average Skill Set	Advanced Practices Expected by End of Fieldwork Experience
Engagement	<p>Uses instructional strategies that promote active learning/high levels of engagement</p> <p>Provides opportunity for guided practice</p> <p>Uses global monitoring</p>	<p>Uses meaningful verbal praise</p> <p>Provides support resources for students at various levels of background knowledge and skill to perform activities</p>	<p>Designs and evaluates group work effectively</p> <p>Points out the different ways students can approach learning activities to encourage individuality and creativity</p> <p>Organizes learning tasks so that students who process information in different ways and at different paces can be successful</p>

General Progress Goals for Observation Sequence

Observation #1:

Presence/poise/comfort/positive rapport with students and cooperating teacher

Ability to move comfortably around the room

Able to interact with students

Clear goals and directions for activities given to students

Observation #2

Developing core interaction skills

Response strategies

Questioning strategies

Activity design is interactive; goal-driven

Basic management skills

Recognize and simple follow-through on behavior

Lesson is cohesive

Introduction and closure present

Transitions in activities clear

Observation #3

Assessment of learning tools present in lesson design

Timing of activities and lessons thought through

Differentiation and support materials present in lesson design and activity structure

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 final evaluation of the intern's performance, and sign the intern's time sheet each week.
- 8) Report any conduct by the student intern that is considered unprofessional to the college supervisor.
- 9) Inform parents when student will be present during conferences.
- 10) Include student in staff meetings and advise students about logistics for in-service meetings.
- 11) Maintain running log of student progress and performance in special notebook.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

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

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:

EDUC 406
Observation Framework
English Language Arts

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: comprehend, construct meaning from, and interpret text; create a written product interpreting or responding to complex features of a text; meet language demands associated with a key English-Language Arts learning task.

Observation Evidence:

Note: Wording on this form is directly associated with the edTPA Secondary English-Language Arts Assessment Handbook, August 2014; Stanford Center for Assessment, Learning and Equity and Pearson, Inc. and Charlotte Danielson's Framework for Teaching, 2013.

I. Planning and Preparation (Standards addressed)

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

EDUC 406
Observation Framework
Natural Sciences

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: use of science concepts and the ability to apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon

Observation Evidence:

Note: Wording on this form is directly associated with the edTPA Secondary Science Assessment Handbook, August 2014; Stanford Center for Assessment, Learning and Equity and Pearson, Inc. and Charlotte Danielson's Framework for Teaching, 2013.

1. 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)?

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

Short-term Goals:

Signatures:

Student

College Supervisor

EDUC 406
Observation Framework
Modern Languages

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: make connections between language forms and language functions to develop communicative proficiency in the target language in meaningful cultural context(s) with a focus on all three modes of communication: interpretive; interpersonal; presentational.

Observation Evidence:

Note: Wording on this form is directly associated with the edTPA World Language Assessment Handbook, August 2014; Stanford Center for Assessment, Learning and Equity and Pearson, Inc. and Charlotte Danielson's Framework for Teaching, 2013.

1. 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

Observation Framework
Social Studies

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: to develop students' understandings of facts, concepts, and interpretations and analyses to make and explain claims/arguments about a significant historical event, topic/theme, or social studies phenomenon; engage students in evaluating sources of information and forming individual interpretations; and elicit and monitor students' responses to develop their abilities to critically evaluate accounts of an historical event or social studies phenomenon and defend their claims/arguments.

Observation Evidence:

Note: Wording on this form is directly associated with the edTPA Secondary History Social Studies Assessment Handbook, August 2014; Stanford Center for Assessment, Learning and Equity and Pearson, Inc. and Charlotte Danielson's Framework for Teaching, 2013.

IV. 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

V. 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

VI. 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

LAKE FOREST COLLEGE
Middle School Internship
Midterm/Final Evaluation – English Language Arts

Student's Name:

(Role – TC, CT, Supervisor):

Signed:

Date:

School:

Grade/ Subject:

RATING SCALE: 5 = Outstanding, distinguished, demonstrates superior skills & qualities
 4 = Above average, developing very satisfactorily
 3 = Average, competent, developing satisfactorily
 2 = Inconsistent, occasionally competent, sometimes average
 1 = Borderline skills, often inadequate, needs development

Leave blank those items that the candidate has not yet completed. Include those in goal statement.

1. Planning and Preparation	1	2	3	4	5
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.					
Lessons/ units have a clearly defined structure with an appropriate central focus : comprehend, construct meaning from, and interpret text; create a written product interpreting or responding to complex features of a text; meet language demands associated with a key English-Language Arts learning task.					
Lessons/ units are based on appropriate objectives with clear connections to interpretive skills or responses to the text, supported by textual references.					
Plans include general support for use of vocabulary as well as additional language demand(s) such as <i>analyze, explain, argue, interpret, describe, justify, evaluate, and synthesize</i>					
Objectives represent significant learning in the discipline, are clear in terms of what students will know and be able to do, and reflect different types of learning.					
Demonstrates knowledge of content, structure of discipline, prerequisite relationships					
Lessons are constructed with attention to the developmental characteristics of the class as a whole, 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. Instructional Delivery 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	1	2	3	4	5
Uses a positive, low-risk social environment that reveals mutual respect among students.					
Demonstrates positive regard and rapport for all cultures, religions, genders, orientations and abilities that puts students first in all considerations of their practice					
Makes efficient use of class time with on-task student behavior, smooth, transitions, efficient monitoring of activities and appropriate management of instructional groups					
Enforces behavioral expectations with student under control at all times, monitors student behavior responds to student misbehavior professionally					
Delivers appropriate reinforcement					
Uses correct terminology, textual references and concepts & procedures for content and engages students in learning tasks that address their abilities to construct meaning from and interpret a complex text.					
Conveys enthusiasm for subject and the importance of what the students are learning					
Provides appropriate expectations, anticipatory set, gains attention of students before beginning					
Gives directions slowly and distinctly, plans transitions in appropriate steps					
Uses high quality questions/prompts to engage students in meaningful learning					
Anticipates and adjust for common misunderstandings					
Demonstrates flexibility during lesson					
Appropriate pacing of lesson					
Provides appropriate lesson closure					
Uses clear and correct oral and written language, good voice quality, and variety of tone and inflection					
Presents instruction at developmentally appropriate level					

III. Assessment IPTS: 2P, 3J, 7J, K, L, M, Q, R, 8S, 9K; edTPA Rubrics #11, 12, 13, 14; Danielson Framework for Teaching: 1F, 3D	1	2	3	4	5
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 valuable, timely, constructive, substantive and provides students the guidance to improve their performance					
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					

	1	2	3	4	5
IV. Professionalism IPTS #9					
Previously taught lesson plans are in a professionally organized binder including learning resources					
Reflections on previous lesson plans are complete, insightful and up to date					
Materials and resources are ready for teaching					
Candidate acts with integrity and is in compliance with all school and college policies and procedures					
Sustained demonstration of <i>Identifying Dispositions of a Lake Forest College Educated Teacher</i>					

Comments:

Areas of Strength:

Areas for improvement in practice and additional practices to implement:

Goals for rest of placement:

(SUPERVISOR ONLY)

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

Signature: _____

Title: _____

LAKE FOREST COLLEGE
Middle School Internship
Midterm/Final Evaluation – History/ Social Studies

Student's Name:

(Role – TC, CT, Supervisor):

Signed:

Date:

School:

Grade/ Subject:

RATING SCALE: 5 = Outstanding, distinguished, demonstrates superior skills & qualities
 4 = Above average, developing very satisfactorily
 3 = Average, competent, developing satisfactorily
 2 = Inconsistent, occasionally competent, sometimes average
 1 = Borderline skills, often inadequate, needs development

Leave blank those items that the candidate has not yet completed. Include those in goal statement.

1. Planning and Preparation	1	2	3	4	5
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.					
Lessons/ units have a clearly defined structure with an appropriate central focus make connections between facts, concepts, and interpretations or analyses, to build and support arguments about historical events, a topic/theme or a social studies phenomenon.					
Lessons/ units are based on appropriate objectives with clear supports for students in using evidence from varied sources to build and support their arguments.					
Plans include general support for use of vocabulary as well as additional language demand(s) such as <i>analyze, compare/contrast, construct, describe, evaluate, examine, identify, interpret, justify and locate.</i>					
Objectives represent significant learning in the discipline, are clear in terms of what students will know and be able to do, and reflect different types of learning.					
Demonstrates knowledge of content, structure of discipline, prerequisite relationships					
Lessons are constructed with attention to the developmental characteristics of the class as a whole, 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. Instructional Delivery 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	1	2	3	4	5
Uses a positive, low-risk social environment that reveals mutual respect among students.					
Demonstrates positive regard and rapport for all cultures, religions, genders, orientations and abilities that puts students first in all considerations of their practice					
Makes efficient use of class time with on-task student behavior, smooth, transitions, efficient monitoring of activities and appropriate management of instructional groups					
Enforces behavioral expectations with student under control at all times, monitors student behavior responds to student misbehavior professionally					
Delivers appropriate reinforcement					
Uses correct terminology, textual references and concepts & procedures for content and engages students in learning tasks that address their abilities to construct meaning from and interpret a complex text.					
Conveys enthusiasm for subject and the importance of what the students are learning					
Provides appropriate expectations, anticipatory set, gains attention of students before beginning					
Gives directions slowly and distinctly, plans transitions in appropriate steps					
Uses high quality questions/prompts to engage students in meaningful learning					
Anticipates and adjust for common misunderstandings					
Demonstrates flexibility during lesson					
Appropriate pacing of lesson					
Provides appropriate lesson closure					
Uses clear and correct oral and written language, good voice quality, and variety of tone and inflection					
Presents instruction at developmentally appropriate level					

III. Assessment IPTs: 2P, 3J, 7J, K, L, M, Q, R, 8S, 9K; edTPA Rubrics #11, 12, 13, 14; Danielson Framework for Teaching: 1F, 3D	1	2	3	4	5
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 valuable, timely, constructive, substantive and provides students the guidance to improve their performance					
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					

IV. Professionalism IPTs #9	1	2	3	4	5
Previously taught lesson plans are in a professionally organized binder including learning resources					
Reflections on previous lesson plans are complete, insightful and up to date					
Materials and resources are ready for teaching					
Candidate acts with integrity and is in compliance with all school and college policies and procedures					
Sustained demonstration of <i>Identifying Dispositions of a Lake Forest College Educated Teacher</i>					

Comments:

Areas of Strength:

Areas for improvement in practice and additional practices to implement:

Goals for rest of placement:

(SUPERVISOR ONLY)

The intern is earning a B- or better at the time of the midterm evaluation. Yes _____ No _____

If no, see comments on attached page.

Signature: _____

Title: _____

LAKE FOREST COLLEGE
Middle School Internship
Midterm Evaluation – Modern Languages

Student's Name _____

(Role – ST, CT, Supervisor) _____

Signed: _____

Date _____ School _____ Grade/ Subject _____

RATING SCALE: 5 = Outstanding, distinguished, demonstrates superior skills & qualities
 4 = Above average, developing very satisfactorily
 3 = Average, competent, developing satisfactorily
 2 = Inconsistent, occasionally competent, sometimes average
 1 = Borderline skills, often inadequate, needs development

Leave blank those items that the candidate has not yet completed. Include those in goal statement.

1. Planning and Preparation	1	2	3	4	5
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.					
Lessons/ units have a clearly defined structure with an appropriate central focus: make connections between language forms and language functions to develop communicative proficiency in the target language in meaningful cultural context(s) with a focus on all three modes of communication: interpretive; interpersonal; presentational.					
Lessons/ units are based on appropriate objectives that allow students to demonstrate an understanding of the relation among the practices, products, and perspectives of the culture(s) studied and their own experiences and knowledge.					
Objectives represent significant learning in the discipline, are clear in terms of what students will know and be able to do, and reflect different types of learning.					
Demonstrates knowledge of content, structure of discipline, prerequisite relationships					
Lessons are constructed with attention to the developmental characteristics of the class as a whole, students' prior academic learning, personal /cultural/ community assets, language proficiency and differentiated for students with special needs.					

II. Instructional Delivery 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	1	2	3	4	5
Uses a positive, low-risk social environment that reveals mutual respect among students.					
Demonstrates positive regard and rapport for all cultures, religions, genders, orientations and abilities that puts students first in all considerations of their practice					
Makes efficient use of class time with on-task student behavior, smooth, transitions, efficient monitoring of activities and appropriate management of instructional groups					
Enforces behavioral expectations with student under control at all times, monitors student behavior responds to student misbehavior professionally					
Delivers appropriate reinforcement					
Uses correct terminology, textual references and concepts & procedures for content and engages students in learning tasks that address their abilities to construct meaning from and interpret a complex text.					
Conveys enthusiasm for subject and the importance of what the students are learning					
Provides appropriate expectations, anticipatory set, gains attention of students before beginning					
Gives directions slowly and distinctly, plans transitions in appropriate steps					
Uses high quality questions/prompts to engage students in meaningful learning					
Anticipates and adjust for common misunderstandings					
Demonstrates flexibility during lesson					
Appropriate pacing of lesson					
Provides appropriate lesson closure					
Uses clear and correct oral and written language, good voice quality, and variety of tone and inflection					
Presents instruction at developmentally appropriate level					

III. Assessment IPTS: 2P, 3J, 7J, K, L, M, Q, R, 8S, 9K; edTPA Rubrics #11, 12, 13, 14; Danielson Framework for Teaching: 1F, 3D	1	2	3	4	5
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 valuable, timely, constructive, substantive and provides students the guidance to improve their performance					
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					

IV. Professionalism IPTS #9	1	2	3	4	5
Previously taught lesson plans are in a professionally organized binder including learning resources					
Reflections on previous lesson plans are complete, insightful and up to date					
Materials and resources are ready for teaching					
Candidate acts with integrity and is in compliance with all school and college policies and procedures					
Sustained demonstration of <i>Identifying Dispositions of a Lake Forest College Educated Teacher</i>					

Comments:

Areas of Strength:

Areas for improvement in practice and additional practices to implement:

Goals for rest of placement:

Signature: _____

Title: _____

LAKE FOREST COLLEGE
Middle School Internship
Midterm/Final Evaluation – Natural Sciences

Student's Name _____

(Role – ST, CT, Supervisor) _____

Signed: _____

Date _____ School _____ Grade/ Subject _____

RATING SCALE: 5 = Outstanding, distinguished, demonstrates superior skills & qualities
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 3 = Average, competent, developing satisfactorily
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Leave blank those items that the candidate has not yet completed. Include those in goal statement.

1. Planning and Preparation	1	2	3	4	5
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.					
Lessons/ units have a clearly defined structure with an appropriate central focus: use of science concepts and the ability to apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon.					
Lessons/ units are based on appropriate objectives that enable students to understand relationships between scientific concepts, scientific practices, and the phenomenon and to display data and facilitates a data analysis discussion where students demonstrate the ability to find patterns OR inconsistencies within the data.					
Plans include general support for use of vocabulary as well as additional language demand(s) such as <i>analyze, explain, interpret, justify with evidence.</i>					
Objectives represent significant learning in the discipline, are clear in terms of what students will know and be able to do, and reflect different types of learning.					
Demonstrates knowledge of content, structure of discipline, prerequisite relationships					
Lessons are constructed with attention to the developmental characteristics of the class as a whole, students' prior academic learning, personal /cultural/ community assets, language proficiency and differentiated for students with special needs.					

II. Instructional Delivery 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	1	2	3	4	5
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Sustained demonstration of <i>Identifying Dispositions of a Lake Forest College Educated Teacher</i>					

Comments:

Areas of Strength:

Areas for improvement in practice and additional practices to implement:

Goals for rest of placement:

Signature: _____

Title: _____

EDUCATION DEPARTMENT TIME SHEET

Student _____ School _____

Teacher _____ Supervisor _____

Dates _____ to _____

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

Absence (date)

Reason

TOTAL HOURS _____

TEACHER _____
(signature)

STUDENT _____
(signature)

