

University of Jamestown Teacher Education

Field Experience Handbook



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Pursuant to Century Code 67.1-02-01-01.1, all teacher education candidates must have classroom-related experiences prior to student teaching. At the University of Jamestown, these experiences occur early and throughout the teacher education program. Expectations of candidates in field experiences increase incrementally with each semester in the program. The early field experiences of teacher candidates provide an opportunity for them to witness exemplary teaching and develop understanding of the spectrum of learners in today’s schools. These experiences also provide opportunities for candidates to practice professional tasks, such as planning, teaching/co-teaching, and assessing student work. These field experiences **are not** “observation hours.” Candidates are expected to be actively engaged within their placement.

Placement decisions are made based on a variety of factors. **The Field Experience Coordinator arranges all placements.** Candidates should never communicate with schools or individual teachers to arrange a placement. There are three post-admission blocks—each with a minimum of 30 field experience hours. The first block is the **Foundations Block**. Candidates at this level have only just begun in the program. They can perform entry-level tasks in the field (*e.g., provide tutoring to students one-on-one or in small groups, help supervise hall duty; read a story aloud*); however, they will not assume more advanced responsibilities. The next two blocks are the **Methods Blocks**. Candidates at this level have developed a foundation of the knowledge and skills expected of a novice teacher. They are expected to take on more responsibilities in the classroom. The table below represents the field-embedded courses in each post-admission block.

Elementary Program	Secondary and K-12 Programs
Foundations Block	
Intro to Teaching Students with Exceptionalities Multicultural Education	Intro to Teaching Students with Exceptionalities Multicultural Education
Fall Methods Block	
Elementary Language Arts Methods Elementary Content Reading Methods Diagnostic Reading Elementary Social Studies Methods TED I or TED II	Content-Specific Methods <i>[EDUC 406; 407; 408; 410; KNS 361; MUS (as directed)]</i> TED I or TED II
Spring Methods Block	
Elementary Math Methods Elementary Science Methods Elementary PE Methods Managing & Monitoring Classroom TED I or TED II	Managing & Monitoring Classroom (<i>not K-12</i>) Reading Methods (<i>Secondary majors</i>) Health Methods (<i>PE/Health majors</i>) Music Majors check with advisor for course TED I or TED II

In order to successfully complete any course linked to a field experience, the candidate must satisfactorily meet all expectations associated with the field experience. Such expectations include:

- Completion of the required field experience hours. Candidates are expected to attend their assigned placements as outlined for them. **Failure to attend scheduled hours without advanced approval may result in the placement being terminated.**

- Communication with Mentor Teacher (*such communications should be timely; reflective of preparation for upcoming site visits; and professional in nature*).
- Communication with Course Instructor and/or Field Experience Coordinator about progress and difficulties encountered.
- Demonstration of professional demeanor and appearance (*positive dispositions, showered and clean, non-revealing professional attire, no use of cell phones*).
- Positive reviews by Mentor Teachers.

Candidates who do not perform at an appropriate level with their field experience must meet with the Candidate Progress Committee, who will determine whether the candidate will be permitted to progress in the Teacher Education program.

TED Seminars and Methods Blocks: With each Methods block, candidates are required to take a TED seminar as a co-requisite. Candidates enroll in EDUC 398: TED Seminar I with their first Methods block and EDUC 399: TED Seminar II with their second Methods block. In the co-requisite methods courses, candidates will be required to complete a number of assignments that they will implement in the field. These assignments (*i.e. lesson plans, unit plans*) contribute to the grade earned in the methods course and are scored by the respective methods instructor. The clock hours linked to the methods field experience are tied to the Seminar course. In addition to the field experience clock hours, the Seminar courses include weekly UJ class sessions. During these seminar sessions, candidates will debrief on field experiences, plan for upcoming lessons, and explore topics related to the teaching profession. Attendance at these sessions is mandatory.

Excused Absences: Field experience schedules are established as early as possible so that candidates can make appropriate arrangements. If an absence cannot be avoided (*i.e. due to illness or other university-sanctioned activities*), candidates will be responsible to make up the missed experience. This includes arranging for transportation to out-of-town placements. Candidates should notify their Mentor teacher, UJ course instructors, and the Field Experience Coordinator promptly should a scheduling conflict arise.

Social media policy: As teachers, your personal lives will undergo more scrutiny than in many other professions. Your presence in social media sends messages about your character and ability to serve as role model for K-12 students. If you have not done so already, take appropriate action with regard to privacy settings in your social media accounts. Material that is available on the public domain should be screened to ensure it does not contain embarrassing or inappropriate content.

Photos/Videos of students and student work products should never be posted to a candidate's personal YouTube, Facebook, Instagram, or any other social media platform. Candidates should also avoid sharing personal contact information with students and their families. Any email exchanges should occur through the UJ e-mail network.

Role of Mentor Teachers

Foundations Mentors

Foundations Mentor Teachers are practicing teachers who mentor University of Jamestown teacher education candidates in their first level of field experiences—during the Foundations block. Since these field experiences are designed for candidates to deepen their awareness of diverse student populations, these placements may or may not occur in the candidate’s licensure level or content area. The Field Experience Coordinator for the Teacher Education program at the University of Jamestown will collaborate with the school site administrator, who will select Foundations Mentor Teachers who model best practices and serve as strong role models for the profession.

Foundations Mentors agree to:

1. Submit all required human resource paperwork to the university
2. Establish with the teacher candidate expectations for each visit
3. Provide opportunities for candidates to perform entry level teaching tasks
4. Complete a formal evaluation at the end of the semester
5. Hold any information, documents or other materials received in accordance with this assignment confidential

Methods Mentors

Methods Mentor Teachers are practicing teachers who mentor University of Jamestown teacher education candidates during their Methods block field experiences. The Field Experience Coordinator for the Teacher Education program at the University of Jamestown will collaborate with the school site administrator to pair teacher candidates with a mentor who models best practices and serves as a strong role model for the profession. The mentor teacher must be licensed in the same content and licensure level being pursued by the teacher candidate.

Methods Mentors agree to:

1. Submit all required human resource paperwork to the university
2. Establish with the teacher candidate expectations for each visit
3. Approve in advance all lesson activities the teacher candidate will implement
4. Model effective teaching practices and encourage the teacher candidate to expand his/her teaching strategies and management skills
5. Provide appropriate feedback for the candidate’s continuous improvement
6. Communicate periodically with UJ faculty about the teacher candidate’s progress
7. Complete a formal evaluation at the end of the semester
8. Hold any information, documents or other materials received in accordance with this assignment confidential.

Additionally, first-time mentor teachers shall complete the Methods Supervision Training Module prior to the start of the academic term a methods candidate is assigned to their classroom. Mentor Teachers shall complete training updates (*i.e. evaluation rubric calibration sessions*) every other year or if changes to evaluation rubrics occur.

Role of Program Field Supervisors

Program Field Supervisors liaison with the UJ Field Experience Coordinator and personnel at the placement site to ensure a common interpretation of expectations and to facilitate in problem-solving should the need arise. Field Supervisors in the Methods Blocks accompany teacher candidates into the schools on designated field days. They visit informally with Mentors about candidates' progress, confirm smooth operations with site administrators, and may assist candidates with video requirements. They are expected to be familiar with all expectations outlined in this handbook. NOTE: Field Supervisors are not assigned in the Foundations block.

Role of Foundations Instructors

There are two courses in the Foundations block that have embedded field experiences—*Introduction to Teaching Students with Exceptionalities* and *Multicultural Education*. Candidates in *Introduction to Teaching Students with Exceptionalities* complete 15 field hours—3 hours at the Anne Carlsen Center and 12 hours in the local schools. Candidates in *Multicultural Education* complete 15 field hours. Depending on the semester, they may spend two days in reservation schools, or they may spend one day in a reservation school and an additional 8 hours working with English language learners in the local schools.

The course instructor collaborates with the school liaisons and the UJ Field Experience Coordinator to identify specific tasks the candidates will complete while in the field. Appropriate performance of these tasks is part of the course grade and will be evaluated, in part, by the course instructor. The Foundations Mentor completes a final evaluation of the candidate, which is also factored into the candidate's course completion requirements. Instructors should ensure that candidates understand these requirements and explain how their performance on these tasks is calculated into the course grade. This should be explicit in the course syllabus. The Field Experience policy statement should also be prominently displayed in the syllabus. The Field Experience Coordinator will periodically communicate with the Foundations Mentors to monitor candidate performance throughout the placement.

Role of Methods Instructors

Methods Instructors teach the co-requisite methods courses that candidates take in conjunction with their methods field placement. The content of every methods course exceeds the portion that coincides with the field placement; and instructors have discretion over their own course policies. **However, there are common expectations that must be embedded in every methods course.** Specifically, candidates must design a minimum of four lesson plans for every methods course in which they are enrolled. They will teach these lessons to the K-12 students in their placement and video record the teaching episode. They will review their teaching videos and write a written reflection for all four lessons. (*More detail is included later in this handbook.*)

Methods instructors should ensure that candidates understand these requirements and explain how their performance on these tasks is calculated into the course grade. This should be explicit in the methods syllabus. The Field Experience policy statement should also be prominently displayed in the syllabus. Methods instructors will evaluate each lesson plan and lesson reflection, then score each in Chalk and Wire using the UJ Lesson Plan and UJ Lesson Reflection rubrics. Methods instructors will also review each recorded lesson and score each in Chalk and Wire using the UJ Lesson Observation rubric.

Field Experience Assignments

Unless otherwise specified, assignments should be uploaded in Chalk and Wire for review and evaluation.

Teaching Students with Exceptionalities (Foundations Block)—Candidates will spend three (3) hours working with students at the Anne Carlsen Center and twelve (12) hours working in local schools with students with special needs. The exact nature of tasks to be completed will be communicated during class. Performance on these field-based tasks and the final evaluation completed by the site-based Foundations Mentor will factor into the course grade.

Multicultural Education (Foundations Block)—Candidates complete 15 field hours. Depending on the semester, they may spend two days in reservation schools, or they may spend one day in a reservation school and an additional 8 hours working with English language learners in the local schools. The exact nature of tasks to be completed will be communicated during class. Performance on these field-based tasks and the final evaluation completed by the site-based Foundations Mentor will factor into the course grade.

Methods Lesson Plans—Candidates in every methods course will design and teach a minimum of four lessons. Candidates are expected to communicate with their assigned Mentor about these lessons throughout the semester (*i.e. via e-mail*). At the initial meeting, candidates should inquire about curriculum materials, the intended scope and sequence of the curriculum content, and standards to be addressed. Try to get a sense up front about what you might be teaching throughout the semester. Prior to implementation, candidates should attain the approval of both the Mentor and the course instructor on all lessons, assessments, and other materials generated for use in the classroom. Be mindful of Mentor deadlines and allow ample time to make any revisions needed! At a minimum, lessons should be approved **two business days prior** to the scheduled implementation. Candidates are required to use the UJ Lesson Plan template (see [Appendix A](#)).

Methods Video Recorded Lessons—Candidates will video each of the four lessons taught for every methods course. To facilitate this process, candidates will be provided Swivl devices for use during field days. Swivl training will also be provided. While Field Supervisors, Mentors, or other methods candidates may assist with recording, it is each candidate's responsibility to ensure his/her lessons are recorded. Be sure you are confident with the video technology ahead of time! Although your methods instructors may not be in the field with you, they will be evaluating your teaching based on the video you provide. It is imperative that you capture the whole lesson—from opening to closure. Candidates will ensure the video is stored in a cloud-based server (*i.e. Google Drive, Dropbox, OneDrive—OneDrive is supplied by UJ and is recommended*) and will insert the video into Chalk and Wire for the methods instructor to access. The video must be made accessible **within 48 hours** of the lesson being taught.

NOTE: Candidates should maintain all their videos in the cloud-based server until they complete the program. They will need access to these videos to complete a program key assessment at the end of EDUC 399: TED Seminar II.

Methods Lesson Reflections—Candidates will view each of their recorded lessons before completing their Lesson Reflections. Additionally, for the 2nd lesson taught, candidates will evaluate the lesson using documented evidence from notes written during their viewing session (*see Observation Form in [Appendix B](#)*). After viewing the lesson and filling in the Observation Form, candidates will score the lesson using the UJ Observation Rubric. (*The link to the rubric will be available in Chalk and Wire*). They will also complete a written reflection about the lesson using the UJ Lesson Reflection template (*see [Appendix C](#)*). Within **48 hours** of the 2nd lesson’s delivery, candidates should submit to Chalk and Wire the (1) observation form, (2) self-scored observation rubric; and (3) lesson reflection. [**NOTE: Methods Instructors should not release the Lesson Observation scores until the candidate has submitted these materials.**] For the 1st, 3rd, and 4th lessons, the candidates will only upload the Lesson Reflection for submission.

Key Assessment #4: Unit Plan and Impact on Student Learning (Methods Block)—Candidates will complete this key assessment in either the fall or spring methods block. Elementary candidates will complete it in their Fall Methods block as part of the *Social Studies Arts Methods* course and again in their Spring Methods block as part of the *Science Methods* course. Secondary candidates will complete it in their Spring Methods block as part of the *Content Reading Methods* course. Health/PE candidates and Music candidates should check with their advisors to determine in which course the project will be embedded. This key assessment provides an opportunity for candidates to evaluate the effectiveness of their teaching by analyzing student assessment data collected during a mini-unit that they design and teach. Specific instructions for the key assessment will be presented by the course instructor. As is true with all program key assessments, candidates must perform at a satisfactory level on this project in order to move forward in the program.

Key Assessment #5: Video Analysis of Teaching (2nd Methods Block)—Candidates will complete this key assessment as part of EDUC 399: TED Seminar II. This key assessment provides an opportunity for candidates to evaluate their use of effective teaching strategies by reviewing their video recorded lessons from both Methods Blocks and creating a video montage linked to specific program outcomes. Specific instructions for the key assessment will be presented by the course instructor. As is true with all program key assessments, candidates must perform at a satisfactory level on this project in order to move forward in the program.

Evaluation of the Teacher Candidate

In addition to periodic evaluation by course instructors and self-assessment activities, candidates will be formally evaluated at the end of each Field Experience by their Mentor teachers.

Foundations Evaluation

At the conclusion of each placement in the Foundations block, the candidate's Foundations Mentor will complete the Foundations Block Evaluation Rubric (*see [Appendix D](#)*). Satisfactory scores on this rubric are required for candidates to progress in the program.

Summative Methods Evaluation

Field Supervisors will communicate with Methods Mentors on each field day to ensure adequate progress is being made. Methods Mentors will complete the Summative Methods Evaluation rubric (*see [Appendix E](#)*) at the end of the methods experience. The results of this evaluation serve to document the candidate's readiness to continue in the Teacher Education program.

Dispositions Evaluation

Teaching is a career in which attributes of character, integrity, and other professional dispositions are as relevant as knowledge and skills. As such, candidates' dispositions are evaluated as part of the Teacher Education assessment system. Candidates complete a self-assessment on the Disposition Evaluation rubric (*see [Appendix F](#)*) during the Introduction to Teaching course, during TED Seminar I, and during Student Teaching. Teacher Education faculty also evaluate the candidates' dispositions at multiple progression points—one of these being in TED Seminar I.

Course Grades for Field-Embedded Courses

Per the UJ Teacher Education Field Experience Policy, candidates must satisfactorily meet all expectations associated with the field experience in order to successfully complete any course linked to a field experience. Such expectations include:

- Completion of the required field experience hours. Candidates are expected to attend their assigned placements as outlined for them. **Failure to attend scheduled hours without advanced approval may result in the placement being terminated.**
- Communication with Mentor Teacher (*such communications should be timely; reflective of preparation for upcoming site visits; and professional in nature*).
- Communication with Course Instructor and/or Field Experience Coordinator about progress and difficulties encountered.
- Demonstration of professional demeanor and appearance (*positive dispositions, showered and clean, non-revealing professional attire, no use of cell phones*).
- Positive reviews by Mentor Teachers.

Candidates who do not perform at an appropriate level with their field experience must meet with the Candidate Progress Committee, who will determine whether the candidate will be permitted to progress in the Teacher Education program.

Unsatisfactory Progress

If concerns arise regarding any aspect of the Teacher Candidate's ability to fulfill his/her placement responsibilities, contact between the Mentor and the Field Experience Coordinator should take place immediately. Early intervention is important and allows for the provision of additional support and resources to the candidate. If it is determined that the candidate is having problems and is unable to correct those problems, one of the following, depending on the severity of the problem, will occur:

Improvement Plan

The Candidate Progress Committee will meet with the candidate to discuss the concerns. An improvement plan will be created that lists each concern and the plan of action agreed upon to address those concerns. Specific outcomes will be identified, along with a timeline for attaining those outcomes. If satisfactory progress has not been made in the prescribed timeline or if the problems escalate during the remediation period, the candidate may be removed from the assignment, required to extend the field experience, or may earn a failing grade for the affected course(s). If a candidate earns a failing grade and must repeat any methods course, s/he must also repeat the co-requisite TED Seminar.

Removal from Assignment

The Field Experience Coordinator and/or the Chair of the Department of Teacher Education will consider removing a candidate from his/her assignment when any of the following occur:

- The appropriate school authority, for just and explained reasons, requests that the candidate be removed.
- The Field Supervisor or Field Experience Coordinator believes circumstances will prevent either the development or maintenance of a satisfactory learning environment.
- Unethical behavior has been exhibited by either the Mentor Teacher or the candidate.
- A decision has been reached that the candidate cannot receive a satisfactory grade, and the candidate or the Mentor Teacher requests the removal.
- Excessive absenteeism, tardiness, multiple missed deadlines, lack of assignments submitted, and/or failure to comply with established rules and policies is evident.

Appendix

UJ Lesson Plan Template

Content Area:

Grade Level:

Learning Objectives (Student Learning Outcomes)

<p>What specific learning objectives are used for this lesson (what will students be able to do as a result of is lesson)? (<i>SLOs should be observable, measurable, and target the upper level of Bloom's taxonomy</i>).</p>	
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Academic Standards/Benchmarks

<p>List the state academic content standards/benchmarks with which this lesson is aligned (the overall target of student learning). Include state abbreviation and number & text of the benchmarks. If only a portion of a benchmark is addressed, then list only that portion.</p>	
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Connections

<p>Describe the connection to previous lessons (prior knowledge). How will the lesson link to future instruction?</p>	
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Misconceptions

<p>What misconceptions might students have about the material? How can those be addressed to ensure understanding?</p>	
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Instructional Support- Academic Language

<p>What planned instructional supports can be used assist students in understanding key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?</p>	
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Procedure: Lesson Timeline, Instructional Strategies, & Learning Tasks

Time	Teaching & Learning Activities	Describe what TEACHER will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<p>Orientation/Engagement/Motivation: Explicit instruction, set expectations, give examples, model.</p>	
	<p>Guided Practice/Exploration/Feedback: How will students practice skills/meet expectations with guidance?</p>	
	<p>Independent Practice/Application: How will students practice skill and demonstrate understanding of concept?</p>	
	<p>Closure: Summarize learning, student reflection, application to real world or other contexts.</p>	

Differentiation

<p>How might you differentiate instruction for a range of learners (e.g., ELL, special education, gifted/talented)?</p> <p>Accommodations and modifications:</p> <p>Extensions and enrichment:</p> <p>Additional supports:</p>	
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Assessments

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type and purpose of assessment & what is assessed). What evidence of learning will you collect?</p>	<p>Type: <input type="checkbox"/> Informal / <input type="checkbox"/> Formal</p> <p>Purpose: <input type="checkbox"/> Diagnostic / <input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Objective(s) Assessed:</p> <p>Evidence:</p>
	<p>Type: <input type="checkbox"/> Informal / <input type="checkbox"/> Formal</p> <p>Purpose: <input type="checkbox"/> Diagnostic / <input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Objective(s) Assessed:</p> <p>Evidence:</p>
	<p>Type: <input type="checkbox"/> Informal / <input type="checkbox"/> Formal</p> <p>Purpose: <input type="checkbox"/> Diagnostic / <input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Objective(s) Assessed:</p> <p>Evidence:</p>

Materials/Technology

List materials needed by teacher. Cite ISTE standards for technology incorporated into the lesson, as appropriate.	
List materials needed by students for this lesson (include copies of handouts, activities, etc.). Cite ISTE standards for technology incorporated into the lesson, as appropriate.	

Research/Theories/Strategies Applied

Identify theories, research, and strategies that support the instructional decisions used with the lesson.		Explain how your thought process in selecting the strategies for this lesson was guided by research/ theories.	
Learning Theory <input type="checkbox"/> Behaviorism <input type="checkbox"/> Cognitivism <input type="checkbox"/> Constructivism <input type="checkbox"/> Experiential	Bloom's Cognitive Domain <input type="checkbox"/> Remember <input type="checkbox"/> Understand <input type="checkbox"/> Apply <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Create	Gardner's Multiple Intelligences <input type="checkbox"/> Verbal/Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Visual/Spatial <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Musical/Rhythmic <input type="checkbox"/> Interpersonal/Social <input type="checkbox"/> Intrapersonal/Self-aware <input type="checkbox"/> Naturalist/Environmentally aware	Instructional Strategy <input type="checkbox"/> Present and Explain <input type="checkbox"/> Direct Instruction <input type="checkbox"/> Concept Lesson <input type="checkbox"/> Inquiry-Based Lesson <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Project /Problem-Based Learning <input type="checkbox"/> Classroom Discussion

College and Career Readiness

How have you planned to develop college and career readiness skills in your students (e.g., engage in problem solving and critical thinking; implement cross-disciplinary learning experiences; teach for transfer of skills; design/implement learning experiences that require collaboration and communication skills)?	
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Lesson Reflection/Evaluation

You will complete a formal reflection on your teaching within a couple of days. However, you should think about these questions immediately after teaching. It may be helpful to jot down a few notes while the teaching episode is fresh on your mind.

What went well and why?

What changes could or should be made?

When do you feel that the most learning took place?

Lesson Plan—RUBRIC
(completed by Methods Instructor in Chalk and Wire)

Criteria	4—Exemplary	3—Proficient	2—Developing Proficiency	1—Non-Proficient
Student Learning Outcomes (InTASC 1, 4, 5, 7)	Designs lesson with specific, measurable objectives closely aligned with multiple curriculum standards (e.g. objectives are observable, measurable, and written with student learning in mind and target upper level of Bloom’s). Thoroughly describes links to both prior knowledge and future instruction.	Designs lesson with measurable objectives adequately aligned with curriculum standards (e.g. objectives are observable, measurable, and written with student learning in mind and target upper level of Bloom’s). Describes links to prior knowledge and future instruction.	Designs lesson with objectives that may not be measurable, appropriately linked to standards, or intended to address upper level of Bloom’s. Lesson includes some consideration of long-term curriculum goals but links to prior and future instruction may not be clearly stated.	Designs lesson with no measurable objectives or links to curriculum standards. Links to prior and future instruction are not stated.
Anticipation of Misconceptions (InTASC 1)	Anticipates students’ misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Anticipates one or two ways that students might become confused with the content.	Does not anticipate misconceptions that students might have about the material.
Assessment (InTASC 6, 7)	Plans assessment to measure student attainment of objective using multiple types assessments for a variety of purposes. Explains the type and purpose of assessment. Plans to gather multiple pieces of evidence to demonstrate if students meet each learning objective.	Plans assessment for each lesson objective that allows students to express what they learned in more than one way. Appropriately identifies the type and purpose of assessment. Plans to gather evidence to demonstrate if students meet each learning objective.	Plans assessment to measure student attainment of each lesson objective. The link to assessment and objective may not be strong. May inappropriately identify the type and purpose of assessment.	Plans assessment that is not aligned to lesson objectives and may inappropriately identify the type and purpose of assessment.
Engagement (InTASC 1, 2)	Selects appropriate, student-centered, instructional strategies to motivate and actively engage all students. Includes opportunities for students to generate learning and meaningfully engage with the teacher and other students.	Selects appropriate, student-centered, instructional strategies to actively engage all students. Includes opportunities for students to meaningfully engage with the teacher and other students.	Selects instructional strategies that may not be appropriate or designed to actively engage all students.	Does not select appropriate instructional strategies or design instruction to actively engage all students.
Differentiation (InTASC 2)	Designs lesson that appropriately addresses instruction for a range of learners to meet students' learning needs, styles, and interests. Lesson explicitly includes multiple areas for differentiation (e.g. accommodations/modifications, extensions/enrichment, and additional supports).	Designs lesson that appropriately addresses instruction for a range of learners in order to meet students' learning needs, styles, and interests. Lessons include areas for differentiation (e.g. accommodations/modifications, extensions/enrichment, and additional supports).	Designs lesson that provides appropriate differentiation only for students with identified special needs.	Designs lesson that does not provide appropriate differentiation for students with identified special needs.

Research (InTASC 1, 2, 10)	Accurately identifies and explains how specific research-based theories and strategies guided all of the instructional decision-making for the lesson (e.g. student activities, differentiation, assessment).	Accurately identifies and explains how specific research-based theories and strategies guided some of the instructional decision-making for the lesson (e.g. student activities).	Identifies specific research-based theories and strategies that may not be accurate. Struggles to explain how the instructional decision-making was guided by research.	Identifies specific research-based theories and strategies that may not be accurate. Does not explain how the instructional decision-making was guided by research.
College-and-Career Readiness Skills (InTASC 2, 5)	Plans for all students to utilize college-and-career readiness skills through the lesson. Lesson includes two or more of the following: <ul style="list-style-type: none"> • Engage in problem solving and critical thinking; • Cross-disciplinary learning experiences; • Transfer of skills; • Collaboration and communication 	Plans for all students to utilize college-and-career readiness skills through the lesson. Lesson includes at least one of the following: <ul style="list-style-type: none"> • Engage in problem solving and critical thinking; • Cross-disciplinary learning experiences; • Transfer of skills; • Collaboration and communication 	Plans for all students to utilize college-and-career readiness skills through the lesson.	Does not plan for students to utilize college-and-career readiness skills through the lesson.
Materials (InTASC 4, 5, 7)	Designs lesson that use an array of teacher and student materials, all of which enhance the learning experience. Technology is included as appropriate with ISTE standards accurately cited.	Designs lesson that use an array of teacher and student materials, most of which enhance the learning experience. Technology is included as appropriate with ISTE standards accurately cited.	Designs lesson that include teacher and student materials that may not enhance the learning experience. Technology is included as appropriate. ISTE standards may not be accurately cited.	Designs lesson that does not include appropriate list of teacher and student materials.

Based on Kim Marshall's Teacher Evaluation Rubrics

Lesson Observation Form

As you view the video lesson, jot down evidence of the following criteria. You may not have opportunity to see each of the criterion but note what you can.

Criteria	Observed Evidence from Lesson
Social-emotional Positive interactions and social-emotional skills among students.	
Efficiency Lesson implementation gets most out of instructional time.	
Prevention Discipline problems stopped before started	
Environment Physical space designed to maximize student learning	
Expectations Communicates high expectations for all students	
Goals Students know what to expect with lesson and their performance	
Connections Makes connections to prior learning and student interests	
Clarity Presents material clearly	
Repertoire Multiple and appropriate strategies to enhance learning of all students	
Engagement All students actively engaged	
Closure Learning summarized	

Lesson Observation—RUBRIC
(completed by Candidate and Methods Instructor in Chalk and Wire)

Criteria	4—Exemplary	3—Proficient	2—Developing Proficiency	1—Non-Proficient
Social-emotional (InTASC 1, 2, 3)	Fosters positive interactions and social-emotional skills with students and guides student-led development of Social-Emotional Learning (SEL) Core Competencies (e.g. Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making).	Fosters positive interactions and social-emotional skills with students by incorporating Social-Emotional Learning (SEL) Core Competencies (e.g. Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making).	Fosters positive interactions but may not demonstrate use of Social-Emotional Learning (SEL) Core Competencies as a guide (e.g. Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making).	Does not clearly model or promote the value of positive interactions.
Efficiency (InTASC 3)	Maximizes instruction so that there is no down time or off task behavior.	Maximizes instructional time through effective pacing, strong organization, clarity, proactively limiting interruptions, and smooth transitions.	Loses some instructional time due to disorganization (plans, resources), confusion, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of disorganization, confusion, interruptions, and ragged transitions.
Prevention (Proactive Classroom Management) (InTASC 3)	Relationships and routines clearly are established and consistently followed. Demonstrates a high level of awareness of the learning environment. Is prepared for potential conflict or misbehaviors and proactively implements strategies to prevent or diffuse.	Relationships and routines are established. Demonstrates general awareness of the learning environment. Is prepared for potential conflict or misbehaviors and proactively implements strategies to prevent or diffuse, but these attempts may not have been successful.	Relationships and routines are established. Demonstrates sporadic awareness of the learning environment. Demonstrates minimal preparedness for potential conflict or misbehaviors.	Relationships and routines are not clearly established or followed. Demonstrates lack of awareness of the learning environment. Does not demonstrate preparedness for potential conflict or misbehaviors.
Environment (InTASC 3)	Uses room arrangement, materials, furniture, and displays to maximize student learning. Teaches in close proximity to the students.	Uses room arrangement, materials, furniture, and displays to maximize instruction. Teacher and students can move easily and access resources as needed.	The classroom environment is organized for safety but is not designed to promote student learning or enhance instruction.	The classroom environment appears disorganized and may be unsafe. Materials may be hard to access.
Expectations (InTASC 2, 3)	Clearly communicates high expectations in a specific manner to all students and promotes an equitable learning environment.	Communicates high expectations generally for all students and promotes an equitable learning environment.	Learning goals implicitly convey high expectations but may not communicate this directly to the students. Promotes an equitable learning environment sporadically.	Does not communicate high expectations for all students.
Goals (InTASC 8)	Shows students exactly what is expected by posting essential questions, goals, rubrics and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit and/or lessons goals.	Tells students the main learning objectives of the lesson.	Begins lesson without giving students a sense of where instruction is headed.
Connections (InTASC 1, 2, 8)	Grabs students' interest and makes connections to prior knowledge and experience.	Hooks students' interest in the lesson and activates prior knowledge.	Attempts to make the lesson interesting or relates it to things students already know.	Does not effectively hook students' interest or make connections.

Clarity (InTASC 8)	Presents material clearly and explicitly in multiple ways, with a variety of well-chosen examples and appropriate academic language.	Presents material clearly and explicitly, with well-chosen examples and appropriate academic language.	Presents material with a lack of clarity and shares examples that may not be appropriate or effective. May not use appropriate academic language.	Presents material in a confusing way. Examples may not be provided. May not use appropriate academic language.
Repertoire (InTASC 8)	Enhances student learning through the implementation of a variety of highly effective teaching strategies.	Enhances student learning through the implementation of multiple instructional strategies, which are generally effective.	Implements multiple instructional strategies, but they may be inappropriate or ineffective.	Does not incorporate appropriate instructional strategies beyond the curriculum materials outline.
Engagement (InTASC 1, 3, 8)	Students are actively engaged throughout the entire lesson demonstrate ownership in their own learning (e.g. using resources, critical thinking).	Effectively engaged all students throughout the lesson.	Attempts to get students actively involved, but not all students are engaged the entire time.	Students are mostly passive throughout the lesson.
Closure (InTASC 5, 8)	Brings closure to the lesson by having students link it back to the intended learning outcome. May provide opportunities for students to apply it to real-life situations or other contexts.	Brings closure to the lesson by linking it back to the intended learning outcome. May provide opportunities to consider application.	Brings closure to lesson and asks students to think about applications.	Moves on at the end of the lesson without closure or application to other contexts.

Based on Kim Marshall's Teacher Evaluation Rubrics

UJ Lesson Reflection Template

Evaluation of the Lesson

1. Did the lesson accomplish what you intended? Why or why not? *(As appropriate, include in your reflection any feedback received from others and how you utilized/will utilize it for continued improvement.)*
2. What were the strengths of the lesson? Where there any areas of concern?

Evaluation of Student Learning

1. How successful were the students? *(Cite specific assessment results. As appropriate, describe how assessment results were used to impact future instruction or provide feedback to students.)*
2. Based on student outcome is there opportunity for improvement in this lesson?

Next Steps

1. What did you learn from this lesson that you will use the next time?
2. What support will you need in your next steps?

Any Additional Insights

Lesson Reflection—RUBRIC
(completed by Methods Instructor in Chalk and Wire)

Criteria	4—Exemplary	3—Proficient	2—Developing Proficiency	1—Non-Proficient
Evaluation of the Lesson (InTASC 9)	Solicits feedback from others while reflecting on what worked and what did not and to continuously improve instruction.	Reflects on the effectiveness of the lesson and describes specific steps for continued improvement.	Lists areas that might have been better and accurately identifies strengths.	Provides a superficial reflection and may not accurately interpret the lesson's effectiveness.
Evaluation of Student Learning (InTASC 6,9)	Uses assessment data to determine each student's success on all learning objectives. Reflection includes all of the following: a description of providing feedback to learners, adjusting instruction in real time, and planning for future instruction.	Uses assessment data to determine each student's success on all learning objectives. Reflection includes some of the following: description of providing feedback to learners, adjusting instruction in real time, and planning for future instruction.	Uses assessment data to determine students' collective success on all learning objectives.	Does not use assessment data to determine students' success on all learning objectives.
Next Steps (InTASC 9)	Describes specific links between lessons learned from this teaching episode, identifies supports, and plans actions for future decision-making.	Provides suggestions for future instruction, including supports needed.	Suggests changes that could be made if the lesson were taught again but may not identify supports or draw connections to future instruction.	Fails to connect this teaching experience to future instructional decisions.

Based on Kim Marshall's Teacher Evaluation Rubrics

Foundations Block Evaluation Rubric
(completed by Foundations Block Mentor in Chalk and Wire)

	4—Exemplary	3—Proficient	2—Developing Proficiency	1—Non-Proficient
Did the candidates complete the required number of hours?	Yes	N/A	N/A	No
Did the candidate arrive at the appropriate/scheduled time?	Was Always Early	Was always right on time	Was sometimes a little late	Was not dependable with arrival time
Did the candidate remain at the placement for the appropriate/scheduled time?	Yes, and frequently stayed a little later	Yes, always remained the entire time	Sometimes left a little early	Was not reliable with departure time
The candidate's dress and appearance were professional/appropriate.	Very Much So	Acceptable	Somewhat	No
The candidate expressed enthusiasm and interest.	Very Much So	Consistently at an Acceptable Level	Sporadically	Marginally
The candidate took initiative as appropriate.	Very Much So	Consistently at an Acceptable Level	Sporadically	Marginally
The candidate responded well to directions and suggestions.	Very Much So	Consistently at an Acceptable Level	Sporadically	Marginally
Do you recommend the candidate continue in teacher education and join the teaching profession?	Absolutely, candidate shows exemplary potential	Yes, candidate demonstrates appropriate skill and disposition for this level	Yes, but significant growth will be needed	No

Summative Methods Evaluation Rubric
ND Common Metrics-Student Teacher Observation Tool (STOT)
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(completed by Methods Mentor in Chalk and Wire)

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*.

InTASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
<i>The teacher candidate...</i>							
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating “ 3” performance, partial success at rating of “ 4”	implements developmentally appropriate instruction that accounts for learners’ strengths, interests and needs	In addition to rating “ 2” performance, partial success at rating of “ 3”	implements grade-level appropriate instruction, but does not account for individual learners’ differences	With assistance, partial success at rating of “ 2”	implements instruction that exceeds or does not match a developmentally appropriate level for the students
Accounts for differences in students’ prior knowledge	accesses student readiness for learning and expands on individual students’ prior knowledge		accounts for individual differences in students’ prior knowledge and readiness for learning		addresses students’ prior knowledge as a class, but individual differences are not considered		does not account for differences in students’ prior knowledge
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.							

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
<i>The teacher candidate...</i>							
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	In addition to rating "3" performance, partial success at rating of "4"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating "2" performance, partial success at rating of "3"	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at rating of "2"	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.							

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
<i>The teacher candidate...</i>							
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	In addition to rating “ 3” performance, partial success at rating of “ 4”	consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners’ differences, including race, culture, gender, sexual orientation, and language	In addition to rating “ 2” performance, partial success at rating of “ 3”	models safety and respect to encourage a positive classroom learning community	With assistance, partial success at rating of “ 2”	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs		develops a learning environment that is consistently engaging for most students		attempts to develop a learning environment that is engaging for most students		needs assistance in developing a learning environment that is engaging for most students
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently
Guides learners in using technologies in appropriate, safe, and effective ways	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.							

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
<i>The teacher candidate...</i>							
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	In addition to rating " 4" rating of " 3" performance, partial success at	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating " 2" performance, partial success at rating of " 3"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	With assistance, partial success at rating of " 2"	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content
Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.							

InTASC Standard 5	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
<i>The teacher candidate...</i>							
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	In addition to rating "4" performance, partial success at rating of "3"	designs instruction related to the students' real-life experiences and relevant core content	In addition to rating "3" performance, partial success at rating of "2"	designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	With assistance, partial success at rating of "2"	designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline
Accesses content resources to build global awareness	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources-to build student awareness of local and global issues
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.							

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
<i>The teacher candidate...</i>							
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating “ 3” performance, partial success at rating of “ 4”	uses multiple assessments that align with the learning targets	In addition to rating “ 2” performance, partial success at rating of “ 3”	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of “ 2”	uses limited assessment methods and items that are not aligned with learning targets
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable
Uses appropriate data sources to identify student learning needs	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade
Engages students in self-assessment strategies	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers’ and learner’s decision making.							

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
<i>The teacher candidate...</i>							
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating “ 4” performance, partial success at rating of “ 3”	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating “ 3” performance, partial success at rating of “ 2”	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of “ 2”	lesson plans are not aligned with learning goals
Uses assessment data to inform planning for instruction	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students’ progress relative to learning targets		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		pre-assessment and/or formative assessment data are not utilized to inform planning
Adjusts instructional plans to meet students’ needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students’ needs		uses information gained from assessment findings to customize instructional plans to meet students’ needs		uses assessment findings to modify instructional plans to meet students’ needs		plans are not adjusted to meet student learning differences or needs
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the Cooperating Teacher, other teachers, and/or specialists		plans with the Cooperating Teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the Cooperating Teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.							

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
<i>The teacher candidate...</i>							
Varies instructional strategies to engage learners	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	In addition to rating "3" performance, partial success at rating of "4"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to rating "2" performance, partial success at rating of "3"	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	With assistance, partial success at rating of "2"	utilizes only one instructional approach
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology
Differentiates instruction for a variety of learning needs	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction
Instructional practices reflect effective communication skills	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction		articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.							

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
<i>The teacher candidate...</i>							
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating “ 3” performance, partial success at rating of “ 4”	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating “ 2” performance, partial success at rating of “ 3”	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of “ 2”	resists feedback to improve teaching effectiveness
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners’ rights and teachers’ responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.							

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
<i>The teacher candidate...</i>							
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	In addition to rating “3” performance, partial success at rating of “4”	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to rating “2” performance, partial success at rating of “3”	develops cordial relationships with colleagues; attempts to improve student performance	With assistance, partial success at rating of “2”	develops relationships with colleagues that are characterized by negativity or combativeness
Collaborates with parent/guardian/advocate to improve student performance	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher’s communications are highly sensitive to families’ cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families’ cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher’s communications are inappropriate to families’ cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.							

Dispositions Evaluation Rubric (EDUC 398)
ND Common Metrics-Critical Dispositions
 © North Dakota Association of Colleges for Teacher Education

(completed by candidates and program faculty in Chalk and Wire)

Critical Dispositions: Please select the most accurate description of your teacher candidate's disposition while under your observation. CAEP 1.1, 2.3, 3.3, 3.6

<i>InTASC Standards 1-3 Learner and Learning</i>	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
The teacher candidate...						
1.	Respects learners' developmental strengths and needs (InTASC 1.h) (Danielson 1b) (Marzano 19,20) (MCEE II.A.3;III B.1, III.B.2-3)	demonstrates respect for all learners by considering diverse perspectives when implementing developmentally appropriate practices to address learners' strengths and needs.	In addition to score of " 2" performance, partial success at score of " 3"	demonstrates respect for learners by implementing developmentally appropriate practices to address learners' strengths and needs.	In addition to score of " 1" performance, partial success at score of " 2"	demonstrates minimal respect for learners' developmental needs by displaying behaviors that seem uninformed, intolerant, or biased.
2.	Believes that all students can learn and achieve (InTASC 2.1, 2.n) (Danielson 2.b)(Marzano 19) (MCEE II.A.3)	believes all students can learn by creating equitable learning opportunities that support learner differences and upholding high expectations that result in achievement.		believes all students can learn by creating opportunities to support learner differences and encouraging high expectations for achievement.		minimally displays a belief that all students can learn by a lack of support for learner differences and setting low expectations.
3.	Commits to knowing about the cultures and communities that impact their students (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	seeks out and engages in opportunities to enhance their understanding of cultures and communities that impact their students.		engages in opportunities to learn about the cultures and communities that impact their students.		makes minimal efforts toward learning about the cultures and communities that impact their students.
4.	Displays a commitment to provide equitable learning and development opportunities for all (InTASC 3.n, 3.o) (Danielson 2a) (MCEE I.C.5; II.A.1, II.A.3; II.C.1; III:A.1)	consistently commits effort toward providing equitable learning and development opportunities for all.		commits effort toward providing equitable learning and development opportunities for all.		displays minimal effort toward providing equitable learning and development opportunities for all.
5.	Engages learners in decision-making for purposeful learning (InTASC 3.p)(Danielson 3c)(Marzano 18) (MCEE III.A.2)	intentionally plans for engaging learners in decision-making, resulting in purposeful learning.		engages learners in decision-making for purposeful learning as the opportunities present themselves.		misses opportunities to engage learners in decision-making for purposeful learning.
6.	Engages learners in collaborative learning (InTASC 3.o, 3.p, 3.q) (Danielson 3c)(Marzano 16) (MCEE III.A.2)	engages learners in collaborative learning activities, resulting in a classroom culture of shared ownership of ideas and outcomes.		engages learners in collaborative learning, resulting in shared ownership of ideas.		misses opportunities to engage learners in collaborative learning, resulting in varying degrees of shared ownership of ideas.
Standards 1-3 Comments regarding strengths &/or areas for growth:						

	InTASC Standards 4-5 Content	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
7.	Commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills (InTASC 4.r) (Danielson 3c)(Marzano 2) (MCEE II.A.1,II.A.3; II.C.1; III.B.1)	consistently commits to making learning opportunities accessible to all learners resulting in mastery of disciplinary content and skills.	In addition to score of “ 2” performance, partial success at score of “ 3”	commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.	In addition to score of “ 1” performance, partial success at score of “ 2”	inconsistently makes learning opportunities accessible to all learners, resulting in inconsequential learning.	
8.	Is committed to linking subject content to real life issues (InTASC 5.q, 5.s)(Marzano 2) (MCEE II.A.1, II.A.3; II.C.1)	links subject content to real life issues, promoting the development of critical and creative thinking.		links subject content to real life issues, resulting in relevant connections for learners.		misses opportunities to link subject content to real life issues, resulting in learners seeing varying degrees of relevance.	
	Standards 4-5 Comments regarding strengths &/or areas for growth:						
	InTASC Standards 6-8 Instructional Practice	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
9.	Commits to making accommodations in assessments for all learners (InTASC 6.t, 6.u, 6.v) (Danielson 3d) (MCEE I.C.5; II.C.1-3; III.A.1; IV.A.2)	makes accommodations in multiple assessments to promote growth and guide instructional decision making by considering individual student needs.	In addition to score of “ 3” at score of “ 2” performance, partial success	makes accommodations in assessments to promote growth by considering individual student needs.	In addition to score of “ 2” at score of “ 1” performance, partial success	makes limited accommodations in assessments for learners.	
10.	Is committed to planning learning opportunities that promote student growth (InTASC 7.n, 7.p, 4.r, 9.1)(Danielson 1a)(Marzano 3) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	takes responsibility for planning learning opportunities that result in student growth, contributing to a culture of growth mindset.		takes responsibility for planning learning opportunities that result in student growth.		attempts to plan learning opportunities that occasionally result in student growth.	
11.	Values the exploration of how to use new and emerging technologies to promote student learning (InTASC 8.q, 8.r) (Danielson 1d) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	seeks out opportunities to learn and apply new and emerging technologies that are engaging and result in learning.		explores ideas for using new and emerging technologies that are engaging and support learning.		lacks initiative for exploring new and emerging technologies that support learning.	
	Standards 6-8 Comments regarding strengths &/or areas for growth:						

	InTASC Standards 9-10 Professional Responsibility	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
12.	Maintains a positive attitude in professional settings (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8)	maintains a positive attitude when interacting with stakeholders by speaking professionally and listening with authentic interest to the perspectives of others.	In addition to score of " 2" performance, partial success at score of " 3"	maintains a positive attitude when interacting respectfully with stakeholders.	In addition to score of " 1" performance, partial success at score of " 2"	periodically displays a disrespectful or impatient attitude when working with stakeholders.	
13.	Commits to professional appearance in dress and grooming (InTASC 9.o)(Marzano 21) (MCEE III A.4)	displays continuous commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays a lack of attention to appropriate and professional appearance, attire, and/or cleanliness.	
14.	Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I, II, III, IV, V)	continuously upholds the profession's code of ethics and legal responsibilities.		upholds the profession's code of ethics and legal responsibilities.		lacks commitment in upholding the profession's code of ethics and legal responsibilities.	
15.	Values appropriate interpersonal relationships in all settings (InTASC 3.n, 10.r, 9.o) (Danielson 4.f) (Marzano 23) (MCEE I.B.3-4,C.1-5, III.A.1,6-9, B.1-3, IV.B.1-2, 5,E.1-4)	values and sets personal and professional boundaries that nurture appropriate interpersonal relationships with students/families/colleagues.		sets personal and professional boundaries that support appropriate interpersonal relationships with students/families/colleagues.		does not set personal and professional boundaries effectively, resulting in inappropriate or unprofessional interpersonal relationships with students/families/colleagues.	
16.	Is dependable: prepared, on time (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5)	is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicates circumstances that may affect timeliness and preparation.		is prepared, meets established deadlines, and communicates circumstances that may affect timeliness and preparation.		is inconsistently prepared, inconsistently meets deadlines, or does not communicate reason for lack of preparedness or timeliness.	
17.	Is approachable: nonthreatening, positive (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	is welcoming and positive, and invites interactions with stakeholders.		is positive and open to interaction with stakeholders.		is negative or unapproachable; avoids interaction with stakeholders.	

	InTASC Standards 9-10 Professional Responsibility	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
18.	Receives/uses constructive feedback professionally (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.)	invites and accepts constructive feedback and uses it for professional improvement.	In addition to score of " 2" performance, partial success at score of " 3"	is receptive to constructive feedback and uses it for improvement.	In addition to score of " 1" performance, partial success at score of " 2"	is unreceptive to constructive feedback or shows limited effort to make recommended improvements.	
19.	Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	communicates professionally with stakeholders through nonverbal means by maintaining enthusiasm and employing active listening skills.		communicates professionally with stakeholders through nonverbal means by employing active listening skills.		displays limited professionalism in nonverbal communication with stakeholders through inactive listening skills.	
20.	Communicates professionally through electronic means (email, social media, course management system) (InTASC 10.q, 10.r) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, V.A.1, V.A.3, V.A.5, V.A.6, V.A.7, V.C.1, V.C.2, V.C.3)	communicates professionally and collaboratively with stakeholders through electronic means to support student learning.		communicates professionally with stakeholders through electronic means.		displays limited professionalism when communicating with stakeholders through electronic means.	
21.	Communicates professionally in oral language when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, IV.C.3)	communicates professionally through oral language to create a culture of collaboration with stakeholders.		communicates professionally through oral language to work with stakeholders.		displays limited professionalism when communicating orally with stakeholders.	
22.	Accepts responsibility for personal actions and behaviors (InTASC 9.i, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	consistently accepts responsibility for personal action and behaviors; displays professional maturity by focusing on solutions rather than assigning blame.		accepts responsibility for personal actions and behaviors; focuses on solutions.		is reluctant to accept responsibility for personal actions and behaviors; focuses on blaming others rather than seeking solutions.	
	Standards 9-10 Comments regarding strengths &/or areas for growth:						