FACULTY MEMBER:
COURSE TITLE: PRACTICUM I
COURSE NUMBER: MAS/MEE 7996
COURSE CREDIT: 1 Credit

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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<td>30</td>
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Course Description
Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II). Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction.

College Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) facilitating inquiry and (5) enabling authentic participation, collegiality and collaboration; reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.

Targeted Standards within Practicum I

InTASC Model Core Teaching Standards

**Standard #1: Learner Development**
The teacher understands how learners grow 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.

**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, other professionals, and the community), and adapts practice to meet the needs of each learner.

**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 school professionals, and community members to ensure learner growth, and to advance the profession.

**ISTE: National Educational Technology Standards**

**Standard #2. Design and Develop Digital-Age Learning Experiences and Assessments** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS.

**Standard #4. Promote and Model Digital Citizenship and Responsibility** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

**Required* Performance Tasks**

**Performance Task – Knowledge of Students and the Learning Environment**

InTASC: 1(b)(c), 2(a)(c)(d)(f), 3(a)(c)(d)(f), 4(d)(g), 6(g), 7(a)(b)(d)(e), 8(a)(c), 9(c)(f), 10(b)(d)

Prac I - Revised 11/15/2014
Performance Task – Assessment and Data Collection to Measure and Inform Student Learning
InTASC: 1(a)(b), 2(a)(b)(f), 6(b)(c)(d)(f)(g)(h)(i), 7(b)(c)(d), 8(a)(b)(e)(g), 9(b)(c)

P.T.I. - Identify and submit an activity or strategy used as a formative assessment (informal checking for understanding).
P.T.I. - Submit formative assessment related to your content area.
P.T.I. - Submit summative assessment related to your content area.

Performance Task – Designing Instruction for Student Learning

P.T.I. - Write Descriptive, Analytic and Reflective writing response to classroom observation, following a conference with mentor teacher
P.T.I. - Submit a lesson plan; WilmU Lesson Plan Workbook and Final Lesson Plan Template aligned to their content area.
P.T.I. - Modify and adjust instructional strategies and/or learning activities in Lesson Plan to address Student with Disability, ELL Student or student identified as struggling learner.
P.T.I. - Revise Lesson Plan to include appropriate standards alignment and reference.

Performance Task – Professional Responsibilities

P.T.I. - Update Part III of The Professional Responsibilities Form.
P.T.I. - Compose a philosophy of education aligned to current practice and research.
P.T.I. - Update part II of The Professional Responsibilities Form.
P.T.I. - Reflective Response to Scenario Based Case demonstrating understanding of educator’s roles and responsibilities related to legal and ethical issues.
P.T.I. - Update Part II of Professional Responsibilities Form
P.T.I. - Update Part V of Professional Responsibilities Form

Prac I - Revised 11/15/2014
<table>
<thead>
<tr>
<th>Weekly Seminar Topics</th>
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<tbody>
<tr>
<td><strong>Learning Topic 1 - Professional Responsibilities and Behavior</strong></td>
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<tr>
<td><strong>Essential Questions:</strong></td>
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<tr>
<td>Why choose teaching?</td>
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<td>What is expected of me as a teacher?</td>
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<td>What is the teaching life really like, and is it for me?</td>
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<td><strong>Learning Activities:</strong></td>
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<tr>
<td>1. Provide and examine examples of current research based philosophy of education statements and benchmarks.</td>
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<td>2. Introduce and discuss the Frameworks of Teaching – DPAS II.</td>
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<td><strong>Performance Tasks:</strong></td>
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<tr>
<td>1. Update Part III of The Professional Responsibilities Form. These activities may include but are not limited to:</td>
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<td>a. Professional Learning Communities meetings in assigned school</td>
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<td>b. Membership or participation in professional organizations</td>
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<td>c. University based professional development based opportunities</td>
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<tr>
<td><strong>Artifacts – Professional Responsibilities Form</strong></td>
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| **Learning Topic 2 - Context and Culture** |
| **Essential Questions:** |
| What is the role/importance of school and teachers in our society and in this community? |
| Has teaching changed over time … if so, how and why? |
| What should I know about the history of education? |
| **Learning Activities:** |
| 1. Review the history of education and the teaching profession. |
| 2. Continue to provide and examine examples of current research based philosophy of education statements and benchmarks. |
| 3. Investigate the concept of the American “Common School” as a revolutionary idea. |
| 4. Review and discuss the requirements for Context of Learning. (Performance Assessment Task I - Rubric) |
| **Performance Tasks:** |
| 1. Compose a philosophy of education aligned to current practice and research. |
| **Artifacts – Philosophy of Education** |

| **Learning Topic 3 - Interpersonal Relationships** |
| **Essential Questions:** |
| Do my interactions demonstrate professionalism? |
| How do I demonstrate that I can effectively communicate with families and collaborate with my colleagues? |
| How do I create an environment to support students for relative learning? |
| **Learning Activities:** |
1. Review Professional Responsibilities Form and identify expectations.
2. Role play effective communication strategies with families and colleagues.
3. Investigate the boundaries that exist for 21st century educators (cyber communications, social media, etc.)

**Performance Tasks:**
1. Update part I and IV of the Professional Responsibilities Form.

*Artifacts - Professional Responsibilities Form*

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**Learning Topic 4 - Classroom, School, and Community Demographics**

**Essential Questions:**
*How do I demonstrate knowledge of students?*
- Knowledge of students skills, knowledge, and language proficiency, interests and cultural heritage, special needs.

*How do I identify student’s learning processes?*

**Learning Activities:**
1. Demonstrate access to school profiles for community, district, school, classroom demographics.
2. Complete the Contextual Factors Chart by providing the requested information listed and then respond to the guiding prompts. From the Contextual Factors Chart, choose one factor that you believe will have the most impact on student learning from within each of the following categories: community, district, school, classroom demographics, and knowledge of students.
3. Complete scenario-based activity using student demographic data to demonstrate impact on planning and instruction. (live data from classroom setting - SWD, 504, ELL, low achievement, RtI)

**Performance Tasks:**
   a) Identify your chosen community factor. Based on your chosen community factor, identify and describe one possible instructional strategy and one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.
   b) Identify your chosen district factor. Based on your chosen district factor, identify and describe one possible instructional strategy and one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.
   c) Identify your chosen school factor. Based on your chosen school factor, identify and describe one possible instructional strategy and one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.
2. Update part II of The Professional Responsibilities Form.

*Artifacts - Professional Responsibilities Form*

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**Learning Topic 5 - Professional Language and Writing**

Prac I -Revised 11/15/2014
### Learning Topic 6 - Legal and Ethical Issues for Teachers

#### Essential Questions:
- What are the most common legal and ethical problems facing teachers today?
- How can legal and ethical problems be prevented for me as an educator?
- How do I stay current on legal and ethical issues?

#### Learning Activities:
1. Introduce Federal, State, and Local legislation and policy impacting educators.
3. Using scenario based cases, demonstrate the importance of legislation and policy relating to climate, culture and discipline (Federal and State - Delaware).
4. Review roles and responsibilities of educators for educating Students with Disabilities (IDEA/504), Students -English Language Learners (ELL). Complete modified lesson plan sections for scenario based student(s).
6. Review resources for current legislation and policy for State of Delaware - Licensing and Certification, School Law, District Code of Conduct, etc.

#### Performance Tasks:
1. Reflective Response to Scenario Based Case demonstrating understanding of educator’s roles and responsibilities related to legal and ethical issues.
2. Modify and adjust instructional strategies and/or learning activities in Lesson Plan to address Student with Disability, ELL Student or student identified as struggling learner.

**Artifacts - Reflective Writing Essay; Lesson Plan modified with accommodations.**

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### Learning Topic 7 - Standards and Dispositions

#### Essential Questions:
- What are the relevant standards I should understand and use?
How can teachers ensure that raising standards doesn’t result in raising barriers? Do students learn as much or more from who the teacher is ... or from what the teacher does?

What are the characteristics and behaviors of a highly effective teacher?

Learning Activities:
1. Introduce and review Content (CCSS/NGSS/DE SS) Standards.
2. Introduce and review Program Standards (CEC, NAECY, AACEI, MLM, SPA)
4. Introduce and define learning goals and target setting processes.
5. Introduce multiple strategies for activating student’s prior knowledge.
6. Evaluate observed lesson using DPAS II Framework and feedback processes and forms.
7. Evaluate collaboratively (candidate and supervisor) a videotaped a lesson taught by candidate and review lesson using DPAS II Walkthrough tool.

Performance Tasks:
1. Revise Lesson Plan to include appropriate standards alignment and reference.

Artifacts - Lesson Plan with Standards identified and included.

Learning Topic 8 – Creating Classroom Environment (planning)

Essential Questions:
How do we create an environment to support learning? 
How do the needs of each student impact planning and instruction in the classroom? 
How does student demographics influence expectations for learning and achievement?

Learning Activities:
1. Complete scenario based activity with data requiring small grouping. Students will analyze and reflect on strategies.
2. Introduce lesson plan, focusing on components impacting culture of learning.

Performance Tasks:
1. Analysis and reflection of small grouping strategies.
2. Describe arrangement of physical space and resources.

Artifact – Photo of physical space, Reflective written response for small grouping strategies

Learning Topic 9 – Managing Classroom Behavior (implementation)

Essential Questions:
How do the rules and procedures in a classroom impact learning? 
What are the most effective strategies for managing student behavior? How do I know when to use them? 
How does student to student and teacher to teacher interaction influence learning?

Learning Activity:
1. Introduce effective questioning techniques and discussion techniques.
2. Discuss impact of teacher expectation on student achievement.
3. Watch a video and identify evidence of Managing Classroom Procedures, Student Behavior, Creating an Environment for Learning and Engaging Student Learning.

Performance Tasks:
1. Provide feedback of classroom observation focusing on Component IIa, b, c and IIIa, using evidence from learning activity.
2. Access and review the rules and procedures for the classroom to which you are assigned and then respond to the guiding prompts below.

Prac I -Revised11/15/2014
a) Describe one example of a classroom rule or procedure. Explain how the rule or procedure facilitates instruction, enhances student learning, or impacts the learning environment.

b) Describe one example of a technology rule or procedure. Explain how the rule or procedure facilitates instruction, enhances student learning, or impacts the learning environment.

3. Artifacts – DPAS II – Feedback form for Component II

**Learning Topic 10 - Using Data to Inform Instruction**

**Essential Questions:**
What data should teachers be using or collecting?
Where do I find data or how do I access data?
How do I know if the data is good?
What does it mean, how might it be used?

**Learning Activities:**
1. Introduce students to data access on state systems.
2. Introduce students to data driven instructional planning and practice.
3. Complete scenario based data driven activities to build skills and concepts to analyze, strategize and act.
4. Introduce and define formative and summative assessment.

**Performance Tasks:**
1. Identify and submit an activity or strategy used as a formative assessment (informal checking for understanding).
2. Update Part II of Professional Responsibilities Form

Artifact – Formative assessment document, Professional Responsibilities Form

**Learning Topic 11 - Selecting the Right Instructional Strategies**

**Essential Questions:**
What research based instructional strategies can I use to engage student learning in: content area language; critical thinking; inquiry; and reading across the content areas?
How do the demographics of my classroom impact the selection of instructional strategies?
How do I know that my instructional strategies and activities are appropriate during a lesson?

**Learning Activities:**
1. Introduce and define instructional strategy, focusing on how instructional strategies can enhance teaching skills and improve student learning.
2. Introduce and define activity (compare to instructional strategy), focusing on how the learning activity can anticipate and address student learning needs.
3. Introduce process of selecting instructional based on classroom demographics and student needs. Define differentiated instruction.
4. Complete scenario based activity that examines process of modifying the strategies and activities during a lesson.

**Performance Tasks:**

Artifact – WilmU Lesson Plan Guidebook with required sections completed

Prac I -Revised11/15/2014
Learning Topic 12 - Components of a Quality Lesson Plan

**Essential Questions:**
- What are the critical components of a quality lesson plan?
- How does a lesson plan fit within a unit plan?
- Can I recognize the difference between a good and a poor lesson plan?

**Learning Activities:**
1. Review Wilmington University Lesson Plan Workbook (format),
2. Introduce two page final lesson plan template
3. Review curriculum mapping and unit plan design to understand context of a lesson within that structure.

**Performance Tasks:**
1. Submit a lesson plan; WilmU Lesson Plan Workbook and Final Lesson Plan Template aligned to their content area.

Artifact - WilmU Lesson Plan Workbook and Final Lesson Plan Template aligned to their content area

Learning Topic 13 - Modifying a Lesson Plan for Individual Student Needs

**Essential Questions:**
- What was the rationale for my choice in learning activities and instructional strategies?
- How have the demographics of the classroom informed the design of my lesson?
- Do my learning activities and instructional strategies address my student’s strengths and needs?
- Have I utilized materials, resources and technology to address student needs?

**Learning Activities:**
1. Introduce the connection between formative assessment (checking for understanding) and the future planning for instruction to address student needs.
2. Introduce the impact of teacher to student feedback during lesson.
3. Practice analyzing instructional practice focusing on differentiated instruction for student needs.
   a. Extent to which student achieved the goals and objectives of the task with examples to support the analysis
   b. Reflection on the differentiation and the impact on the student’s achievement

**Performance Tasks:**
1. Collaborate with mentor teacher to identify a specific student for which remediation would be beneficial. Design and implement a learning activity to address student’s needs.

Artifact – Lesson plan with highlighted learning activity; Reflective written response to analyze the differentiated instruction for the specific student. Examples of student work (can be images – one page per student)

Learning Topic 14 - Assessment

**Essential Questions:**
- How is assessment used in instruction?
- What are the criteria for designing formative and summative assessment?
- How do I monitor student learning?
- Do I provide the opportunity for students to self-assess and monitor their own progress?
- What do I do with the assessment data?

**Learning Activities:**

Prac I -Revised 11/15/2014
2. Review effective formative and summative assessments (assessment for learning versus assessment of learning).
3. Conduct task analysis to introduce assessment review skills.
4. Review questioning techniques and test taking strategies.
5. Design and implement a formative assessment related to your content area.
6. Design and implement a summative assessment related to your content area.
7. Practice analyzing formative assessment data and its impact on instructional planning.

**Performance Tasks:**
1. Submit formative assessment related to your content area.
2. Submit summative assessment related to your content area.
   *Artifact – WilmU Lesson Plan Workbook with required sections completed, formative assessment and summative assessment.*

### Learning Topic 15 - My Portfolio / Professional Growth Plan

**Essential Questions:**
*How have I changed as a result of what I’ve learned in this Practicum?*
*How will my learning influence my future behavior as a teacher?*

**Learning Activities:**
1. Conference with instructor – review Professional Responsibilities Form, Professional Growth Plan, Efolio Progress, etc.

**Performance Tasks:**
1. Update Part V of Professional Responsibilities Form
   *Artifact – Professional Responsibilities Form and Taskstream “My Portfolio”*

### Structured External Assignment

**Professional Growth and Responsibilities**

**Standards**

DE- Wilmington University DPAS II for Teachers Component 4: Professional Responsibilities

- Standard: #3: 3 (a)
- Standard: #5: 5 (k)

USA- ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)

- Standard: #3: 3 (b)(c)(d)
- Standard: #5: 5 (a)(b)(c)(d)

Candidates must be able to reflect on their own professional growth and responsibilities. This reflection encompasses all facets of the profession.

Using the Professional Responsibilities Form located in Taskstream, teacher candidates must provide evidence and reflect on the components listed below and submit to the Practicum I instructor.

Prac I -Revised 11/15/2014
Part I – Communicating with Family: How do you share instructional program information with families? How do you engage families in the instructional program? In what ways do you ensure that families and appropriate staff are informed of student progress or needs?

Part II – Recording Data: How do you ensure student data is recorded accurately and kept up to date?

Part III – Growing and Developing Professionally: Describe any professional learning activities in which you regularly participate. How do these activities enhance your professional practice?

Part IV – Additional Reflections: Describe any extra-curricular activities in which you participate. How do these activities enhance your professional practice and/or engagement in the school community?

Part V – Professional Growth Goals: Describe any professional growth goals you may have related to Parts I, II, and III in this form. Include information about any additional professional learning activities you would like to participate in this year. Also include any resources you may need to achieve your goal(s).

Evidence Required - When responding to the areas listed per the PRF, candidates will identify or supply documentation that supports the reflection statements made. Candidates will be required to upload those items that could be considered evidence that supports his or her reflections of each area.

Taskstream Submission Timeline:

PRF Part III – Week 2

PRF Part I and IV – Week 4

PRF Part II – Week 5

PRF Part II – Week 11

PRF Part V – Week 15

Submission of the Professional Responsibilities form is not final in Practicum I. Candidates will continue to monitor and update professional growth and responsibilities throughout all Practica. The process is formative in nature throughout all Practica coursework. The Professional Responsibilities form is finalized during Student Teaching / Teaching Internship.
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<tr>
<td>8. 4a:</td>
<td>Communication with Family</td>
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<td>9.</td>
<td>The teacher provides no information to families and makes no effort to engage families in the instructional program.</td>
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<td>10.</td>
<td>The teacher provides little or no information to families and makes no effort to engage families in the instructional program.</td>
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<td>The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program.</td>
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<td>12.</td>
<td>The teacher communicates frequently with families and successfully engages families in the instructional program.</td>
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<td>13.</td>
<td>The teacher communicates frequently with families; communication is sensitive to families' cultures and values. The teacher successfully engages families in the instructional program.</td>
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<td>14.</td>
<td>Students participate in communication with families.</td>
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INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM - The teacher provides families no information about the
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<td>ABOUT THE INSTRUCTIONAL PROGRAM - The teacher provides information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.</td>
<td>INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher communicates with families about students’ progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</td>
<td>INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher adheres to the school’s required procedures for communicating with families. Re- sponses to</td>
<td>INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher provides minimal information about individual students to families, or the communication is inappropriate to the cultures of the families. The teacher does not respond, or re-</td>
<td>INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher provides additional information but offers little communication about the instructional program.</td>
<td>INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher provides no information about individual students to families.</td>
<td>INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher provides no information about the instructional program.</td>
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<td>ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher makes no attempt to engage</td>
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<td>families in the instructional program, or such efforts are inappropriate.</td>
<td>responds insensitively, to family concerns about students.</td>
<td>family concerns are minimal or may reflect occasional insensitivities to cultural norms.</td>
<td>ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher's efforts to engage families in the instructional program are frequent and successful.</td>
<td>ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.</td>
<td>ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher makes modest and partially successful attempts to engage families in the instructional program.</td>
<td>ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.</td>
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</table>
1. **Standards**

16. **DE-Wilmington University DPAS II for Teachers – Components and Gates**

17. **Component 4:** Professional Responsibilities

18. **Gate:** Clinical Fieldwork

19. **USA-InTASC Model Core Teaching Standards (2011)**

20. **Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

21. **Performance:**

22. 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

23. **Standard:** 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 school professionals, and community members to ensure learner growth, and to advance the profession.

24. **Performance:**

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<td></td>
<td>teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.</td>
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<td>25</td>
<td>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</td>
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<td>26</td>
<td>Performance:</td>
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<td>27</td>
<td>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</td>
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<td>28</td>
<td>Essential Knowledge:</td>
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<td>29</td>
<td>10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</td>
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<td>30</td>
<td>USA- ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)</td>
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<td>31</td>
<td>Standard: 3. Model Digital-Age Work and Learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:</td>
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<td>32</td>
<td>Performance Indicator:</td>
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<tr>
<td>33</td>
<td>b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</td>
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<td>34</td>
<td>Performance Indicator:</td>
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<td>35</td>
<td>c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats</td>
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<td>36</td>
<td>4b: Recording Data in a Student Record System</td>
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<tr>
<td>37</td>
<td>The teacher does not maintain and record any data.</td>
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<td>38</td>
<td>The teacher does not maintain and record accurate data which results in errors and confusion.</td>
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<td>39</td>
<td>The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.</td>
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<td>40</td>
<td>The teacher maintains and records accurate data in an efficient and effective manner.</td>
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<td>41</td>
<td>The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and readily accessible</td>
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<td>1.</td>
<td>any records of student assignments.</td>
<td>teacher maintains inaccurate or incomplete student assignment records.</td>
<td>COMPLETION OF ASSIGNMENTS - The teacher maintains accurate student assignment records but record keeping is inefficient or confusing.</td>
<td>teacher accurately and efficiently maintains student assignment records.</td>
<td>teacher accurately and efficiently maintains student assignment records.</td>
<td>for those who have permission to access them.</td>
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<td>2.</td>
<td>STUDENT PROGRESS IN LEARNING - The teacher does not maintain any records of student progress.</td>
<td>STUDENT PROGRESS IN LEARNING - The teacher maintains inaccurate or incomplete records of student progress.</td>
<td>STUDENT PROGRESS IN LEARNING - The teacher maintains records of student progress and records are accessible to students, when appropriate.</td>
<td>NON-IN-</td>
<td>STUDENT COMPLETION OF ASSIGNMENTS - The teacher accurately and efficiently maintains student assignment records. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.</td>
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<td></td>
<td>instructional records.</td>
<td>or confusing.</td>
<td>NON-INSTRUCTIONAL RECORDS - The teacher maintains accurate non-instructional records but record keeping is inefficient or confusing.</td>
<td>STRUCTURAL RECORDS - The teacher accurately and efficiently maintains non-instructional records.</td>
<td>NON-INSTRUCTIONAL RECORDS - The teacher accurately and efficiently maintains non-instructional records.</td>
<td>STUDENT PROGRESS IN LEARNING - The teacher accurately and efficiently maintains records of student progress. Students participate in maintaining these records, when appropriate.</td>
</tr>
</tbody>
</table>
non-instructional records. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.

43. Standards
44. DE- Wilmington University DPAS II for Teachers – Components and Gates
45. Component 4: Professional Responsibilities
46. Gate: Clinical Fieldwork
47. USA- InTASC Model Core Teaching Standards (2011)
48. Standard: 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, other professionals, and the community), and adapts practice to meet the needs of each learner.
49. Performance:
50. 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
51. Standard: Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
52. Essential Knowledge:
53. 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
54. USA- ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)
55. Standard: 3. Model Digital-Age Work and Learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
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<th>7. Score/Level</th>
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<tbody>
<tr>
<td>56. Performance Indicator</td>
<td>57. d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning</td>
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</table>
| 58. 4c: Growing and Developing Professionally | 59. The teacher does not attend any professional development activities.  
EN-HANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills. |
|  | 60. The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills.  
EN-HANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher engages in  
EN-HANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher engages in  
EN-HANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher engages in |
|  | 61. The teacher has limited participation or involvement in professional development activities.  
EN-HANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher has limited participation or involvement in professional development activities. |
|  | 62. The teacher actively participates in professional development activities and contributes to the profession.  
EN-HANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher actively participates in professional development activities and contributes to the profession. |
|  | 63. The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development.  
EN-HANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development. |
|  | 64.  
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<tr>
<td>레셉티비티 투 피드백 FROM COL-LEAGUES - The teacher is unaware of feedback on teaching performance from either supervisors or more experienced colleagues.</td>
<td>no professional development activities or knowledge.</td>
<td>to enhance knowledge or skill.</td>
<td>RECEP-TIVITY TO FEED-BACK FROM COL-LEAGUES - The teacher resists feedback on teaching performance from either supervisors or professional colleagues.</td>
<td>professional development activities or knowledge.</td>
<td>RECEP-TIVITY TO FEED-BACK FROM COL-LEAGUES - The teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.</td>
<td>RECEP-TIVITY TO FEED-BACK FROM COL-LEAGUES - The teacher welcomes feedback from colleagues when made by supervisors or professional colleagues.</td>
<td>RECEP-TIVITY TO FEED-BACK FROM COL-LEAGUES - The teacher seeks out opportunities.</td>
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SERVICE TO THE PROFESSION - The teacher is unaware of collaboration or service to the profession. | SKILLS - The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and makes a systematic effort to conduct action research. | SKILLS - The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | SKILLS - The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | SKILLS - The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | SKILLS - The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | SKILLS - The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | -- | -- | -- | -- | -- | -- |

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<tr>
<td></td>
<td>professional responsibilities.</td>
<td>PROFESION - The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>teacher finds limited ways to contribute to the profession.</td>
<td>professional collaboration.</td>
<td>feedback on teaching from both supervisors and colleagues.</td>
<td>SCORE/L</td>
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<tr>
<td></td>
<td>PROFESION - The teacher finds limited ways to contribute to the profession.</td>
<td>SERVICE TO THE PROFESION - The teacher actively participates in assisting other educators.</td>
<td>SERVICE TO THE PROFESION - The teacher initiates important activities to contribute to the profession.</td>
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</table>

**65. Standards**

**66. DE- Wilmington University DPAS II for Teachers – Components and Gates**

**67. Component 4: Professional Responsibilities**

**68. Gate: Clinical Fieldwork**

**69. USA- InTASC Model Core Teaching Standards (2011)**

**70. Standard:** 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, other professionals, and the community), and adapts practice to meet the needs of each learner.

**71. Performance:**

**72. 9(a)** The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

**73. Performance:**

**74. 9(b)** The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

**75. Performance:**

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9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

Essential Knowledge:

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Essential Knowledge:

9(j) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Essential Knowledge:

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Standard: 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 school professionals, and community members to ensure learner growth, and to advance the profession.

Performance:

10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

Performance:

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

Performance:

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

Performance:

10(h) The teacher uses and generates meaningful research on education issues and policies.

Performance:

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

Performance:

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

Performance:

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge:

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
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<tr>
<td>101.</td>
<td>10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</td>
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<td>102.</td>
<td>Essential Knowledge:</td>
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<tr>
<td>103.</td>
<td>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</td>
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<td>104.</td>
<td>USA-ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)</td>
<td>Standard: 5. Engage in Professional Growth and Leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:</td>
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<td>Performance Indicator:</td>
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<tr>
<td>107.</td>
<td>a. participate in local and global learning communities to explore creative applications of technology to improve student learning</td>
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<td>110.</td>
<td>b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others</td>
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<td>113.</td>
<td>c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning</td>
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<td>116.</td>
<td>d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community</td>
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<tr>
<td>1.</td>
<td>achieved its instructional outcomes.</td>
<td>teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</td>
<td>ACCURACY - The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</td>
<td>sugges-tions about how the lesson may be improved.</td>
<td>ACCURACY - The teacher has an accurate assessment of a lesson’s effectiveness and the extent to which instructional outcomes were met.</td>
<td>for improvement. The teacher draws on an extensive repertoire to support suggestions for alternative strategies.</td>
</tr>
<tr>
<td>2. USE IN FUTURE TEACHING - The teacher is unaware that the lesson needs improving in the future.</td>
<td>USE IN FUTURE TEACHING - The teacher has no suggestions for improving a lesson in the future.</td>
<td>USE IN FUTURE TEACHING - The teacher makes general suggestions about how a lesson could be improved in the future.</td>
<td>USE IN</td>
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<td>USE IN</td>
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<td>FUTURE TEACHING - The teacher makes a few specific suggestions of how the lesson could be improved in the future.</td>
<td>The teacher cites many specific examples from the lesson and weighs the relative strengths of each example.</td>
<td>USE IN FUTURE TEACHING - The teacher draws on an extensive repertoire and provides specific suggestions for improving the lesson and explains the probable success of</td>
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<thead>
<tr>
<th>121. Standards</th>
<th>122. DE- Wilmington University DPAS II for Teachers – Components and Gates</th>
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<tr>
<td>123. Component 4: Professional Responsibilities</td>
<td>124. Gate: Clinical Fieldwork</td>
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<tr>
<td>125. USA- InTASC Model Core Teaching Standards (2011)</td>
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<tr>
<td>126. Standard: 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 school professionals, and community members to ensure learner growth, and to advance the profession.</td>
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<tr>
<td>127. Performance:</td>
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<tr>
<td>128. 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</td>
<td></td>
</tr>
<tr>
<td>129. Standard: 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, other professionals, and the community), and adapts practice to meet the needs of each learner.</td>
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<tr>
<td>130. Performance:</td>
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<tr>
<td>131. 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</td>
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<tr>
<td>132. Performance:</td>
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<tr>
<td>133. 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</td>
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<tr>
<td>134. Essential Knowledge:</td>
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<tr>
<td>135. 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</td>
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<td>136. Essential Knowledge:</td>
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</tr>
<tr>
<td>137. 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</td>
<td></td>
</tr>
</tbody>
</table>