FACULTY MEMBER:
COURSE TITLE: PRACTICUM III
COURSE NUMBER: MAS/MEE 7998
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>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>60</td>
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</tbody>
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Course Description:
Practicum III 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. MSE Practicum III placements are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students.

College Education Program Attributes

Prac III – Revised 11/15/2014
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 III

InTASC Model Core Teaching Standards

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**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.

**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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**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.

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**

Prac III – Revised 11/15/2014
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)

P.T.I. Collect work samples from two identified students and analyze how the work samples demonstrate how instructional strategies address the student’s needs and how learning activities have enhanced your teaching skills and improved student learning.

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)(l), 7(b)(c)(d), 8(a)(b)(e)(g), 9(b)(c)

P.T.I. Reflect on predicted outcomes and plan for adjustments if needed during instruction.
P.T.I. Complete Formative and Summative Assessment analysis
P.T.I. Submit summative assessment related to your content area.
P.T.I. Select or design an assessment from a lesson that you have developed and will teach to your class. Your assessment should, assess state and/or national content standards, assess the learning goal(s) for the lesson, and include a rubric or scoring guide. Your assessment should also be able to produce quantitative or qualitative data to be used for analysis

Performance Task – Designing Instruction for Student Learning

P.T.I. Design and administer Student Inventory (Learning styles, ethnic and cultural diversity, interests and talents).
P.T.I. Write Descriptive, Analytic and Reflective writing response to classroom observation, following a conference with mentor teacher
P.T.I. Revise Lesson Plan to include appropriate standards alignment and learning objectives.
P.T.I. 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.

Performance Task – Implementing and Analyzing Instruction to Promote Student Learning
InTASC: 3(b)(c)(d)(e)(f)(g)(h)(l), 2(a)(b)(d)(j)(k)

P.T.I. Evaluate lesson taught by candidate using DPAS II Walkthrough tool, review in conference setting, and evaluator feedback on DPAS II Forms.
P.T.I. Modify and adjust instructional strategies and/or learning activities in Lesson Plan to address P.T.I. Student with Disability, ELL Student or student identified as struggling learner.
P.T.I. Submit a lesson plan; WilmU Lesson Plan Guidebook and Final Lesson Plan Template aligned to their content area.
P.T.I. Provide formal feedback of evaluation (videotaped classroom observation) focusing on Component IIa, b, c and IIIa, using evidence from learning activity. Completed on formal DPAS II Forms.
P.T.I. Revise Lesson Plan to align instructional strategies and learning activity modifications to student achievement data.
P.T.I. Complete Analysis and reflection of instructional strategies and learning activities.

Prac III – Revised 11/15/2014
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 Create and collect parent communication strategies and documents.
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.

Weekly Seminar Topics

Learning Topic 1 - Professional Responsibilities and Behavior

Essential Questions:
- Why choose teaching?
- What is expected of me as a teacher?
- What is the teaching life really like, and is it for me?

Learning Activities:
1. Provide and examine examples of current research based philosophy of education statements and benchmarks.
2. Introduce and discuss the Frameworks of Teaching – DPAS II.

Performance Tasks:
1. Update Part III of The Professional Responsibilities Form. These activities may include but are not limited to:
   a. Professional Learning Communities meetings in assigned school
   b. Membership or participation in professional organizations
   c. University based professional development based opportunities

Artifacts – Professional Responsibilities Form

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. Revise a philosophy of education aligned to current practice and research.

Prac III – Revised 11/15/2014
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. Administer student inventory and analyze results.
2. Review effective communication strategies with families and colleagues (using documents from clinical experience and Mentor Teacher).

Performance Tasks:
1. Design and administer Student Inventory (Learning styles, ethnic and cultural diversity, interests and talents).
2. Create and collect parent communication strategies and documents.
   *Artifacts - Student Inventory Tool, Outcome data from administration of Inventory, Samples of Parent Communication.*

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 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:
2. Update part II of The Professional Responsibilities Form.
   *Artifacts - Professional Responsibilities Form*

Learning Topic 5 - Professional Language and Writing

Essential Questions:
Why do I need to write descriptively, analytically, and reflectively?
How do I learn to write descriptively, analytically, and reflectively?
When do I write Descriptively? Analytically? Reflectively?

Learning Activities:
1. Introduce Descriptive writing rubric, complete in class writing exercise describing a lesson viewed by whole class on pre-recorded video.
2. Introduce Analytic writing Rubric, complete in class writing exercise analyzing a lesson viewed by whole class on pre-recorded video.
3. Introduce Reflective writing rubric, complete in class writing exercise reflecting on a lesson viewed by whole class on pre-recorded video.
4. Review prompts to determine which writing response is required for each prompt.

**Performance Tasks:**

1. Write Descriptive, Analytic and Reflective writing response to classroom observation, following a conference with mentor teacher

*Artifacts – Descriptive written response (1), Analytic written response (1) and Reflective written response (1).*

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**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:**
- How do teachers select appropriate content standards and learning goal(s) appropriate to meet the needs of the students and address the objective of the lesson?
- 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. Demonstrate knowledge and understanding of all Standards - Content (CCSS/NGSS/DE SS) Program (CEC, NAECY, AACEI, MLM, SPA), Delaware Teaching Standards (InTASC), through alignment within Lesson Plans.

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Prac III – Revised 11/15/2014
2. Describe how and why selected content standards and learning goals address the needs of the students and the objectives of the lesson.

3. Analyze how effectively did I activate student’s prior knowledge.

4. Evaluate candidate videotaped lesson using DPAS II Framework, processes and forms, focusing on InTASC Teacher Dispositions.

Performance Tasks:
1. Revise Lesson Plan to include appropriate standards alignment and learning objectives. (PPAT Task 4.4.1)
   a) What learning goal(s) and standards (both state and national) did you identify for the class? Explain how they are appropriate for the lesson and your students’ learning needs.
   b) What whole-class data did you use to establish a baseline to measure student growth?
   c) How did your students’ prior knowledge and background information influence your planning process?
2. Evaluate lesson taught by candidate using DPAS II Walkthrough tool, review in conference setting, evaluator feedback on DPAS II Forms.

Artifacts -Lesson Plan with Standards identified and included, DPAS II Feedback forms.

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. Reflect and discuss collaborative planning with mentor teacher, focusing on creating an environment to support learning.
2. Review and analyze previous lessons taught and student outcomes to influence future planning. What did I do that worked? Why? What did I do that didn’t work? Why not?
3. Review Student Inventory data to influence instructional planning.

Performance Tasks:
1. Complete Analysis and reflection of instructional strategies and learning activities. (If…then…)
2. Reflect on predicted outcomes and plan for adjustments if needed during instruction.

Artifact – Reflective written response, Lesson plan with adjustments for modification during instruction.

Learning Topic 9 – Managing Classroom Behavior (implementation)
Essential Questions:
How have the rules and procedures in my/mentor’s classroom impact learning?
What are the strategies I have used for managing student behavior? How have I used them effectively?
How has student to student and teacher to student interaction influence learning in my instruction?

Learning Activity:
1. Evaluate questioning techniques and discussion techniques used in my instruction.
2. Reflect and discuss how my expectations of the student’s achievement impacted performance.
3. Analyze and reflect on teacher to student feedback during instruction. Has the feedback I have given students impacted their performance?
4. Analyze the strategies used for managing student behavior. DPAS II Component II and IIIa criteria may be used to complete this activity.

**Performance Tasks:**
1. Provide formal feedback of evaluation focusing on Component IIa, b, c and IIIa, using evidence from learning activity. Completed on formal DPAS II Forms.

*Artifacts – DPAS II – Feedback form for Component II*

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**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. Reflective writing assignment - Collaborate with Mentor Teacher to effectively use student achievement data for instructional planning.
2. Descriptive writing assignment - Participating in a Professional Learning Community session, review and practice using data to drive instructional planning and practice.
3. Review data from two identified students and work collaboratively with Mentor Teacher, to analyze, strategize and act. Document this process in revised lesson plan.
4. Practice writing formative and summative assessment items (assessment design).
5. Evaluate a formative and summative assessment, using student outcome data (item analysis).

**Performance Tasks:**
1. Revise Lesson Plan to align instructional strategies and learning activity modifications to student achievement data. *(PPAT Task 4.3.1)*

**Focus Student 1**
- a) Identify Focus Student 1’s learning strengths and challenges.
- b) What data did you use to establish a baseline to measure this student’s growth?
- c) What evidence will you collect to show his or her progress toward the learning goal(s)?

**Focus Student 2**
- a) Identify Focus Student 2’s learning strengths and challenges.
- b) What data did you use to establish a baseline to measure this student’s growth?
1. c) What evidence will you collect to show his or her progress toward the learning goal(s)?
2. Complete Formative and Summative Assessment analysis.

*Artifact – Lesson Plan demonstrating data analysis, Formative assessment document.*

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

**Essential Questions:**
- How do instructional strategies differ based on the needs of my students?
- 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?
- What do I do during a lesson if the students are not “getting it”?

**Learning Activities:**
1. Analyze instructional practices specifically adjusting instructional strategies and learning activities as needed, based on student performance.
2. Describe collaborative conference with Mentor Teacher to reflect on planned instructional strategies and learning activities, implementation of instructional strategies and learning activities, outcome (did students meet the target), and differentiation of instructional strategies and learning activities.

3. Demonstrate the use of differentiated or tiered learning activities in a revised lesson plan, addressing diverse learners.

4. Identify two different students in class, modify instructional strategies or accommodate the students through differentiated learning activities, meeting each of their needs. Plan to teach this lesson to the class, including these two students before the next seminar class.

5. Consider the planned lesson to be taught (including the two identified students) and describe the expected outcome or targets of the modified instruction with accommodations.

**Performance Tasks:**

1. Complete sections, “Instructional Strategies” using template checklist and “Analysis of data, reflections/modifications for future lessons” using reflective writing techniques. (PPAT Task 4.1.2)
   a) How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.
   b) How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.
   c) How do you plan to use questioning skills to promote student learning? Provide a rationale.
   d) How do you plan to integrate reading into the content you will teach? Provide a rationale.

2. Collect work samples from two identified students and analyze how the work samples demonstrate how instructional strategies address the student’s needs and how learning activities have enhanced your teaching skills and improved student learning.

   Artifact – WilmU Lesson Plan Guidebook with required sections completed, Collaborative Conferencing Descriptive Writing, work samples from two identified students.

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**Learning Topic 12 & 13 - Components of a Quality Lesson Plan with Modifications**

**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?
- 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. Review and analyze Candidate Lesson Plans for appropriate elements of effective instruction.
2. Reflect on lesson in which you identified two different students in class, modified instructional strategies or accommodated the students through differentiated learning activities, meeting each of their needs. Analyze the outcome of each student’s performance. Did they meet the targets? Was your instruction (modifications and accommodations) appropriate to meet their needs? Reflect on how your future planning will be impacted.
3. Complete a full unit plan with appropriate elements for effective instruction and differentiated strategies and activities.
4. Introduce the connection between formative assessment (checking for understanding) and the future planning for instruction to address student needs.
5. Introduce the impact of teacher to student feedback during lesson.
6. 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. Submit a lesson plan; WilmU Lesson Plan Guidebook and Final Lesson Plan Template aligned to their content area.
2. 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). WilmU Lesson Plan Workbook and Final Lesson Plan Template aligned to their content area

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:
1. Review effective formative and summative assessments (assessment for learning versus assessment of learning).
2. Conduct task analysis to introduce assessment review skills.
3. Review questioning techniques and test taking strategies.
4. Analyze a formative assessment used in a lesson taught, describe how you will modify future implementation of selected assessment.
5. Analyze a formative assessment used in a lesson taught, describe how you will modify future implementation of selected assessment.
6. 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.
4. Select or design an assessment from a lesson that you have developed and will teach to your class. Your assessment should, assess state and/or national content standards, assess the learning goal(s) for the lesson, and include a rubric or scoring guide. Your assessment should also be able to produce quantitative or qualitative data to be used for analysis. Once the assessment is selected or designed, respond to the guiding prompts below. (PPAT Task 2.1.1)
a) Provide an in-depth description of the assessment. Provide a rationale for choosing or designing the assessment based on its alignment with the standards and learning goal(s) that meet the students’ needs.

b) What data did you use to establish a baseline for student growth related to this lesson’s learning goal(s)?

c) Describe the rubric or scoring guide you have selected or designed. How does it align to your learning goal(s)? How will you communicate its use to your students?

d) What evidence of student learning do you plan to collect from the assessment? How will you collect the data? Provide a rationale for your data-collection process.

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. Review portfolio documents to observe growth from Practicum I-II. Documents may include but not limited to:
   a. Lesson Plans
   b. Philosophy of Education
   c. Descriptive, Analytic and Reflective Writing
   d. Observation Evaluations and Feedback
   e. Professional Responsibilities Form
   f. Professional Growth Plan
2. Conference with instructor – update Professional Responsibilities Form, Professional Growth Plan, Efolio Progress, etc.

**Performance Tasks:**
1. Update Professional Responsibilities Form
2. Update Professional Growth Plan

Artifact – Professional Responsibilities Form, Professional Growth Plan and Taskstream “My Portfolio”

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**Structured External Assignment**

**Professional Growth and Responsibilities**

Standards
DE-Wilmington University DPAS II for Teachers
Component 3: Instruction

Standard: #3: 3 (g)(h)(m)
Standard: #6: 6 (e)(f)(m)(n)(p)

Prac III – Revised 11/15/2014
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.

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:**

Candidates will update the PRF within the following weeks: Week 2, Week 10, 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.

**Classroom Environment**

Prac III – Revised 11/15/2014
Creating an environment in which learning takes place is critical. Component Two includes management of student behavior and the expectation that classroom procedures are public knowledge. The aspects of this component establish the parameters for interactions, create the atmosphere for learning, and define routines and procedures.

All teacher-to-student and student-to-student interactions should elicit respect and rapport. The classroom culture should reflect a climate where students feel safe and supported. Students recognize that the teacher is in charge and has high expectations for their learning and behavior. Students see their teacher as fair and interested in them as individuals and learners.

Classroom Environment: Utilizing DPAS II Component II rubric, candidates will be formally evaluated on their effectiveness within Classroom Environment of two lesson plans to be taught within the mentor teacher’s classroom.

- Formal observations of each lesson taught conducted by University Supervisor, Collaborative Partnership Mentor Teacher, Residency Mentor Teacher or Mentor Teacher.
- Two Classroom Environment evaluations using DPAS II Component II Rubric
- Two Post Observations conducted by University Supervisor, Collaborative Partnership Mentor Teacher, Residency Mentor Teacher

Directions:
1. Candidate submits lesson to Mentor Teacher and Instructor for review one week prior to the observation.
2. Instructor and Mentor Teacher observes lesson and evaluates using DPAS II Component II Rubric.
3. Instructor and Mentor Teacher provide feedback per Post Observation Form.
4. Instructor scores lesson observation in Taskstream per DPAS II Component II Rubric and uploads Post Observation form (Instructor and Mentor Teacher).

Taskstream Submission Timeline:
Lesson 1 Submission – Week 8
Lesson 2 Submission – Week 12

Instruction

Standards
DE- Wilmington University DPAS II for Teachers
Component 3: Instruction

Standard: #3: 3 (g)(h)(m)
Standard: #6: 6 (e)(f)(m)(n)(p)

Prac III – Revised 11/15/2014
Without a structure for instruction and a productive learning environment, content delivery will be affected and student learning will be diminished.

Component Three is observed in the classroom. As teachers deliver content, they engage students in the process of learning and involve them in decisions when possible. Teachers instruct students in the content and help students see its value by making connections to other disciplines. This is accomplished through clear and accurate communication with students about their individual work and progress toward the standard(s).

Teachers understand the need to be flexible and responsive to the needs of the class, as a whole, as well as individual students. They adjust lessons and assignments to meet student needs. Teachers understand the value of formative and summative assessment data and employ that information as they plan for future instruction.

Lesson Observation and Evaluation: Utilizing DPAS II Component III rubric, candidates will be formally evaluated on their effectiveness within INSTRUCTION of two lesson plans to be taught within the mentor teacher’s classroom.

- Formal observation of each lesson taught conducted by University Instructor
- Two Lesson observation and evaluation using DPAS II Component III Rubric
- Two Post observations conducted by University Instructor

Directions:

1. Candidate submits lesson to Mentor Teacher and Instructor for review one week prior to the observation.
2. Instructor and Mentor Teacher observes lesson and evaluates using DPAS II Component III Rubric.
3. Instructor and Mentor Teacher provide feedback per Post Observation Form.
4. Instructor scores lesson observation in Taskstream per DPAS II Component III Rubric and uploads Post Observation form (Instructor and Mentor Teacher)

Taskstream Submission Timeline:

Lesson 1 Submission – Week 8
Lesson 2 Submission – Week 12
<table>
<thead>
<tr>
<th>value: 1.00</th>
<th>value: 2.00</th>
<th>value: 3.00</th>
<th>value: 4.00</th>
<th>value: 5.00</th>
<th>Score/Level</th>
</tr>
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<tbody>
<tr>
<td><strong>4a: Commu-</strong>&lt;br&gt;nicating with Fam-&lt;br&gt;ily</td>
<td>The teacher provides no information to families and makes no effort to engage families in the instructional program.</td>
<td>The teacher provides little or no information to families and makes no effort to engage families in the instructional program.</td>
<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>
<td>The teacher communicates frequently with families and successfully engages families in the instructional program.</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. Students participate in communication with families.</td>
</tr>
<tr>
<td>INFORMATION ABOUT THE IN-&lt;br&gt;STRUCTIONAL PRO-&lt;br&gt;GRAM - The teacher provides families no information about the instructional program.</td>
<td>INFORMATION ABOUT THE IN-&lt;br&gt;STRUCTIONAL PRO-&lt;br&gt;GRAM - The teacher provides families little or no information about the instructional program.</td>
<td>INFORMATION ABOUT THE IN-&lt;br&gt;STRUCTIONAL PRO-&lt;br&gt;GRAM - The teacher participates in the school’s activities for family communication but offers little additional information.</td>
<td>INFORMATION ABOUT THE IN-&lt;br&gt;STRUCTIONAL PRO-&lt;br&gt;GRAM - The teacher participates in the school’s activities for family communication but offers little additional information.</td>
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</tr>
<tr>
<td>INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher provides no information about individual students to families.</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 responds insensitively, to family concerns about students.</td>
<td>INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher communicates frequently 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 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 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 communicates with families about students’ progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</td>
</tr>
<tr>
<td>ENGAGEMENT OF FAMILIES IN THE IN-&lt;br&gt;STRUCTIONAL PRO-&lt;br&gt;GRAM - The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.</td>
<td>ENGAGEMENT OF FAMILIES IN THE IN-&lt;br&gt;STRUCTIONAL PRO-&lt;br&gt;GRAM - The teacher participates in family communication but offers little additional information.</td>
<td>ENGAGEMENT OF FAMILIES IN THE IN-&lt;br&gt;STRUCTIONAL PRO-&lt;br&gt;GRAM - The teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</td>
<td>ENGAGEMENT OF FAMILIES IN THE IN-&lt;br&gt;STRUCTIONAL PRO-&lt;br&gt;GRAM - The teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</td>
<td>ENGAGEMENT OF FAMILIES IN THE IN-&lt;br&gt;STRUCTIONAL PRO-&lt;br&gt;GRAM - The teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</td>
<td>ENGAGEMENT OF FAMILIES IN THE IN-&lt;br&gt;STRUCTIONAL PRO-&lt;br&gt;GRAM - The teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</td>
</tr>
</tbody>
</table>
ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.

ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher makes modest and partially successful attempts to engage families in the instructional program.

ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher’s efforts to engage families in the instructional program are frequent and successful.

Score/Level

Standards
DE- Wilmington University DPAS II for Teachers – Components and Gates
Component: 4. Professional Responsibilities
Gate: 2. Clinical Fieldwork
USA- InTASC Model Core Teaching Standards (2011)
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.
Performance:
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
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.

Prac III – Revised 11/15/2014
Performance:
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

Performance:
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.

Essential Knowledge:
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.

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

Performance Indicator:
b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

Performance Indicator:
c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats

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<tr>
<th>Score/Level</th>
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<th>value: 2.00</th>
<th>value: 3.00</th>
<th>value: 4.00</th>
<th>value: 5.00</th>
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</thead>
<tbody>
<tr>
<td>4b: Recording Data in a Student Record System</td>
<td>The teacher does not maintain and record any data.</td>
<td>The teacher does not maintain and record accurate data which results in errors and confusion.</td>
<td>The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.</td>
<td>The teacher maintains and records accurate data in an efficient and effective manner.</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 for those who have permission to access them.</td>
</tr>
<tr>
<td>Score/Level</td>
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<tr>
<td>Student progress</td>
<td>Student maintains inaccurate or incomplete records of student progress.</td>
<td>INSTRUCTIONAL RECORDS - The teacher does not maintain any non-instructional records.</td>
<td>STUDENT PROGRESS IN LEARNING - The teacher maintains accurate records of student progress but record keeping is inefficient or confusing.</td>
<td>Efficiently maintains records of student progress and records are accessible to students, when appropriate.</td>
<td>Student accurately and efficiently maintains non-instructional records.</td>
</tr>
<tr>
<td>Student assignment records</td>
<td>Data are always recorded in a timely manner and readily accessible for those who have permission to access them.</td>
<td>NON-INSTRUCTIONAL RECORDS - The teacher maintains accurate non-instructional records.</td>
<td>NON-INSTRUCTIONAL RECORDS - The teacher accurately and efficiently maintains non-instructional records.</td>
<td>Data are always recorded in a timely manner and readily accessible for those who have permission to access them.</td>
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<tr>
<td>Standards</td>
<td>DE-Wilmington University DPAS II for Teachers – Components and Gates</td>
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</table>
| **Gate:** 2. Clinical Fieldwork  
**USA- InTASC Model Core Teaching Standards (2011)**  
**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.  
**Performance:**  
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.  
**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.  
**Essential Knowledge:**  
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.  
**USA- ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)**  
**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:  
**Performance Indicator:**  
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 |

| 4c: Growing and Developing Professionally | The teacher does not attend any professional development activities.  
**ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher does not attend any professional development activities to enhance knowledge or skill.** | The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills.  
**ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher has limited participation or involvement in professional development activities to enhance** | The teacher has limited participation or involvement in professional development activities.  
**ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher has limited participation or involvement in professional development activities to enhance** | The teacher actively participates in professional development activities and contributes to the profession.  
**ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher actively participates in professional development activities to enhance** | The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development.  
**ENHANCEMENT 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.** |
Standards
DE- Wilmington University DPAS II for Teachers – Components and Gates
Component: 4. Professional Responsibilities
Gate: 2. Clinical Fieldwork
USA- InTASC Model Core Teaching Standards (2011)
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.
Performance:
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.
<table>
<thead>
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<th>Score/Level</th>
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<tbody>
<tr>
<td>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.</td>
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<td>Performance:</td>
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<td>9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</td>
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<td>Essential Knowledge:</td>
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<tr>
<td>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.</td>
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<td>Essential Knowledge:</td>
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<td>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).</td>
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<td>Essential Knowledge:</td>
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<tr>
<td>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.</td>
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<tr>
<td>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>Performance:</td>
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<tr>
<td>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.</td>
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<td>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</td>
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<td>Performance:</td>
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<tr>
<td>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</td>
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<tr>
<td>Performance:</td>
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<tr>
<td>10(h) The teacher uses and generates meaningful research on education issues and policies.</td>
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Prac III – Revised 11/15/2014
<table>
<thead>
<tr>
<th>Performance</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</td>
</tr>
<tr>
<td>Performance</td>
<td>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.</td>
</tr>
<tr>
<td>Essential Knowledge</td>
<td>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.</td>
</tr>
<tr>
<td>Essential Knowledge</td>
<td>10(m) 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>
</tr>
<tr>
<td>Essential Knowledge</td>
<td>10(n) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</td>
</tr>
</tbody>
</table>

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

**Standard:** 5. Engage in Professional Growth and Leadership Teachers continuously improve their professional practice, model life-long learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- **Performance Indicator:**
  - a. participate in local and global learning communities to explore creative applications of technology to improve student learning

- **Performance Indicator:**
  - 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

- **Performance Indicator:**
  - 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

- **Performance Indicator:**
  - d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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<td>10(i)</td>
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<td>10(j)</td>
<td>The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</td>
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<tr>
<td>10(k)</td>
<td>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.</td>
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<tr>
<td>10(l)</td>
<td>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.</td>
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<tr>
<td>10(m)</td>
<td>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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<tr>
<td>10(n)</td>
<td>The teacher knows how to contribute to a common culture that supports high expectations for student learning.</td>
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</table>

**4d: Reflecting on**

- **The teacher does not reflect on the lesson.**

- **The teacher does not accurately reflect on the lesson or propose ideas on how the lesson could be improved.**

- **The teacher’s reflection on the lesson is generally accurate and the teacher makes global and specific suggestions.**

- **The teacher’s reflection on the lesson is accurate, citing general characteristics of the lesson, and providing specific examples.**

**ACCURACY - The teacher:**

- **The teacher does not reflect on the lesson.**

- **The teacher does not accurately reflect on the lesson or propose ideas on how the lesson could be improved.**

- **The teacher’s reflection on the lesson is generally accurate and the teacher makes global and specific suggestions.**

- **The teacher’s reflection on the lesson is accurate, citing general characteristics of the lesson, and providing specific examples.**
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<th>value: 4.00</th>
<th>value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice</td>
<td><strong>teacher does not know how to judge a lesson's effectiveness or achieved its instructional outcomes.</strong></td>
<td><strong>be improved.</strong></td>
<td><strong>suggestions about how the lesson may be improved.</strong></td>
<td><strong>and the teacher provides specific suggestions about how the lesson may be improved.</strong></td>
<td><strong>within the lesson and specific suggestions for improvement. The teacher draws on an extensive repertoire to support suggestions for alternative strategies.</strong></td>
</tr>
<tr>
<td><strong>USE IN FUTURE TEACHING - The teacher is unaware that the lesson needs improving in the future.</strong></td>
<td><strong>ACCURACY - The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</strong></td>
<td><strong>USE IN FUTURE TEACHING - The teacher has no suggestions for improving a lesson in the future.</strong></td>
<td><strong>ACCURACY - The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</strong></td>
<td><strong>ACCURACY - The teacher has an accurate assessment of a lesson’s effectiveness and the extent to which instructional outcomes were met. Teacher can cite general references to support the judgment.</strong></td>
<td><strong>ACCURACY - The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher cites many specific examples from the lesson and weighs the relative strengths of each example.</strong></td>
</tr>
<tr>
<td><strong>USE IN FUTURE TEACHING - The teacher makes general suggestions about how a lesson could be improved in the future.</strong></td>
<td><strong>USE IN FUTURE TEACHING - The teacher draws on an extensive repertoire to support suggestions for alternative strategies.</strong></td>
<td><strong>USE IN FUTURE TEACHING - The teacher makes a few specific suggestions of how the lesson could be improved in the future.</strong></td>
<td><strong>USE IN FUTURE TEACHING - The teacher makes a few specific suggestions of how the lesson could be improved in the future.</strong></td>
<td><strong>USE IN FUTURE TEACHING - The teacher makes a few specific suggestions of how the lesson could be improved in the future.</strong></td>
<td><strong>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 each suggestion.</strong></td>
</tr>
</tbody>
</table>

Standards
DE- Wilmington University DPAS II for Teachers – Components and Gates

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<table>
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<td>USA- InTASC Model Core Teaching Standards (2011)</td>
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</tr>
<tr>
<td>Standard:</td>
<td>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>
</tr>
<tr>
<td>Performance:</td>
<td>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>
</tr>
<tr>
<td>Standard:</td>
<td>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>
</tr>
<tr>
<td>Performance:</td>
<td>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>
</tr>
<tr>
<td>Performance:</td>
<td>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>
</tr>
<tr>
<td>Essential Knowledge:</td>
<td>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>
</tr>
<tr>
<td>Essential Knowledge:</td>
<td>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</td>
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</tbody>
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Prac III – Revised 11/15/2014
## DPAS II Component II: Classroom Environment

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<tbody>
<tr>
<td>2a: Managing Classroom Procedures</td>
<td>Classroom routines and procedures are nonexistent resulting in the loss of much instruction time.</td>
<td>Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.</td>
<td>Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.</td>
<td>Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.</td>
<td>Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.</td>
</tr>
<tr>
<td>MANAGEMENT OF INSTRUCTIONAL GROUPS - Students are not engaged in learning.</td>
<td>MANAGEMENT OF INSTRUCTIONAL GROUPS - Students not working with the teacher are not productively engaged in learning.</td>
<td>MANAGEMENT OF INSTRUCTIONAL GROUPS - Students in only some groups are productively engaged in learning while unsupervised by the teacher.</td>
<td>MANAGEMENT OF INSTRUCTIONAL GROUPS - Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.</td>
<td>MANAGEMENT OF INSTRUCTIONAL GROUPS - Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.</td>
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<tr>
<td>MANAGEMENT OF TRANSITIONS - Transitions are chaotic, with no structure.</td>
<td>MANAGEMENT OF TRANSITIONS - Transitions are chaotic, with much time lost between activities or lesson segments.</td>
<td>MANAGEMENT OF TRANSITIONS - Only some transitions are efficient, resulting in some loss of instructional time.</td>
<td>MANAGEMENT OF TRANSITIONS - Transitions occur smoothly, with little loss of instructional time.</td>
<td>MANAGEMENT OF TRANSITIONS - Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.</td>
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<tr>
<td>MANAGEMENT OF MATERIALS AND SUPPLIES - No procedures are established for materials and supplies, resulting in significant loss of instructional time.</td>
<td>MANAGEMENT OF MATERIALS AND SUPPLIES - Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.</td>
<td>MANAGEMENT OF MATERIALS AND SUPPLIES - Routines for handling materials and supplies function moderately well, but</td>
<td>MANAGEMENT OF MATERIALS AND SUPPLIES - Routines for handling materials and supplies occur smoothly with little loss of instructional time.</td>
<td>MANAGEMENT OF MATERIALS AND SUPPLIES - Routines</td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE OF NON-INSTRUCTIONAL DUTIES - Considerable instructional time is lost in performing non-instructional duties.

PERFORMANCE OF NON-INSTRUCTIONAL DUTIES - Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.

PERFORMANCE OF NON-INSTRUCTIONAL DUTIES - Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

Standards
USA- InTASC Model Core Teaching Standards (2011)

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.

Performance:
3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Essential Knowledge:
3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

2b: Managing Student Behavior

No expectations for student behavior, or monitoring of student behavior, and no responses to student misbehavior.

EXPECTATIONS - No standards of conduct have been established.

Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehavior.

EXPECTATIONS - No

Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.

Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.

Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and
<table>
<thead>
<tr>
<th>Score/Level</th>
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<th>value: 3.00</th>
<th>value: 4.00</th>
<th>value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONITORING STUDENT BEHAVIOR - No monitoring of student behavior is occurring at all.</td>
<td>standards of conduct appear to have been established, or students are confused as to what the standards are.</td>
<td>EXPECTATIONS - Standards of conduct appear to have been established, and most students seem to understand them.</td>
<td>EXPECTATIONS - Standards of conduct are clear to all students.</td>
<td>MONITORING STUDENT BEHAVIOR - Teacher is alert to student behavior at all times.</td>
<td>teacher’s response to student misbehavior is sensitive to individual student needs.</td>
</tr>
<tr>
<td>RESPONSE TO STUDENT MISBEHAVIOR - Teacher is unaware of student misbehavior.</td>
<td>MONITORING STUDENT BEHAVIOR - Student behavior is not monitored, and teacher is unaware of what the students are doing.</td>
<td>MONITORING STUDENT BEHAVIOR - Teacher is generally aware of student behavior but may miss the activities of some students.</td>
<td>RESPONSE TO STUDENT MISBEHAVIOR - Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate.</td>
<td>RESPONSE TO STUDENT MISBEHAVIOR - Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

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

**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.

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Prac III – Revised 11/15/2014
<table>
<thead>
<tr>
<th>Performance:</th>
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<th>Performance:</th>
<th>Essential Knowledge:</th>
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<th>Essential Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</td>
<td>3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</td>
<td>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</td>
<td>3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</td>
<td>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</td>
<td>3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</td>
</tr>
</tbody>
</table>

| 2c: Creating an Environment to Support Learning | The classroom has established culture for learning. | The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work. | The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.” | The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work. | Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject. |

| TEACHER INTERACTION WITH STUDENTS - Teacher does not interact students. | TEACHER INTERACTION WITH OTHER STUDENTS - Student interactions inappropriate for a learning environment. | EXPECTATIONS FOR IMPORTANCE OF THE CONTENT - Teacher convey a negative attitude toward the content. | TEACHER INTERACTION WITH STUDENTS - Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. | TEACHER INTERACTION WITH STUDENTS - Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. | TEACHER INTERACTION WITH STUDENTS - Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher. |

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<th>Value: 4.00</th>
<th>Value: 5.00</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING ACHIEVEMENT - No Instructional outcomes, activities and assignments, and classroom interactions are present.</td>
<td>STUDENT INTERACTIONS WITH OTHER STUDENTS - Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
<td>for students’ cultures. Students exhibit only minimal respect for the teacher.</td>
<td>STUDENT INTERACTIONS WITH OTHER STUDENTS - Student interactions are generally polite and respectful.</td>
<td>with sensitive information.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>STUDENT PRIDE IN WORK - Students no pride in their work.</td>
<td>IMPORTANCE OF THE CONTENT - Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.</td>
<td>STUDENT INTERACTIONS WITH OTHER STUDENTS - Students do not demonstrate disrespect for one another.</td>
<td>IMPORTANCE OF THE CONTENT - Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</td>
<td>STUDENT INTERACTIONS WITH OTHER STUDENTS - Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</td>
<td>STUDENT PRIDE IN WORK - Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than for students’ cultures. Students exhibit only minimal respect for the teacher.</td>
<td>IMPORTANCE OF THE CONTENT - Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</td>
<td>EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for most students.</td>
<td>IMPORTANCE OF THE CONTENT - Students demonstrate through their active participation, curiosity and taking initiative that they value the importance of the content.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>STUDENT PRIDE IN WORK - Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than</td>
<td>STUDENT PRIDE IN WORK - Students accept the teacher’s insistence on work of high quality and demonstrate pride in that work.</td>
<td>EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for most students.</td>
<td>EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized the value of the work.</td>
<td>Score/Level</td>
<td></td>
</tr>
</tbody>
</table>
than to do high-quality work.

WORK - Students minimally accept the responsibility to do good work but invest little of their energy into its quality.

these expectations.

STUDENT PRIDE IN WORK - Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
<table>
<thead>
<tr>
<th>Score/Level</th>
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<th>value: 4.00</th>
<th>value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: Organizing Physical Space</td>
<td>Teacher use of the physical environment, results in unsafe or inaccessible conditions for some students.</td>
<td>Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.</td>
<td>Teacher’s classroom is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.</td>
<td>Teacher’s classroom is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.</td>
<td>Teacher’s classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students.</td>
</tr>
<tr>
<td>SAFETY AND ACCESSIBILITY - The classroom is unsafe.</td>
<td>SAFETY AND ACCESSIBILITY - The classroom is unsafe, or learning is not accessible to some students.</td>
<td>SAFETY AND ACCESSIBILITY - The classroom is safe and at least essential learning is accessible to most students.</td>
<td>SAFETY AND ACCESSIBILITY - The classroom is safe and learning is equally accessible to all students.</td>
<td>SAFETY AND ACCESSIBILITY - The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.</td>
<td>SAFETY AND ACCESSIBILITY - The classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.</td>
</tr>
<tr>
<td>ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - The teacher makes no attempt to arrange furniture or physical space for learning activities.</td>
<td>ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.</td>
<td>ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - Teacher uses physical resources adequately. The furniture may be adjusted for a lesson but with limited effectiveness.</td>
<td>ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.</td>
<td>ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

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

**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.

**Performance:**

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.
<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Prac III – Revised 11/15/2014</th>
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<tbody>
<tr>
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DPAS II Component III: Instruction

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</table>

<table>
<thead>
<tr>
<th>3a: Engaging Students in Learning</th>
<th>Students are not engaged in a learning environment as a result of poor representations of content, or lack of lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITIES AND ASSIGNMENTS - Activities and assignments are absent lesson.</td>
<td></td>
</tr>
<tr>
<td>GROUPING OF STUDENTS - No instructional grouping is performed.</td>
<td></td>
</tr>
<tr>
<td>INSTRUCTIONAL MATERIALS AND RESOURCES - No instructional materials and resources prepared.</td>
<td></td>
</tr>
<tr>
<td>STRUCTURE AND PACING OF THE LESSON - There is no lesson structure.</td>
<td></td>
</tr>
<tr>
<td>Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.</td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES AND ASSIGNMENTS - Activities and assignments are inappropriate for students’ age or background. Students are not mentally engaged in them.</td>
<td></td>
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<tr>
<td>GROUPING OF STUDENTS - Instructional groups are inappropriate to the students or to the instructional outcomes.</td>
<td></td>
</tr>
<tr>
<td>INSTRUCTIONAL MATERIALS AND RESOURCES - Instructional materials are not aligned with the district or charter school’s curricula. Activities and assignments engage all students. Instructional materials and resources are not prepared.</td>
<td></td>
</tr>
<tr>
<td>Structure and pacing of the lesson are not appropriate for the lesson.</td>
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</tbody>
</table>

| Prac III – Revised 11/15/2014 |
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<table>
<thead>
<tr>
<th>2.00</th>
<th>Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITIES AND ASSIGNMENTS - Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.</td>
<td></td>
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<tr>
<td>GROUPING OF STUDENTS - Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.</td>
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<tr>
<td>INSTRUCTIONAL MATERIALS AND RESOURCES - Instructional materials and resources are prepared.</td>
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<td>STRUCTURE AND PACING OF THE LESSON - There is some structure and pacing of the lesson.</td>
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<table>
<thead>
<tr>
<th>3.00</th>
<th>Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITIES AND ASSIGNMENTS - Activities and assignments are appropriate for all students and engage them mentally.</td>
<td></td>
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<tr>
<td>GROUPING OF STUDENTS - Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.</td>
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<td>INSTRUCTIONAL MATERIALS AND RESOURCES - Instructional materials and resources are prepared.</td>
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<table>
<thead>
<tr>
<th>4.00</th>
<th>Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITIES AND ASSIGNMENTS - All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.</td>
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<td>GROUPING OF STUDENTS - Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.</td>
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<table>
<thead>
<tr>
<th>1.00</th>
<th>Students are not engaged in a learning environment as a result of poor representations of content, or lack of lesson.</th>
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<tbody>
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<td>ACTIVITIES AND ASSIGNMENTS - Activities and assignments are absent lesson.</td>
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<table>
<thead>
<tr>
<th>2.00</th>
<th>Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITIES AND ASSIGNMENTS - Activities and assignments are inappropriate for students’ age or background. Students are not mentally engaged in them.</td>
<td></td>
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<td>GROUPING OF STUDENTS - Instructional groups are inappropriate to the students or to the instructional outcomes.</td>
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<th>Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.</th>
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<td>Value: 1.00</td>
<td>Value: 2.00</td>
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</tr>
<tr>
<td>RESOURCES - Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. STRUCTURE AND PACING OF THE LESSON - The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.</td>
<td>INSTRUCTIONAL MATERIALS AND RESOURCES - Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. STRUCTURE AND PACING OF THE LESSON - The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</td>
</tr>
</tbody>
</table>

**Standards**

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

**Component:** 3. Instruction

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<tbody>
<tr>
<td>8(a)</td>
<td>8(e)</td>
<td>8(g)</td>
<td>8(j)</td>
<td>8(l)</td>
<td>8(m)</td>
<td>8(n)</td>
<td>8(o)</td>
<td></td>
</tr>
<tr>
<td>The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</td>
<td>The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</td>
<td>The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</td>
<td>The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</td>
<td>The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</td>
<td>The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</td>
<td>The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</td>
<td>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.</td>
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<tr>
<td>8(f)</td>
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<td>The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</td>
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Performance:
5(g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

Essential Knowledge:
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

Essential Knowledge:
5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

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.

Performance:
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

Essential Knowledge:
3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

USA- ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)
Standard: 1. Facilitate and Inspire Student Learning and Creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

Performance Indicator:
b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources

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. Teachers:

Performance Indicator:
a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

Performance Indicator:
d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

<p>| 3b: Demonstrating | Teacher is unaware of instruction plan and student feedback. | Teacher adheres to the instruction plan in spite of feedback. | Teacher demonstrates moderate flexibility and responsiveness to student feedback. | Teacher seeks ways to ensure successful learning for all students. | Teacher is highly responsive to students’ interests and questions. |</p>
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<th>Flexibility and Responsiveness</th>
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<tbody>
<tr>
<td>LESSON ADJUSTMENT - Teacher is unaware of instructional plan, and makes not attempt to implement one.</td>
<td>of evidence of poor student understanding or of students’ lack of interest and fails to respond to students’ questions; teacher assumes no responsibility for students’ failure to understand.</td>
<td>students’ needs and interests during a lesson and seeks to ensure the success of all students.</td>
<td>making adjustments as needed to instruction plans and responding to student interests and questions.</td>
<td>making major lesson adjustments if necessary, and persists in ensuring the success of all students.</td>
<td>LESSON ADJUSTMENT - Teacher successfully makes a major adjustment to a lesson when needed.</td>
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<tr>
<td>RESPONSE TO STUDENTS - Teacher ignores all students’ questions or interests.</td>
<td>PERSISTENCE - Teacher is unaware of student difficulty learning.</td>
<td>LESSON ADJUSTMENT - Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.</td>
<td>RESPONSE TO STUDENTS - Teacher attempts to accommodate students’ questions or interests, although the pacing of the lesson is disrupted.</td>
<td>RESPONSE TO STUDENTS - Teacher successfully accommodates students’ questions or interests.</td>
<td>RESPONSE TO STUDENTS - Teacher ignores or brushes aside students’ questions or interests.</td>
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<tr>
<td>PERSISTENCE - Teacher is unaware of student difficulty learning.</td>
<td>RESPONSE TO STUDENTS - Teacher attempts to accommodate students’ questions or interests.</td>
<td>PERSISTENCE - Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</td>
<td>PERSISTENCE - Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</td>
<td>PERSISTENCE - Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.</td>
<td>PERSISTENCE - Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</td>
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Standards
DE- Wilmington University DPAS II for Teachers – Components and Gates
Component: 3. Instruction

Prac III – Revised 11/15/2014
Gate: 2. Clinical Fieldwork

USA- InTASC Model Core Teaching Standards (2011)

Standard: 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.

Performance:
8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

Performance:
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Performance:
8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

Essential Knowledge:
8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

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3c: Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students’ age.

EXPECTATIONS FOR LEARNING - Teacher’s purpose in a lesson or unit is not stated.

DIRECTIONS AND PROCEDURES - Teacher makes no attempt to give students

Teacher’s oral and written communication are missing or inappropriate to students.

Teacher’s oral and written communication contains errors or is unclear or inappropriate to students.

Teacher communicates clearly and accurately to students, both orally and in writing.

Teacher communicates clearly and accurately to students, both orally and in writing, anticipating possible student misconceptions.

Teacher communicates clearly and accurately to students, both orally and in writing, anticipating possible student misconceptions.

EXPECTATIONS FOR LEARNING - Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning.

DIRECTIONS AND PROCEDURES - Teacher’s directions

DIRECTIONS AND PROCEDURES - Teacher’s directions

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Prac III – Revised 11/15/2014
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directions and/or procedures. | confusing to students. | DIRECTIONS AND PROCEDURES - Teacher’s directions and procedures are clarified after initial student confusion. | and procedures are clear to students. | pose to student interests. | 
EXPLANATIONS OF CONTENT - Teacher gives no explanation of the content. | EXPLANATIONS OF CONTENT - Teacher’s explanation of the content is unclear or confusing or uses inappropriate language. | EXPLANATIONS OF CONTENT - Teacher’s explanation of content is uneven; some is done skillfully, but other portions are difficult to follow. | EXPLANATIONS OF CONTENT - Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience. | DIRECTIONS AND PROCEDURES - Teacher’s directions and procedures are clear to students and anticipate possible student misunderstanding. | 

### Standards

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

**Component:** 3. Instruction  
**Gate:** 2. Clinical Fieldwork  
**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** 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.

**Essential Knowledge:**

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

**USA- ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)**
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<tr>
<td><strong>Standard:</strong></td>
<td>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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<tr>
<td><strong>Performance Indicator:</strong></td>
<td>a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</td>
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<tr>
<td>3d: Using Questioning and Discussion Techniques</td>
<td>Teacher makes no use of questioning and discussion techniques.</td>
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<tr>
<td>Questions are appropriate to the content and level of students’ understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates</td>
<td>Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little true discussion.</td>
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<tr>
<td>QUALITY OF QUESTIONS - Teacher’s unaware of questioning techniques, structure and quality. DISCUSSION TECHNIQUES - No interaction between teacher and students is attempted. STUDENT PARTICIPATION - No students participate in the discussion.</td>
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<td>QUALITY OF QUESTIONS - Teacher’s questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. DISCUSSION TECHNIQUES - Teacher makes no use of questioning and discussion techniques.</td>
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<td>QUALITY OF QUESTIONS - Teacher’s use of questioning and discussion techniques is uneven with some high-level questions, attempts at true discussion, and moderate student participation. DISCUSSION TECHNIQUES - Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.</td>
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<td>QUALITY OF QUESTIONS - Teacher’s questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. DISCUSSION TECHNIQUES - Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.</td>
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<td>QUALITY OF QUESTIONS - Teacher’s questions are of high quality. Adequate time is provided for students to respond. DISCUSSION TECHNIQUES - Teacher creates a genuine discussion among students, stepping aside when appropriate.</td>
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<td>QUALITY OF QUESTIONS - Most of the teacher’s questions are of high quality. Adequate time is provided for students to respond. DISCUSSION TECHNIQUES - Teacher creates a genuine discussion among students, stepping aside when appropriate.</td>
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<td>QUALITY OF QUESTIONS - Teacher’s questions are of uniformly high quality, with adequate time for students to respond. DISCUSSION TECHNIQUES - Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</td>
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<td>student-led discussions.</td>
<td>PATION - A few students dominate the discussion.</td>
<td>students in the discussion, but with only limited success.</td>
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<td>STUDENT PARTICIPATION - Students themselves ensure that all voices are heard in the discussion.</td>
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Standards
DE- Wilmington University DPAS II for Teachers – Components and Gates

Component: 3. Instruction
Gate: 2. Clinical Fieldwork

USA- InTASC Model Core Teaching Standards (2011)

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.

Performance:
5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

Performance:
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

Performance:
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

Performance:
5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

Essential Knowledge:
5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

Essential Knowledge:
5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
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**Standard:** 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.

**Performance:**
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

**Performance:**
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

**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.

**Performance:**
3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

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

**Standard:** 1. Facilitate and Inspire Student Learning and Creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

**Performance Indicator:**
a. promote, support, and model creative and innovative thinking and inventiveness

**Performance Indicator:**
c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

**Performance Indicator:**
d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

3e: Using Assessment in Instruction

**The teacher**
Assessment is missing from lesson or unit. ASSESSMENT CRITERIA - No criteria or performance standards are stated.

**Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of learning by teacher and/or students. Feedback to students is uneven, and students are not aware of the assessment criteria.**

**Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are not aware of the assessment criteria.**

**Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high quality feedback to students. Occasional**

**Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students**

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<td>makes criteria of the assessment known to students, monitors student progress, provides descriptive feedback, and promotes student self-assessment. The teacher uses student assessment data to plan future instruction.</td>
<td>MONITORING OF STUDENT LEARNING - Teacher is unaware of curriculum. FEEDBACK TO STUDENTS - NO feedback to students is attempted. STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS - No self-assessment or monitoring of progress is presented to students.</td>
<td>MONITORING OF STUDENT LEARNING - Teacher monitors the progress of students, nor provide feedback to them. Students are not engaged in self-assessment. ASSESSMENT CRITERIA - Students are not aware of the criteria and performance standards by which their work will be evaluated.</td>
<td>MONITORING OF STUDENT LEARNING - Teacher monitors the progress of students, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally. ASSESSMENT CRITERIA - Students are aware of only some of the criteria and performance standards by which their work will be evaluated.</td>
<td>formative assessment is used and students are aware of most summative assessment criteria. ASSESSMENT CRITERIA - Students are fully aware of the criteria and performance standards by which their work will be evaluated. MONITORING OF STUDENT LEARNING - Teacher monitors the progress of students, making limited use of diagnostic prompts to elicit information. FEEDBACK TO STUDENTS - Teacher’s feedback to students is uneven, and its timeliness is inconsistent.</td>
<td>and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria. MONITORING OF STUDENT LEARNING - Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.</td>
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<td>STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS - Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</td>
<td>PROGRESS - Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</td>
<td>FEEDBACK TO STUDENTS - Teacher’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</td>
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**Standards**

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

**Component:** 3. Instruction  
**Gate:** 2. Clinical Fieldwork  

USA- InTASC Model Core Teaching Standards (2011)

**Standard:** 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.

**Performance:**  
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
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**Standard:** 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 teacher’s and learner’s decision making.

**Performance:**
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

**Performance:**
6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

**Essential Knowledge:**
6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

**Essential Knowledge:**
6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

**Essential Knowledge:**
6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.