WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MEE 8801
COURSE TITLE: Student Teaching/Teacher Internship
COURSE CREDIT: 9 Credits

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>16</td>
<td>5</td>
<td>600</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

College of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration; (5) facilitating inquiry and 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.

Association for Childhood Education International
Program Standards

<table>
<thead>
<tr>
<th>DEVELOPMENT, LEARNING AND MOTIVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DEVELOPMENT, LEARNING AND MOTIVATION—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRICULUM STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to</td>
</tr>
</tbody>
</table>
help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 **Science**—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 **Mathematics**—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 **Social studies**—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 **The arts**—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 **Health education**—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 **Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

**INSTRUCTION STANDARDS**

3.1 **Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 **Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 **Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

3.4 **Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5 **Communication to foster collaboration**—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. **ASSESSMENT FOR INSTRUCTION**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to support students’ learning and well-being.

I. COURSE DESCRIPTION:

Teacher candidates participate in a clinical immersion, which includes 60 full days of student teaching (80 pupil days effective Fall 2012 and forward) in a secondary school. A supervisor of student teaching from Wilmington University and a cooperating teacher in the school are identified to mentor and monitor each Student Teacher/Teacher Intern. Attention is given to placing students in schools/classrooms that reflect a diverse student population. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required portfolio.

Student Teaching/Teacher Internship is the capstone of the teacher preparation programs at Wilmington University. It is a supervised field experience of 60 pupil days (80 pupil days effective Fall 2012 and forward) normally completed within one academic semester. Teacher Interns are placed with Cooperating Teachers or with teams of Supervising Teachers in approved clinical settings appropriate to areas of program concentration. The field experience begins with guided observation and supervised practice, then gradually builds to full responsibility for the class under the Cooperating Teacher’s supervision.

Student Teachers/Teacher Interns practice, analyze and reflect on the authentic application of principles, theories, and craft knowledge learned in pre-service teacher preparation courses. Student Teachers/Teacher Interns are provided regular opportunities to engage in problem solving and decision-making. Reflective seminars are conducted on a regular basis.

Student Teachers/Teacher Interns are expected to demonstrate basic levels of competency in each of the 14 Wilmington University Program Competencies as well as the Delaware Professional Teaching Standards. These competencies and standards address content knowledge, human development and learning, diverse learners, communication, learning environment, planning, instructional strategies, assessment, reflection and professional growth, professional relationships, technology, and professional conduct. Student teachers are also expected to provide evidence of student learning, to actively seek a broad-based exposure to school culture, and to establish positive interactions with school staff and parents/families.

II. PROGRAM COMPETENCIES:

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this syllabus is sole property of Wilmington University. Activities/Assignments may vary due to edition changes and/or faculty recommendation.)
course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)

*Numbers 1-12 are based on the Delaware Professional Teaching Standards (1998). Numbers 13-14 were developed by the Division of Education faculty. All relate to the Division of Education Conceptual Framework*

**Competency #1:** Create learning experiences that make content meaningful to students, while reflecting an understanding of the core concepts and structure of education.

ACEI Standards 2.1 – 2.7 - Curriculum

**Goal 1:** Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

1.1 use a variety of explanations and multiple representations of concepts to help develop conceptual understanding.
1.2 anticipate and adjust for common misunderstandings that impede learning within the discipline.
1.3 engage students in generating and testing knowledge according to the processes of inquiry of the discipline.
1.4 create learning experiences that make connections to other content areas and to life experiences.

**Competency 2:** Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

ACEI Standard 1 – Development, Learning, and Motivation

**Goal 2:** Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

2.1 choose developmentally appropriate instructional strategies that promote student learning.
2.2 develop concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
Competency 3:
Adapt instruction for diverse learners based on an understanding of how students differ.

ACEI Standard 3.2 – Adaptation to diverse students

Goal 3: Adapt instruction for diverse learners based on an understanding of how students differ.

Learning Outcomes/Learning Activities: The teacher candidate will:

3.1 accept and value all students.
3.2 treat all students equitably.
3.3 respect students as individuals with differing experiences, skills, talents, and interests.
3.4 design instructional activities that address the range of student learning styles, multiple intelligences and performance modes.
3.5 make appropriate provisions for individual students who have particular learning differences or needs.

Competency 4:
Demonstrate proficiency in oral and written communication

ACEI Standard 3.5 – Communication to foster collaboration

Goal 4: Understand and use effective communication.

Learning Outcomes/Learning Activities: The teacher candidate will:

4.1 use a variety of communication techniques.
4.2 communicate effectively with diverse populations.
4.3 model accurate and grammatically correct language.
4.4 communicate with and challenge all students in a positive and supportive manner.
4.5 create opportunities for students to learn effective communication.

Competency 5:
Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.

ACEI Standard 3.4 – Active engagement in learning
Goal 5: Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.

Learning Outcomes/Learning Activities: The teacher candidate will:

5.1 establish and maintain a classroom environment with clear expectations and standards of behavior.
5.2 organize, allocate, and manage time, materials, and physical space to support learning.
5.3 establish classroom practices that promote a safe environment.
5.4 create a learning community that respects individual differences.
5.5 establish a classroom environment that promotes positive relationships, cooperation, and purposeful learning.
5.6 create a classroom environment where student thoughts and ideas are a basis for exploring and developing understanding.
5.7 create a learning community in which students work independently and collaboratively
5.7 encourage students to assume responsibility for their own learning and behavior.

Competency 6:
Design instruction based upon knowledge of the disciplines, the community, and Common Core State Standards to demonstrate knowledge of instructional planning.

ACEI Standard 3.1 – Integrating and applying knowledge for instruction

Goal 6: Design instruction based upon knowledge of the disciplines, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning.

Learning Outcomes/Learning Activities: The teacher candidate will:

6.1 evaluate teaching resources and materials for accuracy and usefulness.
6.2 apply principles of scope and sequence when planning instruction.
6.3 create approaches to learning that are interdisciplinary and that integrate multiple content areas.
6.4 create and select learning materials and learning experiences appropriate for the discipline and curriculum goals.
6.5 use students’ prior knowledge and principles of effective instruction to plan learning activities relevant to students.
6.6 incorporate authentic experiences into instructional planning.
6.7 create multiple learning activities that allow for student choice.
6.8 establish and communicate expectations for student learning
6.9 create and adapt short and long range plans to achieve the expectations for student learning.
6.10 incorporate assessment components into instructional planning.

Competency 7:

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College of Education
Professional Partners
Creating Environments for Learning
Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

ACEI Standard 3.3 – Development of critical thinking and problem solving

Goal 7: Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

7.1 use a range of instructional approaches that allow students to explore concepts and develop an in-depth understanding of content.
7.2 design lessons that routinely engage students in activities that develop problem solving and critical thinking skills.
7.3 design instructional activities that provide opportunities for students to apply knowledge.
7.4 use a variety of materials and educational technologies to enhance student thinking and further conceptual understanding.
7.5 assume different roles in the instructional process based on the content and purposes of instruction.
7.6 use a range of questioning techniques to promote different levels of understanding.
7.7 emphasize communication as a vehicle for learning through the use of discussion, listening, collaboration, and responding to the ideas of others.
7.8 promote students’ awareness of their own thought processes and how to use reflection to build new understandings.
7.9 incorporate assessment components into instructional delivery.

**Competency 8:**
Use multiple assessment strategies for the continuous development of students

**ACEI Standard 4 – Assessment for instruction**

Goal 8: Use multiple assessment strategies for the continuous development of students.

**Learning Outcomes/Learning Activities:** The teacher candidate will:

8.1 use assessment to diagnose student learning needs as a basis for designing instruction.
8.2 use a variety of assessment modes and multiple measures to evaluate student learning.
8.3 use both formal and informal assessment strategies to monitor and evaluate student understanding, progress, and performance.
8.4 align assessment with instruction.
8.5 maintain accurate records and communicates student progress.
8.6 involve students in self-assessment to help them become aware of their strengths and needs.
8.7 encourage students to establish personal goals for learning based on self-assessment and assessment results.
8.8 modify instruction based on assessment results.

Competency 9:
Pursue opportunities to improve teaching and thereby enhance professional growth.

ACEI Standard 5.1 – Professional growth, reflection, and evaluation

Goal 9: Pursue opportunities to improve teaching and thereby enhance professional growth.

Learning Outcomes/Learning Activities: The teacher candidate will:
9.1 engage in continuous learning.
9.2 participate in professional discourse about educational issues.
9.3 use classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
9.4 collaborate with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.

Competency 10:
Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and demonstrate knowledge of the school in the community.

ACEI Standard 5.2 – Collaboration with families, colleagues, and community agencies

Goal 10: Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and demonstrate knowledge of the school in the community.

Learning Outcomes/Learning Activities: The teacher candidate will:
10.1 cooperate with colleagues to develop an effective learning climate within the school.
10.2 collaborate with other professionals to solve problems and make decisions to promote student success.
10.3 develop relationships with parents and guardians to acquire an understanding of the students’ lives outside of the school.
10.4 work effectively with parents/guardians and other members of the community to advocate for student needs and to promote learning.
10.5 identify and use community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
Use educational technology as an instructional and management tool.

ACEI Standard 3.3 – Development of critical thinking and problem solving
ACEI Standard 3.5 – Communication to foster collaboration

Goal 11: Use educational technology as an instructional and management tool.

Learning Outcomes/Learning Activities: The teacher candidate will:

11.1 design instruction to promote student skills in the use of educational technologies to access and manage information
11.2 use a wide range of instructional technologies to enhance student learning and problem solving.
11.3 use technological advances in communication to enrich discourse in the classroom.
11.4 use appropriate educational technology to create and maintain databases for monitoring student progress.

Competency 12:
Understand and maintain standards of professional conduct guided by legal and ethical principles.

ACEI Standard 5.1 – Professional growth, reflection and evaluation

Goal 12: Understand and maintain standards of professional conduct guided by legal and ethical principles.

Learning Outcomes/Learning Activities: The teacher candidate will:

12.1 act in the best interests of students.
12.2 follow school policies and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
12.3 follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to student rights and teacher responsibilities.
12.4 interact with students, colleagues, parents, and others in a professional manner.
12.5 follow codes of professional conduct adopted by the Delaware Professional Standards Council

Competency 13:
Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.

ACEI Standard 5.1 – Professional growth, reflection and evaluation
Goal 13: Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.

Learning Outcomes/Learning Activities: The teacher candidate will:

13.1 realizes that content or subject matter is complex and ever-evolving and shows enthusiasm for the subject matter.
13.2 appreciates individual variation within the various developmental levels of students and uses student strengths as a basis for learning.
13.3 demonstrates a belief that all students can learn to high levels and works to meet the learning needs of a diverse population of students (including students of different genders, students from different cultural/ethnic and socio-economic groups, students at different ability levels and with different exceptionalities, and students for whom English is a second language).
13.4 values the development of students’ critical thinking and problem solving skills and adapting of instruction to student responses, ideas and needs while applying instructional strategies in the classroom.
13.5 believes in taking the responsibilities in the classroom for establishing a positive learning environment conducive to motivating students to want to learn and behave.
13.6 values communication in the classroom as a way of motivating students, including students with diverse backgrounds, to want to develop and learn.
13.7 believes in the value of short and long-term planning, in the importance of adjusting and/or revising plans to meet student needs, and in instructional planning as a collegial activity.
13.8 values on-going and varied assessment as essential to the instructional process and is committed to using assessment to identify student strengths and promote student growth, and to evaluate and improve h/her teaching.
13.9 demonstrates the value of continuous learning and of using reflective practice and help from others to facilitate h/her professional growth.
13.10 appreciates the importance of professional relationships with students, parents, colleagues, and members of the community in promoting the learning and well-being of students.

Competency 14:
Obtain and retain successful employment in the profession of education.

Goal 14: Obtain and retain successful employment in the profession of education.

Learning Outcomes/Learning Activities: The teacher candidate will:

14.1 prepare a resume for prospective employers.
14.2 plan responses to potential interview questions.
14.3 practice potential interview responses based on the program competencies.

III. ATTENDANCE POLICY

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**Wilmington University Policy:**
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

**College of Education Policy:**
“The educational process is a delicate one about which we know little, but it Surely thrives on participation, enthusiasm, and responsibility.” Barker, R. (1964). *Big School, Small School.* (p. 202)
College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

IV. STRUCTURED EXTERNAL ASSIGNMENTS

Program Competency #1:

The teacher candidate will write a description, analysis, and reflection (DAR) and will provide examples and teaching artifacts to demonstrate knowledge and understanding of major concepts, principles, and theories central to their discipline/subject such as the use of the scientific method, or process writing in composition, etc. Additionally, the teacher candidate will demonstrate an understanding of the dynamic nature of their discipline content, the processes of inquiry in their discipline, and the relationship of their discipline to other content areas.

Program Competency #10:

The teacher candidate will write a description, analysis, and reflection (DAR) and will provide examples and artifacts to demonstrate knowledge of school organization and operation and how they support student learning and well-being. Additionally, teacher candidates will demonstrate knowledge of the role of the school in the community and the relationship of the school to the community.

Program Competency #12:

The teacher candidate will write a description, analysis, and reflection (DAR) and will provide examples and artifacts relative to school policy and procedures and legal issues in education demonstrating knowledge of professional conduct as guided by legal and ethical principles.

Program Competency #13:

The teacher candidate will write a description, analysis, and reflection (DAR) and will provide teaching artifacts to demonstrate knowledge of this competency. To successfully complete this assignment, the candidate will write a DAR for each of the scoring elements indicated in the rubric.
Program Competency #14:

The teacher candidate will write a description, analysis, and reflection (DAR) and will provide teaching artifacts to demonstrate knowledge of areas related to employment, including the development of a grammatically correct resume, as well as anticipated areas of interview including the teacher candidate’s understanding of educational practice and the use of a Delaware Teaching Standard in response to an interview question.

Specific information will be presented by Wilmington University Clinical Supervisors relative to completion of various Structured External Assignments involving Content Knowledge, Professional Relationships, Professional Conduct, Dispositions, and Employment which will be graded using the following rubrics.
### (Competency #1)- Content Knowledge

<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>UNSATISFACTORY - 1</th>
<th>EMERGING - 2</th>
<th>BASIC - 3</th>
<th>PROFICIENT - 4</th>
<th>DISTINGUISHED - 5</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td>1.1 Understanding of major concepts, principles, and theories central to the discipline/subject.</td>
<td>The candidate was able to clearly describe and give examples of fewer than two major concepts central to the content areas involved in the student teaching experience.</td>
<td>The candidate was able to clearly describe and give examples of two major concepts central to the content areas involved in the student teaching experience.</td>
<td>The candidate was able to clearly describe and give examples of three major concepts central to the content areas involved in the student teaching experience.</td>
<td>The candidate was able to clearly describe and give examples of four major concepts central to the content areas involved in the student teaching experience.</td>
<td>The candidate was able to clearly describe and give examples of five major concepts central to the content areas involved in the student teaching experience (i.e.; use of the scientific method or of process writing in composition, etc.).</td>
<td>Score/Level</td>
</tr>
</tbody>
</table>

### Standards

**DE- Wilmington University – Teacher Preparation Program Competencies**

**Area:** 1. Content Knowledge

**Descriptor:** Create experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

**Indicator:** 1.1 Understanding of major concepts, principles, and theories central to the discipline/subject

**1.2 Understanding of the dynamic and nature of the discipline content.**

<table>
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<tr>
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<td>1.2 Understanding of the dynamic and nature of the discipline content.</td>
<td>The candidate demonstrated little or no understanding of the dynamic and complex nature of the content of the subjects taught in the student teaching experience.</td>
<td>The candidate demonstrated a limited level of understanding of the dynamic and complex nature of the content of the subjects taught in the student teaching experience.</td>
<td>The candidate demonstrated an acceptable level of understanding of the dynamic and complex nature of the content of the subjects taught in the student teaching experience.</td>
<td>The candidate demonstrated a high quality of understanding of the dynamic and complex nature of the content of the subjects taught in the student teaching experience.</td>
<td>The candidate demonstrated a superior understanding of the dynamic and complex nature of the content of the subjects taught in the student teaching experience.</td>
<td>Score/Level</td>
</tr>
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### Standards

**DE- Wilmington University – Teacher Preparation Program Competencies**

**Area:** 1. Content Knowledge

**Descriptor:** Create experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

**Indicator:** 1.2 Understanding of the dynamic and nature of the discipline content

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<tr>
<td>1.3 Understanding of processes of inquiry in the discipline.</td>
<td>The candidate did not demonstrate an understanding of the processes of inquiry central to the content of the subjects taught in the student teaching experience.</td>
<td>The candidate demonstrated a limited level of understanding of the processes of inquiry central to the content of the subjects taught in the student teaching experience.</td>
<td>The candidate demonstrated an acceptable level of understanding of the processes of inquiry central to the content of the subjects taught in the student teaching experience.</td>
<td>The candidate was skillful in demonstrating an understanding of the processes of inquiry central to the content of the subjects taught in the student teaching experience.</td>
<td>The candidate demonstrated a superior understanding of the processes of inquiry central to the content of the subjects taught in the student teaching experience.</td>
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**Standards**

**DE- Wilmington University – Teacher Preparation Program Competencies**

**Area:** 1. Content Knowledge

**Descriptor:** Create experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

**Indicator:** 1.3 Understanding of processes of inquiry in the discipline

| Standards | DE- Wilmington University – Teacher Preparation Program Competencies | Area: 1. Content Knowledge | Descriptor: Create experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education. | Indicator: 1.4 Understanding of relationship of the discipline to other content areas |  |
|----------------|-------------------|-------------|-----------|----------------|-------------|-------------|
| 1.4 Understanding of relationship of the discipline to other content areas. | The candidate demonstrated an inadequate level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing less than two examples of that relationship. | The candidate demonstrated a limited level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing two examples of that relationship. | The candidate demonstrated an adequate level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing three examples of that relationship. | The candidate demonstrated a superior level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing four examples of that relationship. | The candidate demonstrated a superior level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing five examples of that relationship. |  |

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<td>10.1 Understands school organization and operation as a collaborative construct designed to support student learning and well-being.</td>
<td>The candidate demonstrated a limited understanding of cooperation with colleagues through a description of the use fewer than two skills (e.g. active listening, using “I” messages, sharing work load and strategies, serving on academic support teams, using team building strategies) in developing an effective learning climate.</td>
<td>The candidate demonstrated a marginal understanding of cooperation with colleagues through a description of the use of two various skills (e.g. active listening, using “I” messages, sharing work load and strategies, serving on academic support teams, using team building strategies) in developing an effective learning climate for problem solving and the promotion of student learning success.</td>
<td>The candidate demonstrated an appropriate understanding of cooperation with colleagues through a description of the use of three various skills (e.g. active listening, using “I” messages, sharing work load and strategies, serving on academic support teams, using team building strategies) in developing an effective learning climate for problem solving and the promotion of student learning success.</td>
<td>The candidate demonstrated a competent understanding of cooperation with colleagues through a description of the use of four various skills (e.g. active listening, using “I” messages, sharing work load and strategies, serving on academic support teams, using team building strategies, etc.) in developing an effective learning climate for problem solving and the promotion of student learning success.</td>
<td>The candidate demonstrated a high level understanding of cooperation with colleagues through a description of the use of five various skills (e.g. active listening, using “I” messages, sharing work load and strategies, serving on academic support teams, using team building strategies, etc.) in developing an effective learning climate for problem solving and the promotion of student learning success.</td>
<td>1</td>
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**Standards**

DE- Wilmington University – Teacher Preparation Program Competencies

**Area:** 10. Professional Relationships (K-6)

**Descriptor:** Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and well-being and demonstrate knowledge of the role of the school in the

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*College of Education*

*Professional Partners*

*Creating Environments for Learning*
### Levels/Criteria

<table>
<thead>
<tr>
<th>Score/Level</th>
<th>UNSATISFACTORY - 1</th>
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<th>BASIC - 3</th>
<th>PROFICIENT - 4</th>
<th>DISTINGUISHED - 5</th>
</tr>
</thead>
</table>

**Indicator:** 10.1 Understands school organization and operation as a collaborative construct designed to support student learning and well-being.

**Indicator:** 10.2 Understands school interaction as a community and within the larger community.

- The candidate demonstrated a limited understanding of the integral relationship between the school and the community at large with fewer than two examples of school/community situations that support the promotion of student learning. (e.g. Open House, parent compacts, Family Nights, career events, Parent Nights, PTA, home visits, conferences, etc.)

- The candidate demonstrated a promising understanding of the integral relationship between the school and the community at large with two examples of school/community situations that support the promotion of student learning. (e.g. Open House, parent compacts, Family Nights, career events, Parent Nights, PTA, home visits, conferences, etc.)

- The candidate demonstrated a basic understanding of the integral relationship between the school and the community at large with three examples of school/community situations that support the promotion of student learning. (e.g. Open House, parent compacts, Family Nights, career events, Parent Nights, PTA, home visits, conferences, etc.)

- The candidate demonstrated a noteworthy understanding of the integral relationship between the school and the community at large with four examples of school/community situations that support the promotion of student learning. (e.g. Open House, parent compacts, Family Nights, career events, Parent Nights, PTA, home visits, conferences, etc.)

- The candidate demonstrated an excellent understanding of the integral relationship between the school and the community at large by providing five examples of school/community situations that support the promotion of student learning. (e.g. Open House, parent compacts, Family Nights, career events, Parent Nights, PTA, home visits, conferences, etc.)

### Standards

**DE- Wilmington University – Teacher Preparation Program Competencies**

**Area:** 10. Professional Relationships (K-6)

**Descriptor:** Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and well-being and demonstrate knowledge of the role of the school in the community.

**Indicator:** 10.2 Understands school interaction as a community and within the larger community.

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**Creating Environments for Learning**
## Competency #12 – Professional Conduct

<table>
<thead>
<tr>
<th>Levels/Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>12.1 Understands school policies and procedures</td>
<td>The candidate demonstrated an insufficient understanding of school policies and procedures via an inferior description of at least one of the following: school and district handbooks or protocols, administrative bulletins or memoranda, and school board policy documents or meetings.</td>
<td>The candidate demonstrated a marginal understanding of school policies and procedures via a description of at least one of the following: school and district handbooks or protocols, administrative bulletins or memoranda, and school board policy documents or meetings.</td>
<td>The candidate demonstrated an adequate understanding of school policies and procedures via a description of at least two of the following: school and district handbooks or protocols, administrative bulletins or memoranda, and school board policy documents or meetings.</td>
<td>The candidate demonstrated a well-informed understanding of school policies and procedures via a description of at least three of the following: school and district handbooks or protocols, administrative bulletins or memoranda, and school board policy documents or meetings.</td>
<td>The candidate demonstrated an advanced understanding of school policies and procedures via a description of at least four of the following: school and district handbooks or protocols, administrative bulletins or memoranda, and school board policy documents or meetings.</td>
<td>Score/Level</td>
</tr>
</tbody>
</table>

### Standards

DE- Wilmington University – Teacher Preparation Program Competencies

Area: 12. Professional Conduct

Descriptor: Understand and maintain standards of professional conduct guided by legal and ethical principles. Indicator: 12.1

Understands school policies and procedures

<p>| 12.2 Understands legal issues | The candidate demonstrated an inadequate understanding of legal issues in the classroom, school, district, state or nation in education by writing about fewer than two issues commonly faced by teachers. | The candidate demonstrated a limited understanding of legal issues in the classroom, school, district, state or nation in education by writing about two issues commonly faced by teachers. | The candidate demonstrated a fundamental understanding of legal issues in the classroom, school, district, state or nation in education by writing about three issues commonly faced by teachers. | The candidate demonstrated a skilled understanding of legal issues in the classroom, school, district, state or nation in education by writing about four issues commonly faced by teachers. | The candidate demonstrated an exceptional understanding of legal issues in the classroom, school, district, state or nation in education by writing about five issues commonly faced by teachers. | Score/Level |</p>
<table>
<thead>
<tr>
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<td><strong>DE- Wilmington University – Teacher Preparation Program Competencies</strong></td>
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<td><strong>Area:</strong> 12. Professional Conduct</td>
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<tr>
<td><strong>Descriptor:</strong> Understand and maintain standards of professional conduct guided by legal and ethical principles. <strong>Indicator:</strong> 12.2</td>
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<tr>
<td><strong>13.1 Candidate understands the importance of educational program improvement.</strong></td>
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<tr>
<td>The candidate did not demonstrate an understanding of the importance of the educator as a continual, life-long learner.</td>
<td>The candidate demonstrated an understanding of the importance of the educator as a continual, life-long learner in an average way.</td>
<td>The candidate demonstrated an understanding of the importance of the educator as a continual, life-long learner in a less than average way.</td>
<td>The candidate demonstrated an understanding of the importance of the educator as a continual, life-long learner in an above average way.</td>
<td>The candidate demonstrated an understanding of the importance of the educator as a continual, life-long learner in distinguished and exceptional ways.</td>
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<td><strong>Standards</strong></td>
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<tr>
<td><strong>Area:</strong> 13. Dispositions</td>
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<tr>
<td><strong>Descriptor:</strong> Demonstrate dispositions expected of beginning teachers. <strong>Indicator:</strong> 13.1 Candidate understands the importance of educational program improvement.</td>
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<tr>
<td><strong>13.2 Candidate understands the importance of sensitivity to context and culture in the school and classroom settings.</strong></td>
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<tr>
<td>The candidate did not demonstrate an understanding of the importance of context and culture in the school and classroom.</td>
<td>The candidate demonstrated a below average understanding of the importance of context and culture in the school and classroom.</td>
<td>The candidate demonstrated an acceptable understanding of the importance of sensitivity to context and culture in the school and classroom.</td>
<td>The candidate demonstrated an above average understanding of the importance of sensitivity to context and culture in the school and classroom.</td>
<td>The candidate demonstrated a superior understanding of the importance of sensitivity to context and culture in the school and classroom.</td>
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</tbody>
</table>
| **DE- Wilmington University – Teacher Preparation Program Competencies**  
Area: 13. Dispositions  
**Descriptor:** Demonstrate dispositions expected of beginning teachers.  
**Indicator:** 13.2 Candidate understands the importance of sensitivity to context and culture in the school and classroom settings.  
13.3 Candidate understands the importance of inquiry, analysis, and reflection in the teaching process. | The candidate did not demonstrate an understanding if the importance of inquiry, analysis, and reflection in the teaching process. | The candidate demonstrated a less than average understanding of the importance of inquiry, analysis, and reflection in the teaching process. | The candidate demonstrated an acceptable understanding of the importance of inquiry, analysis, and reflection in the teaching process. | The candidate demonstrated an above average understanding of the importance of inquiry, analysis, and reflection in the teaching process. | The candidate demonstrated a superior understanding of the importance of inquiry, analysis, and reflection in the teaching process. |  

**Standards**  
DE- Wilmington University – Teacher Preparation Program Competencies  
Area: 13. Dispositions  
**Descriptor:** Demonstrate dispositions expected of beginning teachers.  
**Indicator:** 13.3 Candidate understands the importance of inquiry, analysis, and reflection in the teaching process.  

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(Competency #14) - Employment
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>14.1 Understands the elements of a resume’</td>
<td>The candidate demonstrated an insufficient understanding of the elements of a resume’.</td>
<td>The candidate demonstrated a marginal understanding of the elements of a resume’.</td>
<td>The candidate demonstrated an adequate understanding of the elements of a resume’.</td>
<td>The candidate demonstrated a well-informed understanding of the elements of a resume’.</td>
<td>The candidate demonstrated an advanced understanding of the elements of a resume’.</td>
<td></td>
</tr>
</tbody>
</table>

Standards
DE- Wilmington University – Teacher Preparation Program Competencies
Area: 14. Employment
Descriptor: Obtain and retain successful employment in the profession of education.
Indicator: 14.1 Understands the elements of a resume’

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>14.2 Understands interview questions and responses</td>
<td>The candidate gave less than two plausible questions. These questions were followed by responses which showed a limited level of insight into the candidate’s understanding of educational practice.</td>
<td>The candidate gave two plausible questions. These questions were followed by responses which showed a moderate level of insight into the candidate’s understanding of educational practice.</td>
<td>The candidate gave three plausible questions. These questions were followed by responses which showed a competent level of insight into the candidate’s understanding of educational practice.</td>
<td>The candidate gave four plausible questions. These questions were followed by responses which showed a talented level of insight into the candidate’s understanding of educational practice.</td>
<td>The candidate provided five plausible questions. These questions were followed by responses which showed sophisticated depth and insight into the candidate’s understanding of educational practice.</td>
<td></td>
</tr>
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Standards
DE- Wilmington University – Teacher Preparation Program Competencies
Area: 14. Employment
Descriptor: Obtain and retain successful employment in the profession of education.
Indicator: 14.2 Understands interview questions and responses

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</thead>
<tbody>
<tr>
<td>14.3 Understands the application of their portfolio to</td>
<td>The candidate shows an insufficient application of the</td>
<td>The candidate shows a marginal application of the student teaching</td>
<td>The candidate shows an ample application of the student teaching</td>
<td>The candidate shows a knowledgeable application of the</td>
<td>The candidate shows an advanced application of the</td>
<td></td>
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College of Education
Professional Partners
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</thead>
<tbody>
<tr>
<td>the hiring process</td>
<td>student teaching experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</td>
<td>experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</td>
<td>experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</td>
<td>student teaching experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</td>
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**Standards**

**DE- Wilmington University – Teacher Preparation Program Competencies**

**Area:** 14. Employment

**Descriptor:** Obtain and retain successful employment in the profession of education.

**Indicator:** 14.3 Understands the application of their portfolio to the hiring process

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**Creating Environments for Learning**
#1 – Content Knowledge | The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.

#2 – Human Development and Learning | The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.

#3 – Diverse Learners | The teacher understands how students differ and adapts instruction for diverse learners.

#4 – Communication | The teacher understands and uses effective verbal and non-verbal communication.

#5 – Learning Environment | The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.

#6 – Planning for Instruction | The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.

#7 – Instructional Strategies | The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.

#8 – Assessment | The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.

#9 – Reflection and Professional Growth | The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.

#10 – Professional Relationships | The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#11 – Technology | The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.

#12 – Professional Conduct | The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.