WILMINGTON UNIVERSITY

College of Education

HANDBOOK FOR COOPERATING TEACHERS

Creating Environments for Learning

December 2009
Dear Colleague:

Thank you for agreeing to serve as a cooperating teacher for our teacher candidates. Your role is of unsurpassed importance in the process of preparing our students for careers in teaching. Wilmington University students have already had considerable exposure to classroom life (through methods courses, fieldwork, and volunteer service in the schools). The student teaching semester will provide the final, reality-based bridge between the University and the classroom.

This handbook contains information designed to help you understand the mission of Wilmington University and the goals of our teacher preparation programs. A detailed description how our fundamental beliefs, drive our program structure and methodology is contained in the College of Education Conceptual Framework. While this section of the handbook tends to be rather “heavy” reading, we encourage you to take a look at it. You will see why we emphasize such issues as partnerships, collaboration, diversity, reflection, professional growth, and the translation of theory into practice.

We use the Pathwise lesson planning and reflection format, based on Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching. This approach to understanding the classroom environment provides a “road map” to guide novice teachers. In addition, it will soon be the basis for the new DPAS to be used by the state of Delaware for teacher evaluation. We, therefore, feel that our students will benefit by already being familiar with this process. Other sections of the handbook deal with issues that are specific to your role as a Cooperating Teacher.

Our role is to provide whatever assistance you need in order to help make the student teaching semester an exciting and enriching experience for you, the children in your classes, and your student teacher. Please feel free to contact me if you have any questions or concerns.

Sincerely,

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WILMINGTON UNIVERSITY
College of Education

CONCEPTUAL FRAMEWORK

The Vision and Mission of the Institution and Unit

Vision Statement – Wilmington University

Wilmington University will distinguish itself as an open-access educational institution by building exemplary and innovative academic programs and student-centered services while anticipating the career and personal needs of those it serves.

Mission Statement – Wilmington University

Wilmington University is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students. As an institution with admissions policies that provide access for all, it offers opportunity for higher education to students of varying ages, interests, and aspirations.

The University provides a range of exemplary career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. A highly qualified full-time faculty works closely with part-time faculty drawn from the workplace to ensure that the University’s programs prepare students to begin or continue their careers, improve their competitiveness in the job market, and engage in lifelong learning.

Mission Statement – College of Education

The College of Education at Wilmington University prepares students for a professional career in working with children in the stages from birth through adolescence. Students have experiences that provide knowledge, theory and opportunities for educator candidates to work with children from a variety of socio-economic backgrounds, ethnic groups, and education settings. Translating theory into practice is the primary purpose of the professional education programs. The programs center on the understanding of the structure and sequence of the content taught, the characteristics of the student population being taught, and the application of basic principles of learning that reoccur in the research on effective teaching.

Vision Statement – College of Education

We believe that excellent educators must also be learners, sharing challenging ideas and successful practices with their colleagues. Through mutual support and interaction with parents and community, our graduates will provide a classroom and school climate that supports social development, stimulates intellectual growth, and encourages creativity.

College of Education
Professional Partners
Creating Environments for Learning

December 2009
We envision our students, as they take their places as educators, to be “Professional Partners, Creating Environments for Learning.”

The College of Education Philosophy, Purposes and Goals

Defining Property: School Context/Philosophy

The philosophy and purposes of the degree programs in the Wilmington University College of Education flow out of the visions and missions of both the University and the College. The framework for the degree programs in the College of Education integrates several features of a program model originally proposed by the Research and Development Center for Teacher Education at the University of Texas at Austin. The model was based on one of the most comprehensive studies of programs for the preparation of educational personnel ever conducted (Griffin, et. al., 1984). The model proposed that a defining property of effective programs should be relations with a school context, i.e. programs must stress practical experiences in living programs and schools. This framework is particularly suited to the mission of Wilmington University, which emphasizes “career-oriented” programs offered through faculty members with close ties to the work place and to practice, and to the mission of the Education College, which has, as its primary purpose, “the translation of theory into practice.”

This approach does not divorce theory from practice (the “ivory tower” perspective of the University as opposed to the “real life” perspective of schools). We agree with the proposition that “theory without practice is futile and practice without theory is fatal.” Instead, our approach offers a more comprehensive view and provides essential theoretical foundations applied in such a way that practice will be better understood and subject to change and improvement.

This view acknowledges that the person learns from the context, but also gives attention to learning and acting beyond mere accommodation to the context. The educator-context relationship is seen as a means by which the student learns about, from, in and how to act upon the context. Rather than learning instructional methodologies in isolation, and learning only how schools operate technologically, the student learns why classrooms and schools look the way they do, what conditions constrain or promote teaching and learning, how schools come to develop their often very special characters, how to apply inquiry and analysis in the school setting, and, importantly, how to act upon school and classroom contexts for the purpose of improvement (Hoffman and Edwards, 1986, 8-9).

Our belief in the centrality of context dictates that competent teacher-practitioners be directly and broadly involved in the design and delivery of University course content. Our adjunct faculty members, who have extensive prior and current field experience, bring students face to face with the realities and challenges of today’s school culture. Theory is translated into best practices, not by theorists, but by the people who know how to do it and who actually do it every day with real people in authentic educational settings. Their work enhanced by collaboration with a core of full-time faculty members who have extensive teaching and school leadership experience, constitutes the backbone of our programs.
Program Purposes

As clearly specified in our mission and philosophy, a primary purpose of our professional educator preparation programs is “translating theory into practice.” Each program, including each program designed to prepare educators for licensure/certification, has a stated purpose that functions within the context of this purpose (stated above) and that enables the programs to enliven the philosophy to carry out the missions of the University and the College of Education. The stated purposes of each of the licensure/certification programs (Wilmington University Undergraduate and Graduate Catalogs, 2007-2008) in the College are as follows:

Bachelor of Science in Elementary Education:

The purpose of the Bachelor of Science degree in Education is to prepare students for teaching positions from birth to grade 8. Students choose a teaching concentration that leads to certification in Early Care and Education (Birth through Grade 2), Elementary Education (Grades K-6), or Middle Level Education (Grades 6-8).

Bachelor of Science in Career and Technical Education:

The purpose of the Bachelor of Science in Education in Career and Technical Education is to provide the professional development and certification opportunities for career and technical teachers who are currently working in vocational-technical high schools. The program is designed for adults who seek certification as career and technical education teachers (currently T&I). A student must also document at least six (6) years of full-time work experience/training in his/her particular career area to be considered for Delaware T & I certification. The courses in the program will provide vocational teachers with the necessary skills to be successful in the classroom. Students will learn methods to successfully communicate the content and skills of their craft as well as to develop effective teaching strategies to ensure that students are receiving the best instruction possible while increasing student achievement.

Master of Education Degree in Elementary Studies:

The purpose of the Master of Education in Elementary Studies program is to prepare teachers to meet the academic and social needs of students. The program is built on a model of the teacher as learner, researcher, and facilitator of knowledge. The program is based on the premises that teachers must be sensitive to varying social demands and expectations; must be able to diagnose and address the individual learning and developmental needs of students, including emotional, physical, social, and cognitive needs; must be able to use technology in all aspects of their profession; must make important decisions about how and what to teach in the face of an overwhelming knowledge explosion; and must reach out more effectively to parents and the community.
Master of Education in School Leadership:

The Master of Education in School Leadership addresses the research, theory, and practice related to effective schools, teaching and learning, educational reform, and the appropriate uses of technology. Translating theory into practice is a primary emphasis. The program consists of eleven 3-credit courses and a 6-credit capstone project, the Supervised Administrative Practicum, for a total of 36 credits. The program is designed to (a) develop aspiring school leaders’ knowledge, dispositions, and skills related to effective and sustainable school and school system leadership and renewal; (b) prepare school leaders who are committed to the centrality of teaching and learning and to the removal of barriers to student learning; (c) prepare school leaders who will engage all school stakeholders in the development of a shared vision of teaching and learning; (d) prepare school leaders who will manage school operations and resources in an efficient, equitable, and ethical manner, maintaining a constant focus on the improvement of student learning; and (e) prepare school leaders who are committed to professional growth and renewal.

Master of Education in School Counseling:

The Master of Education program in Elementary and Secondary School Counseling at Wilmington University addresses the needs of diverse school populations facing rapid social, economic, and technical changes. Practical application in the counseling field is balanced by detailed consideration of the philosophy, ethics, and theories necessary for a professional counselor. All aspects of the program are directed toward enabling the participants to acquire the knowledge, skills, and attitudes needed to become effective school counselors in a developmental and multicultural setting.

Master of Education in Reading:

The purpose of the Master of Education in Reading program is to prepare teachers for a reading specialist role. Reading specialists must demonstrate the ability to produce high levels of student achievement in literacy. Literacy requires an understanding of reading and writing intertwined with the ability to interpret critically and apply new information to existing knowledge. Every school should have access to reading specialists who have specialized training related to addressing reading difficulties and who can give guidance to classroom teachers in language arts, writing, and content area reading.

Master of Education in Elementary Special Education:

Students with special needs must be taught by professionals who are trained in the identification, assessment, and teaching of individuals with exceptionalities. To reach this goal, the Master of Education in Elementary Special Education program has three distinct options which allow the master’s candidate to focus on his/her individual needs and career goals. This program reflects an inclusion model of special education service delivery.
Master of Education in Career and Technical Education:

The purpose of the Master of Education in Career and Technical Education program is to provide professional development and certification opportunities for teachers who wish to pursue professional development, Delaware T & I certification, and/or a master’s degree. Courses in the program will provide Career and Technical teachers with the necessary skills to be successful in the classroom. Students will learn methods to successfully communicate the content and skills of their subject area as well as to develop effective teaching strategies to ensure that students are receiving the best instruction possible while increasing student achievement.

Master of Arts in Secondary Teaching: Grades 7-12:

The Master of Arts in Secondary Teaching program prepares teachers to meet the academic and social needs of students. The program is built on a model of the teacher as learner, researcher, and facilitator of knowledge. The program is based on the premises that teachers must be sensitive to varying social demands and expectations; must be able to diagnose and address the individual learning and developmental needs of students, including emotional, physical, social, and cognitive needs; must be able to use technology in all aspects of their profession; must make important decisions about how and what to teach in the face of an overwhelming knowledge explosion; and must reach out more effectively to parents and the community.

Doctor of Education in Educational Leadership:

The doctoral program facilitates the professional development of teachers, specialists, administrators, and other personnel committed to the concept that those responsible for the nation’s educational agenda must be innovative leaders. The program prepares students to translate research into effective systems of instruction, supervision, and leadership. It features a core of studies and a dissertation. This program of studies meets the needs of public, private, and post-secondary educators. The program format allows for completion of coursework in just over three years, even though students attend classes only once a week. Courses are taught by both full-time and adjunct faculty who are experts in their fields, providing an insight into innovative, leading edge theories and practices.

Program Goals

The specific, long-term goals (desired outcomes) of the programs in the College of Education at Wilmington University are unique to each degree and to each program and are delineated as graduation and program competencies. All program competencies are standards-based; are instrumental, on a daily basis, in allowing the College to apply the philosophy to achieve the mission described above.

The College also develops a set of annual goals for carrying out its mission on more of a short term basis. For example, the annual goals for the 2007-2008 academic year included obtaining national recognition for the College of Education through the NCATE accreditation process. The College underwent a rigorous standards-based process that included data review and on-site
group and individual interviews held by a team of professional reviewers selected by their respective Specialized Professional Associations (e.g., International Reading Association and National Council of Teachers of Mathematics. The interviews were conducted with University officials, representatives from school/district partnership, faculty and students. The College was very pleased to hear that the programs were fully accredited and that the College received National Recognition status.

The Conceptual Framework

The core of our Conceptual Framework emanates from the visions and missions of the University and College; reflects the philosophy, purposes, and goals noted above; and is composed of specific program attributes that we deem essential for the effectiveness of educator preparation programs.

Knowledge Bases That Inform The Unit’s Conceptual Framework and the Organizing Theme, “Professional Partners Creating Environments for Learning”

We chose to organize our programs around the combined themes of professional partnerships and learning environments. These flow out of the vision, mission, and philosophy of the College and relate well to the purposes of each of our programs. We believe this approach to be central to a context-embedded program. We believe in the concept of gemeinschaft (Tonnies, 1957; Sergiovanni, 1996), or schools as learning communities, characterized by shared vision, shared rules, shared values, shared expectations, and a shared commitment toward interpersonal caring.
We believe that successful partnerships (and communities) require shared and consensual decision-making, interactive planning/problem solving, mutual benefit (reciprocity) and shared accountability. Some have suggested that this entails “moving from symbiosis to near organic fusion” (Goodlad, 1994; Schlechty & Whitford, 1989; Schlechty & Whitford, 1986) and that it is our goal to “fuse” the process of preparing educators with the contexts in which they will eventually work.

Successful partnerships are directly related to the degree to which the partners share a sense of ownership. We subscribe to the principle that those who have shared in formulating and carrying forward programs for the preparation of educational personnel (as opposed to being only the recipient of a set of externally-imposed specifications) will feel a strong investment in the success of those programs (Hoffman and Edwards, 1986). We believe that such partnerships ultimately result in a strengthening of the practical and professional preparation of our students and a sense of increased professional dignity among all participants in our programs. Key players in the College of Education’s partnerships include our students, the University faculty and staff, practicum mentor teachers and supervisors, cooperating teachers and internship supervisors, schools and their communities, the State Department of Education, and others who are interested in school improvement and reform.

Program Attributes Which Define the Conceptual Framework

The manner in which we prepare educational personnel is informed by eight essential attributes which serve as the theoretical base for our programs and which serve as the core of our conceptual framework. These attributes include (1) ensuring the 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) promoting contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry, analysis and reflection, i.e., providing structured opportunities for critical reflection on and taking action on one’s daily work; (6) building an on-going, 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. The program attributes are more fully described below.

1. Programs are Knowledge-Based

We believe that programs designed to prepare educational personnel must be knowledge-based. Educators must acquire, and keep acquiring, a broad foundation of general knowledge in the liberal arts, mathematics, and the sciences and specific knowledge in the content areas which are the focus of their work. We also believe that there is an essential body of verified and reliable knowledge about teaching and learning that educational personnel must acquire. We believe that this knowledge is more than a set of discrete facts, lists, prescriptions and findings. We believe that this knowledge includes a coherent set of facts and other information that together allow us
to make judgments, come to informed decisions, suggest desirable practices, and ask important questions (Danielson, 2002; Griffin, et. al., 1984; Marzano, 2003).

We believe that relying totally upon this body of knowledge is insufficient when making decisions about teaching, schooling, and the preparation of educational personnel. We believe that single-minded dependence on empirical knowledge gained from highly disciplined process-product studies leads to an excessively narrow vision. We believe that theoretical knowledge is of major importance. Theory is particularly powerful in helping educational personnel understand and make sense of their professional worlds. We believe that theory can lead thoughtful students to make their own discoveries as a consequence of increased understandings. We believe that theory can also provide a body of shared understandings across groups of educators who are trying to come to decisions about how to practice their profession (Hoffman & Edwards, 1986, p. 14).

A clear example of this theory-to-practice linkage includes our College-wide efforts to model and integrate, in all education coursework and experiences, elements of Adult Learning Theory (Knowles, 2005). Other examples include: how Activity Theory (Nardi, 1996), Subsumption Theory (Ausubel, 1963), and Bransford’s Theory of Anchored Instruction (Bransford, 1990) relate to problem-based and activity-oriented lesson design; how the work of Sternberg in Successful Intelligence (Sternberg, 1999) and Gardner in Multiple Intelligences (Gardner, 1985) link to developing diverse instructional strategies and assessments; and how and why Dewey’s seminal ideas about constructing meaning from experience, collaboration, inquiry, activity and creativity are even more important in today’s schools. Still other examples of theories that influence our work include how Experiential Learning Theory (Kolb, 1984 and Rogers & Freiberg, 1994) and Transformation Theory (Mezirow, 1980) helps us to understand the power and importance of reflection and the need to link learning with prior knowledge and experience; how the work of Lewin and Barker in Field Theory and Behavior Setting Theory (Barker, 1968; Lewin, 1948; and Lewin, 1951) can help educators understand person-environment interactions and create more effective and appropriate learning environments; and how the theories of Dreikurs and Glasser can help educators develop skills to manage learning and classroom discipline and discipline in the school more effectively (Dreikurs, et. al. and Glasser, 1965).

A third conception of knowledge deals with how educational personnel deal with issues that are multi-dimensional, unpredictable, highly interactive, urgent, and increasingly related to societal pressures and influences (Doyle, 1977). Responses to this complexity are founded in what we can term propositional knowledge. Propositional knowledge refers to those ideas for schooling activity that are put forth as proposals and suggestions for change that have yet to be given empirical or theoretical tests of effectiveness. Such knowledge is important for its promise for making desirable changes in educational settings. We believe that propositional knowledge can be an important base for planning and implementing programs related to the preparation of educational personnel (Hoffman & Edwards, 1986, p. 15).

The fourth conception of knowledge that we believe to be essential to our programs is what the educational philosopher and researcher, Maxine Green, calls craft knowledge. Craft knowledge refers to a coherent body of knowledge that has emerged from practical situations, cumulative
over time. Educational personnel discover that certain practices, certain ways of meeting and talking with students and parents, certain materials for instruction, certain techniques for improving standardized test performance, certain room arrangements, certain incentives, certain management and transition techniques, etc., “work” again and again. While this knowledge is not necessarily empirical, experienced professionals know that some stimuli for learning are more powerful than others for inducing that learning. When this understanding occurs, another piece of craft wisdom, one of those many and critical “tricks of the trade,” is accumulated. We believe that this wisdom of education, the profession’s “hidden curriculum,” is best transmitted to educational personnel through direct, collegial, reflective, frequent, context-based interactions among experienced, beginning and pre-service educators (Green, 1984).

2. Programs View Educators as Learners

We adopt a stance toward the preparation of educational personnel that requires us to assist educators in continually updating and building and rebuilding knowledge structures about teaching and learning. We believe in the importance of continual learning throughout one’s career and in the educator as a model of continual learning. This stance is a shift from the position that the primary purpose of our work is only to provide advice to beginning educators in mastering technical skills such as writing behavioral objectives and utilizing proper lesson plan formats or mastering particular instructional models separate from the context of learners’ needs. We do not endorse the “paraprofessionalization” of education, wherein the educator’s work is only considered a technical (rather than intellectual or substantive) activity, one that is easily taught, efficiently observed, and readily remedied (Griffin, 1985). We do endorse the concept of the educator as a life-long learner.

3. Programs are Sensitive to Context and Culture

Students at Wilmington University learn how to adjust and adapt educational methodologies in an equitable, contextually appropriate and culturally sensitive manner. The definition of what makes an educator effective has changed dramatically in recent years, and continues to change. We believe that effective educators in today’s and tomorrow’s schools must understand the relevance of both their own and their students’ skin color, cultural heritage, gender, ethnicity, social group, social class and status, religion, health, age, first language, family structure, sexual orientation, learning style, developmental level, abilities and disabilities, etc. (Banks, 2001 and Gollnick & Chinn, 1998). We believe that all educators must work for the creation of truly egalitarian school communities, must strive to affirm interdependence and diversity, must be advocates for all children and families and must make every effort to promote equal educational opportunity and social justice. We believe that all educators must have the dispositions to work effectively with children, families, and all school and community stakeholders.

4. Programs Stress Inquiry, Analysis, and Reflection

We believe that reflecting upon one’s activities is a powerful way to increase professional authority and effectiveness (Dewey, 1944; Schon, 1991). We believe, and research confirms, that reflective practice promotes (a) greater awareness of personal performance leading to
improved practice, (b) increased student learning, (c) enhanced professional growth and
development, (d) a more clear and honest perspective about one’s work, and (e) greater
satisfaction with oneself and one’s work (York-Barr, et. al., 2001, p. 13). As reflective inquirers,
prospective educators bring personal, social, and theoretical knowledge to bear to promote
instructional and school improvement. We encourage our students to be inquirers into all aspects
of their learning and practice. This approach is emphasized in the earliest pre-service practicum
experiences and continues throughout middle field experiences, methods courses, and student
teaching/internships. The approach is central to all programs, including those designed to
prepare instructional leaders, counselors, and specialists.

5. Programs Stress Participation, Collegiality and Collaboration

Participation, collegiality, and collaboration are essential ingredients in our conceptual
framework. We believe that educational change and improvement cannot be viewed as one
educator doing a better job in one learning situation. Reforming pedagogy for sustained and
worthwhile change in schools is a collaborative process requiring educators to be skilled at
working in collaborative work cultures and taking initiatives such as forming broadly-based
focus or study groups to investigate crucial topics (Johnston, 2000; Lieberman, 1988; Bird &
McIntyre, 1999; McIntyre & Byrd, 2000). We take the notions of participation, collegiality, and
collaboration very seriously in individual courses and in program structure. This can be readily
seen in our extensive use of practitioner-professors, our efforts to utilize a workable collaborative
model for practica and other field experiences and for the clinical semester (Gray, 2002), our
frequent faculty development sessions, our formal linkage of full-time faculty with adjunct
faculty and our working relationships with local schools and school districts and with the
community and State.

6. Programs are On-Goin and Developmental Based on Best Practice

We believe that the professional life of an effective educator is a continuum, a stream of activity
that begins when a person decides to begin professional and academic study leading toward a
teaching career and ends only when the decision is made to end that career (Hoffman &
Edwards, 1986, p. 16). We view the development of educators in three stages: pre-service
education, induction, and in-service education. We promote the notion that educators grow and
change, adapt and reconstruct their worlds, and accumulate and discard ideas and practices
(Fuller & Brown, 1975). We believe that programs for the preparation of educational personnel
should be long-term investments in the educators themselves, in instilling in all educators the
understanding of best practice as related to the teaching and learning of all children, and in the
advancement of society as a whole. In promoting the on-going and developmental nature of our
programs, considerable progress has been made in terms of maintaining contacts with graduates,
working with graduates to assist in the preparation of our students during fieldwork and clinical
experiences, completing follow-up surveys to assess student satisfaction with the programs, and
continually assessing the programs for further development and improvement.
7. **Programs are Standards-Driven**

We believe that programs for the preparation of educational personnel should be standards-driven. We support Delaware’s school reform initiatives, one part of which was the collaborative development and adoption of uniform sets of standards that can be applied to all Delaware teachers and educational leaders, the “Delaware Professional Teaching Standards,” adopted 1998 and revised in 2003 and the “Delaware Administrator Standards,” adopted 1998, and revised/adopted the ISLLC/ELCC Standards, 2002 (Delaware Department of Education, 1998; Delaware Department of Education, 1998; Delaware Department of Education, 1998; Delaware Department of Education, 2002; and Delaware Department of Education, 2003). We support and utilize the Delaware Student Content Standards which define what K-12 students in our state need to know and be able to do (Delaware Department of Education, 1995) and we support similar standards as put forth in surrounding states. We integrate those standards (and relevant national standards) into all courses and field and clinical experiences and use them as the basis for assessment of each student’s progress toward meeting professional and program competencies.

8. **Programs Promote the Effective Use of Technology**

While we don’t subscribe to the view that each new technological advance will “revolutionize” education, we do believe that the effective use of technology in the school and classroom can and should empower both educators and learners. We believe that technology can help educators and students better cope with limited personal and institutional resources. In our programs, we emphasize the use of technology as both a teaching and management tool. We believe that all students and educators in all schools must have open access to data and information via the information superhighway. We also believe that the effective use of technology can have powerful effects on the classroom environment, including changing the relationships between teachers and learners (McGrath, 1998, 58-61).

Some of those effects can be:

- Increased student motivation
  - by making classroom activities seem more connected and relevant to the “real” world, often causing students to view such activities more seriously.
  - by providing increased opportunities for thematic, interdisciplinary explorations that attract, engage and excite student interests.
- More opportunities for cooperation, collaboration and decision making.
- Deeper and more probing conversations between teachers and students and among students themselves.
- The emergence of the teacher-as-facilitator role.
- A more equitable “balance of power” between teacher and students.
- Increased student persistence in solving problems.
- More varied, multiple assessments of learning outcomes.
- Improved levels of equity and cultural sensitivity.
- Improved teacher effectiveness with diverse student groups.
• Improved oral and written communications.

Given these beliefs, programs for the preparation of educational personnel are designed to:

• raise educator candidates’ comfort levels with technology.
• help candidates understand the ways in which technology can increase efficiency and effectiveness.
• teach candidates how to use technology/data sources that can enhance and enrich instruction.
• help candidates learn how to integrate technology into record keeping/management functions, lesson planning, assessment of learning outcomes, and program improvement.
• provide laboratory training and field-based opportunities for authentic application of knowledge and skills.

References

The references listed immediately below guided our thinking in the development of our Conceptual Framework and now influence our work at bringing “theory into practice” through our programs in the College of Education at Wilmington University. “Additional references” listed below relate specifically to our Program Attributes, demonstrate our expanded view of those attributes, and illustrate how we bring our Conceptual Framework alive in our work with students.

Philosophy


**Organizing Theme**


**Program Attribute 1 – Programs are Knowledge-Based**


**Program Attribute 2 – Programs View Educators as Learners**

Program Attribute 3 – Programs are Sensitive to Context and Culture


Program Attribute 4 – Programs Stress Inquiry, Analysis, and Reflection


Program Attribute 5 – Programs Stress Participation, Collegiality, and Collaboration


Program Attribute 6 – Programs are On-Going and Developmental Based on Best Practice


**Program Attribute 7 – Programs are Standards-Driven**

Delaware Department of Education. (1995, June). *Delaware (student) content standards.* Dover, DE.

Delaware Department of Education. (1998, January). *Delaware professional teaching standards.* Dover, DE.

Delaware Department of Education. (1998, April). *Delaware administrator standards.* Dover, DE.

Delaware Department of Education. (2002, September). *Delaware administrator standards.* Dover, DE.

Delaware Department of Education. (2003, July). *Delaware professional teaching standards.* Dover, DE.

**Program Attribute 8 – Programs Promote the Effective Use of Technology**


**Additional References**

*Influencing Our Work In*  
*Implementing the Conceptual Framework*

The additional references listed below relate specifically to the Program Attributes included in our Conceptual Framework and illustrate (1) how our knowledge base extends well beyond the sources cited above and (2) how we bring the Conceptual Framework alive in our work with students.

**Program Attribute 1 – Programs are Knowledge-Based**


**Program Attribute 2 – Programs View Educators as Learners**


**Program Attribute 3 – Programs are Sensitive to Context and Culture**


**Program Attribute 4 – Programs Stress Inquiry, Analysis, and Reflection**


**Program Attribute 5 – Programs Stress Participation, Collegiality, and Collaboration**


**Program Attribute 6 – Programs are On-Going and Developmental Based on Best Practice**


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**Program Attribute 7 – Programs are Standards-Driven**


International Society for Technology in Education. (2004). *National educational technology standards for teachers (NETS*T).* Eugene, OR.

International Society for Technology in Education. (2001). *Technology standards for school administrators (NETS*A).* Eugene, OR.

Interstate New Teacher Assessment and Support Consortium. (1994). *Draft model standards for licensing new teachers.* (L. Darling-Hammond, Chair, Standards Drafting Committee). Documents provided by the Delaware Department of Public Instruction, Dover, DE.

National Board for Professional Teaching Standards. (1994, June). *Draft report on standards for national board certification.* Documents provided by the Delaware Department of Public Instruction, Dover, DE.


Program Attribute 8 – Programs Promote the Effective Use of Technology


WILMINGTON UNIVERSITY  
COLLEGE OF EDUCATION  
COURSE SYLLABUS AND OUTLINE

FACULTY MEMBER: Sylvia J. Brooks, Ed.D. Coordinator of Clinical Studies, New Castle  
Marshá T. Horton, Ph.D. Coordinator of Clinical Studies, Kent/Sussex

TERM: Fall/Spring

COURSE NUMBERS: ECE 216, ECE 450, EDU 451, MEE 8801, MAS 8801, MSE 8802

COURSE TITLE: Student Teaching

TEXTS TO BE USED:

**Title:** Enhancing Professional Practice: A Framework for Teaching  
**Author(s):** Danielson, Charlotte  
**Publisher:** Association for Supervision and Curriculum Development (2007)  
**ISBN:** 0-87120-269-7

**Title:** Delaware Professional Teaching Standards  
**Author(s):** DE Department of Education  
**Publisher:** DE Department of Education  
**ISBN:** N/A

**Title:** Delaware Content Standards  
**Author(s):** DE Department of Education  
**Publisher:** DE Department of Education  
**ISBN:** N/A

**Title:** Wilmington University Student Teacher Handbook  
**Author(s):** Education College Faculty  
**Publisher:** Wilmington University  
**ISBN:** N/A

METHOD OF CONTACT: Supervised field experience, weekly seminars, phone and email.

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<table>
<thead>
<tr>
<th>College of Education Program Attributes</th>
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<tr>
<td>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 the 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.</td>
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I. COURSE DESCRIPTION:

A. Clinical Experience
Student teaching is the capstone of the teacher preparation programs at Wilmington University. It is a supervised field experience of 40-60 full teaching days (MEE: 60 days, MAS: 60 days, MSE: 40 days, BS K-8: 60 days, BS 0-K: 60 days, AS: 45 days) normally completed within one academic semester. Student Teachers are placed with Cooperating Teachers or with teams of Supervising Teachers in approved clinical settings appropriate to areas of program concentration. Areas of concentration are 0-K, K-6, 6-8 (“grandfather”), 7-12 or special education grades 1-8. Field experience begins with guided observation and supervised practice, then gradually builds to full responsibility.

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

Student Teachers 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.

B. Weekly Class Sessions
All undergraduate Student Teachers enrolled in ECE 450 or EDU 451 participate in a class held weekly with a faculty member from the Education College. This class addresses elements of educational psychology, educational philosophy, history and foundations of education, diversity, classroom environment and applied assessment. This class is an essential part of the clinical semester. Students entering the program fall 2005 will enroll in a Clinical Assessment course (EDU 499). This course will be provided in lieu of the weekly sessions.

C. Weekly Seminars
All Student Teachers participate in seminars held with the University Supervisor. This not only provides an opportunity for the Supervisors to share important information but also provides extraordinary opportunities for Student Teachers working in schools throughout the state and region to share information, resources, strategies, and insights with each other. It is expected that for the first two months these seminars will occur weekly. All Student Teachers are expected to attend these group sessions.
D. Clinical Assessment Course
Graduate students entering the program fall 2005 are required to take an Applied Assessment course. Students have the option of enrolling in this course concurrently with student teaching or taking it prior to the student teaching semester.

PREREQUISITES:

AS: (ECE 216) PSY 201, PSY 333, ECE 202, ECE 203, ECE 204, ECE 206, ECE 211, ECE 214, EPY 301, RDG 300, GPA of 2.5, and an approved application from the Office of Clinical Studies.

BS/0-K: (ECE 450) ECE 214, EDU 390, EDU 391, EDU 392, RDG 401, GPA of 2.5, Passing Scores on Praxis I and II in the appropriate area, and an approved application from the Office of Clinical Studies.

BS/K-6: (EDU 451) ECE 214, EDU 390, EDU 391, EDU 392, EDU 402, EDU 403, EDU 404, EDU 405, GPA of 2.5, Passing Scores on Praxis I and II in the appropriate area, and an approved application from the Office of Clinical Studies.

BS/6-8: (EDU 451) EDU 306, EDU 390, EDU 391, EDU 392, EDU 407, EDU 408, EDU 400, EDU 410, GPA of 2.5, Passing Scores on Praxis I and II in the appropriate area, and an approved application from the Office of Clinical Studies.

MEE: (MEE 8801) MEE 7603, MEE 7633/7653, MEE 7634/7654, MEE 7637/7657, MEE 7638/7658, MEE 7996, MEE 7997, MEE 7998, GPA of 3.0, Passing Scores on Praxis I and II in the appropriate area, and an approved application from the Office of Clinical Studies

MAT: (MAS 8801) MAS 7996, MAS 7997, MAS 7998, MAS 7801 GPA of 3.0, Passing Scores on Praxis I and II in the appropriate area, and an approved application from the Office of Clinical Studies

MSE: (MSE 8802) MSE 7401, MSE 7402, MSE 7403, GPA of 3.0, Passing Scores on Praxis I and II in the appropriate area, and an approved application from the Office of Clinical Studies

II. PROGRAM COMPETENCIES:

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

**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.

**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

**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.

**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 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:
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

**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.

**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.

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

10.1 cooperate with colleagues to develop an effective learning climate within the school.

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*Professional Partners*
*Creating Environments for Learning*

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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.

**Competency 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.

**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 (to be developed).

**Competency 13:** Demonstrates dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Wilmington University College of Education Conceptual Framework.
Learning Outcomes/Learning Activities: The teacher candidate will show evidence that he/she:

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 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 responsibility 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 from diverse backgrounds, to want to develop and learn.
13.7 believes in the value of long and short 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 his/her teaching.
13.9 demonstrates the value of continuous learning and of using reflective practice and help from others to facilitate his/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.

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. METHODOLOGY

Various types of methodology will be used, including but not limited to:

- Practice teaching in a school setting,
- Participation in collegial meetings,
- Participation in school-wide activities,
- Seminar sessions,
- Modular classes, and
  - Writing Describe, Analyze and Reflect entries (DAR’s), lessons, and portfolio entries.

IV. TESTING PROCEDURES/STUDENT EVALUATION

A. Assignments and Exams

1. Lesson Plans – All Student Teachers prepare and submit detailed classroom analyses, lesson plans and reflections, as directed by their Cooperating Teachers and/or University Supervisor, using the model contained in the Framework for Teaching.

2. Observations and Reflections - Cooperating Teachers and University Supervisors assess Student Teachers on a continuous basis throughout the clinical semester. Student Teachers are also expected to reflect and self-assess on a regular and rigorous basis. A performance assessment instrument addresses each of the Delaware Professional Teaching Standards, specifies desired levels of competency, describes performance indicators, and using a Likert type scale reflects the degree to which Student Teachers are progressing toward meeting each of the standards. Student teaching performance is also addressed in a final, narrative report collaboratively prepared by the Cooperating Teacher(s), University Supervisor and Student Teacher.

The performance assessment instruments and the narrative report are reviewed and signed by the Student Teacher, the Cooperating Teacher, and the University Supervisor. Original copies of performance assessments and narrative reports are retained by the University in the Student Teacher’s permanent placement file. Student Teachers receive a final grade of Satisfactory or Unsatisfactory, which is recorded on the University transcript.

3. All Student Teachers are required to prepare and submit a program portfolio as a condition of program completion. The portfolio is submitted in notebook or binder (hard copy) form. This portfolio notebook will be returned to the student after it is scored. The student is also required to submit a disk or CD in Microsoft Word of the narrative portions of their portfolio that the University will keep. Rubrics for each competency are included in the Student Teaching Handbook. Anyone failing to complete any competency, regardless of the final average score...
for the portfolio, will not receive a passing grade. Inclusions listed in the portfolio guidelines **must** be present for all competencies.

4. Video self-evaluation is part of the requirements for student teaching. However, it is not to be included in the portfolio. Instead it will form the basis for one of the weekly individual sessions held with the Supervisor. Show yourself being a “good teacher”! The video is only a “snapshot” of your lesson…about 10 to 15 minutes in length is sufficient. Discuss with your Supervisor what format the video needs to be in. Make sure to check with your Cooperating Teacher and building principal regarding school/district policies involving videotaping. Some schools require prior parental notification or consent for children to be photographed or videotaped. If your school does not permit children to be involved in videotaping, obtain a statement to that effect from the School Principal.

5. Students taking MSE 8802 are to complete a case study that requires them to compile pretest/diagnostic information of IEP goals/objectives, lesson plans and implementation for those plans with post test/diagnostic information discussing what the candidate has learned. Rubrics for this assignment are included in the Student Teaching Handbook.

6. Students taking MEE 8801 and MAS 8801 are required to complete a Teacher as Researcher Project. Guidelines for this assignment are included in the Student Teacher Handbook.

**B. Grading Scale**

S **Satisfactory.** The student has met expected standards of scholarship. This grade signifies acceptable performance of the course objectives.

U **Unsatisfactory.** The student has not met the minimum course requirements.

I **Incomplete.** Extension granted to complete course work. This grade is given when a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to “U” on the 60th calendar day following the last day of the class if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.

IP **Course in Progress.** This grade is specific to practica, internships, and senior seminars.
V. ATTENDANCE POLICY:

Student Teachers must complete the total number of teaching days prescribed for their programs. Teaching days are defined in the Student Teacher and the Cooperating Teacher handbooks. Student Teachers are asked to notify the placement school’s secretary or absence-reporting service, the Cooperating Teacher, and the clinical advisor in advance in the event that attendance is not possible. Student Teachers are expected to provide lesson plans and materials for any activities that would have been conducted under their direction on the day of absence.

Regular and prompt seminar 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 seminar on time. Exceptions may be made for Wilmington University sponsored or work related activities, illness, or valid emergencies.

In the College of Education, faculty must approve all requests for 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 for valid emergencies. Failure to attend class may result in lowering the final grade or assigning an FA (failure due to absence). Early departures and late arrivals will be cumulative and will result in missing a whole class period. It is the student’s responsibility to obtain and complete assignments on the due dates.

VI. TENTATIVE SCHEDULE:

Student Teachers are encouraged to contact their assigned placement school as soon as possible to find out when to report for the student teaching experience. Student Teachers are expected to start school the same time as their assigned school begins for the placement semester, and not according to the Wilmington University schedule, following the teacher calendar of their school of placement. Suggested schedules are provided on the next two pages.

A Wilmington University Orientation for Student Teachers is held 2-3 weeks prior to the start of the clinical semester. Students are notified in their placement letter the exact date and time of the Orientation. Attendance is mandatory.
## TYPICAL (SUGGESTED) SCHEDULE* FOR THE MEE, MAS AND BS
### CLINICAL SEMESTER

<table>
<thead>
<tr>
<th>Weeks/Days</th>
<th>Responsibilities</th>
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| **Weeks 1-5**  
(25 days) | Carefully structured routine duties, guided observations (including a broad-based exposure to the total school culture) and clinical practice under the direction of the Cooperating Teacher. The Student Teacher develops teaches, and reflects on lesson/unit plans in collaboration with peers, the University Supervisor, and Cooperating Teacher. The Student Teacher gradually assumes increased responsibility and duties, typically one subject area or period per week, although some Student Teachers may assume responsibilities more quickly. Student Teachers in the graduate programs will develop their research plan and obtain necessary approvals. |
| **Weeks 6-7**  
(10 school days) | Mid-term assessment. The Student Teacher’s performance is reviewed in a three-way conference (University Supervisor, Student Teacher, and Cooperating Teacher). Plans for the unit are reviewed and approved. Decision is made regarding Student Teacher’s readiness to assume full responsibility. If necessary, a plan is developed for areas/skills needing improvement. |
| **Weeks 8-11**  
(20 school days) | Pending a satisfactory mid-term assessment, responsibilities increase until Student Teacher is in complete control of the class. Full responsibility continues for at least two (±) weeks. Student Teacher assumes responsibility for all planning, instruction, supervision, classroom management and assessment of pupil progress. |
| **Week 12**  
(5 school days) | The Student Teacher develops a plan for the gradual and systematic return of full responsibility to the Cooperating Teacher. Student Teacher completes portfolio and participates in concluding seminar(s). Student Teachers in graduate programs complete the research project. Final, three-way evaluation conference is held. **All required reports** are prepared, signed, and submitted. Closure is achieved in a manner that is thoughtful and sensitive to the needs of children in the class. |

*Ultimately, the University Supervisor and the Cooperating Teacher will determine the Student Teacher’s schedule based on the learning needs of the classroom students and Student Teacher.

All students are required to attend group meetings that are usually scheduled during the late afternoons or early evenings. University Supervisors arrange and facilitate these seminars. Locations vary, and may be held at placement sites or alternate locations.

The final evaluation checklist and the narrative report are due one week after conclusion of the placement. Original, signed documents should be submitted to the University Supervisor for inclusion in the student’s placement file, with copies provided for the Student Teacher and the Cooperating Teacher.
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Begin routine duties and guided observation.</td>
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<tr>
<td>Week 2</td>
<td>Begin unit planning in collaboration with advisor and the Cooperating Teacher. Begin teaching one subject.</td>
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<tr>
<td>Week 3</td>
<td>Assume responsibility for second subject.</td>
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<tr>
<td>Week 4</td>
<td>Complete writing of unit. Assume responsibility for additional subject. Select two weeks for teaching of unit and at least one week of full responsibility (not necessarily the same weeks).</td>
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<tr>
<td>Week 5</td>
<td>Performance review. Three-way conference includes Student Teacher, the University Supervisor and the Cooperating Teacher. Decision made as to readiness to assume full responsibility. Improvement plan developed for areas of weakness.</td>
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<tr>
<td>Week 6</td>
<td>Continue to expand teaching responsibilities.</td>
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<tr>
<td>Week 7</td>
<td>Assume full responsibility, including all planning, supervision, instruction, and assessment of student progress.</td>
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<tr>
<td>Week 8</td>
<td>Complete unit and solo work. MSE Student Teachers implement a systematic plan to return full responsibility to the Cooperating Teacher. Final evaluation conference and portfolio review held for MSE Student Teachers.</td>
</tr>
<tr>
<td>Week 9 (AS Program)</td>
<td>AS Student Teachers return full responsibility to the Cooperating Teacher. 3-way final evaluation conference held for AS Student Teachers.</td>
</tr>
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*Ultimately, the University Supervisor and the Cooperating Teacher will determine the Student Teacher’s schedule based on the learning needs of the classroom students and Student Teacher.

Final evaluation checklists and narrative reports are due one week after conclusion of the placement. Original, signed documents should be submitted to the University Supervisor for inclusion in the student’s placement file, with copies provided for the Student Teacher and the Cooperating Teacher.

One 8-week placement (40 teaching days) is required for the MSE program (1-8).  
One 9-week placement (45 teaching days) is required for the AS Internship program (0-K).
THE CHANGING ROLE OF COOPERATING TEACHERS

We see the role of the cooperating teacher becoming that of a teacher educator, an equal partner in the process of teacher preparation. In addition to mentoring, coaching, serving as a personal and professional confidante, and modeling, we want Supervising Teachers to:

1. Engage Student Teachers in shared decision making about curriculum, expectations for student learning, organizational behavior, classroom environment, interaction, etc.

2. Help Student Teachers understand and reflect on the major components of professional practice as described in the Framework for Teaching and Delaware’s Professional Teaching Standards; facilitate the use of the Pathwise approach to planning, analysis, and reflection.

3. Treat Student Teachers as beginning professionals (rather than teacher aides or assistants) and support active, authoritative classroom participation (rather than passive, subordinate observation).

4. Help Student Teachers analyze and reflect on personal/professional actions and consequences (success as well as errors), and explore alternative courses of action (focusing on aspects of Student Teacher behavior that can be strengthened).

5. Insist that Student Teachers meet the highest standards of verbal and written communication.

6. Insist that Student Teachers plan and conduct lessons/activities that …
   - are based on goals suitable for the students in the group.
   - reflect school, district and state content/teaching standards.
   - include a clear assessment of outcomes. (“What effects did I have on student learning, and how can I prove it?”)

7. Provide Student Teachers with opportunities to explore the broader school culture and gain experiences in diverse settings (different age/grade levels, special classes, ESL, LEP, classes for exceptional children, etc.).

8. Provide opportunities/freedom for Student Teachers to modify learning environments and to explore alternative approaches to classroom management.

9. Emphasize close working relationships with parents and families.

10. Help Student Teachers maintain positive and collegial relationships with the total school staff.

11. Encourage Student Teachers to engage in collaborative lesson/unit planning and peer observation.
12. Participate in regular progress/problem-solving seminars (“conversations about teaching”) and in University-sponsored professional development seminars.

13. Help Student Teachers develop high quality research projects and/or program portfolios.

14. Participate in collaborative assessments of Student Teacher growth (a mid-term checklist, final checklist and final narrative report).

**Your Student Teacher will be more successful if you:**

- Introduce the Student Teacher to the faculty, staff, and parents/families.
- Give the Student Teacher advice on what to include in a letter of introduction to parents/families.
- Make sure that the building principal gets to meet the Student Teacher, and, if possible, talk with the Student Teacher about the school’s mission, expectations, etc.
- Provide appropriate materials and supplies.
- Communicate openly and honestly about issues of appearance, behavior, and ethics.
- Provide a copy of the school and district calendar, copies of school policies, etc.
- Help the Student Teacher obtain a photo ID, if required by the school.
- Make sure that the Student Teacher understands copy machine procedures, limitations, etc.
- Involve the Student Teacher in creating bulletin boards/displays, furniture arrangements, classroom decorations, etc.
- Review emergency procedures and make sure that Student Teacher has a clear understanding of responsibilities and authority.
- Give the Student Teacher specific responsibilities related to supervision, extra duties, new students, substitute teachers, assemblies, before school, opening exercises, hallway movement, lunch, recess, dismissal, student homework, after school, etc.
- Expect that the Student Teacher will make some mistakes.
- Encourage self-reflection, analysis, and professional growth.
- Expect enthusiasm, a desire to learn, and interpersonal sensitivity.
- Expect lesson plans to be appropriate and submitted ON TIME.
- Develop a systematic plan for reviewing lesson plans.
- Provide timely, FRANK, honest feedback. Don’t wait, and don’t mislead the Student Teacher by pretending that everything is OK if that is not the case.
- Allow the Student Teacher to make some choices and decisions about materials, resources, strategies and classroom environment.
- **Model** what you are doing, i.e., explain why what you are doing is appropriate for this group of learners, what outcomes you expect, and how you intend to measure them.
- Arrange for the Student Teacher to visit other teachers in the school; then talk about and reflect on those visits.
- Support the importance of the Student Teacher’s degree and program requirements (e.g., lesson planning components, participation in seminars, the professional portfolio, research projects, reflective journals, logs, etc.).
Things Your Student Teacher May Want to Know

1. How can I help you get ready for school opening?
2. Are there some ways that I could get to know the students before school starts?
3. How can I learn about students’ cultural backgrounds and personal interests?
4. Is there a school or classroom “back to school” event? Can I participate?
5. What are some good ways to get to know the other teachers and staff members?
6. How can I best develop a professional image with students, families, and staff – so that people will see me as a staff member, not just a Student Teacher?
7. Am I permitted to have a class roster with telephone numbers and addresses?
8. Can we schedule daily or weekly planning, progress, assessment meetings?
9. How do you prefer to be addressed (Ms., Mrs., Dr., Mr., first name, etc.)?
10. How do you want me to address you when we are with students? With colleagues? With parents?
11. How far in advance do you want my lesson plans?
12. What things can I take over and do right away?
13. When can we discuss my unit plans? My research paper?
14. Can we set up a regular way for you to observe and critique my lessons?
15. Will you always try to explain why you are doing what you are doing?
16. Can I spend some time each week with other staff members in the school? Will you help me arrange those visits?
17. Can I have grade/plan books? Will you give me some tips on how to use them?
18. What are your homework policies? What are the school’s homework policies?
19. Where should I keep my personal items and teaching materials?
20. How should I use the school/classroom telephones? Is a cell phone OK?
21. Is it OK if I rearrange the furniture for specific learning activities?
22. Can I involve students in making decisions about the classroom environment?
23. Can I experiment with some different classroom management strategies?
24. How much freedom can I have to try some different instructional approaches?
25. How do you want me to handle communications with parents?
26. Will you proofread my written work and letters?
27. Will you help me with my portfolio?
28. How can I help you prepare for parent conferences?
29. Do I need a school or district photo ID badge? How do I get one?
30. Can we establish some ground rules for my clerical responsibilities?
31. Is it OK if I come earlier than you, and stay later?
32. Can I take charge of some bulletin boards for the class and the school?
33. Will you write letters of recommendation for me?

Your Student Teacher will also need to know about …

34. School mission, philosophy, vision statement
35. Location/access to curriculum guides and teachers’ editions of textbooks
36. School/classroom procedures for reporting teacher absences
37. School/district policies regarding Student Teachers/substitute teachers

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38. School calendar, holiday schedules; daily, weekly schedules; school hours
39. Safety and security procedures
40. Intercom use/codes (how/when do you call for assistance, information, etc.?)
41. School policies on photography/videotaping involving students
42. Dress codes for students and staff
43. Parking rules, assigned spaces, etc.
44. School opening and closing times (how early, how late?); pupil, staff, Student Teacher
    sign-in/out procedures
45. Fire, civil defense, emergency procedures (what are your specific responsibilities during
    weather emergencies, bomb threats, civil disturbances, utility failures?)
46. School evacuation procedures (what are your specific responsibilities – where do you go,
    what do you do?)
47. Playground rules and responsibilities.
48. Incident reports (assault, theft, trespass, vandalism, terroristic threatening, etc.)
49. Policies regarding pupil searches (personal, clothing, possessions, lockers, etc.)
50. School policies regarding student book bags; wearing of coats, hats, etc.
51. Procedures for handling rumors/knowledge of weapons, drug use, threats
52. Procedures for reporting cases of suspected child abuse or neglect
53. Accident reports (how, to whom, when?)
54. School/classroom accommodations for students with different abilities
55. Reports of unsafe or dangerous physical objects, situations, playground apparatus
56. Procedures for handling medical emergencies, pupil medications
57. School policies regarding pupil possession and use of toys and games
58. Rules regarding possession/distribution of controlled substances and look-alikes
59. Access to information regarding pupil medical problems, allergies, dietary
    restrictions
60. Classroom intake procedures for new students; procedures for student transfers to/from
    other schools
61. Procedures for handling parent/guardian requests for early or unusual dismissals; ID
    procedures for adults picking up children
62. Dismissal procedures for walkers, bike riders, private cars, bus riders, etc.
63. Policies regarding children arriving early and/or staying after school
64. Pupil/Student Teacher participation in extended day programs
65. Rules for student movement within the building, nurse/office visits, etc.
66. Attendance reporting procedures
67. Procedures for students left at school, students who missed the bus, late buses
68. Restrictions on books and materials (what can students take home?)
69. Student Teacher participation in parent-teacher-student organizations
70. Student Teacher participation in faculty meetings, association/union meetings
71. Conference procedures, restrictions, expectations, records
72. Student Teacher role in reporting pupil progress, preparing report cards
73. Requests by school staff for Student Teacher assistance (clerical, supervisory, etc.)
74. School policies concerning pupil/Student Teacher use of school telephones
75. School restrictions on use of pagers, beepers, cell phones, etc.
76. Access to audio-visual equipment, supplies
77. Policies regarding Student Teacher use of media materials
78. Student Teacher access to school e-mail/internet
79. Policies regarding Student Teacher observation of/participation in special classes
80. Copy machine protocols, restrictions, paper supply, times, Student Teacher access
81. Access to computer labs and equipment
82. School/classroom discipline plans; discipline referral procedures, documentation
83. District/school policies concerning class parties (holiday, birthdays, etc.)
84. Breakfast/lunch procedures (times, tickets, pre-pay, procedures for handling free/reduced price lunch, charges/choices/costs for Student Teachers?)
85. Regulations regarding consumption of food/beverages in classrooms
86. Procedures for parent visits to the classroom
87. Rules concerning access by private tutors/outside agencies to student information/school materials

**TIPS/SUGGESTIONS FOR CONFERENCING WITH STUDENT TEACHERS**

Student Teachers need personal, professional, and instructional guidance. Student Teachers are more likely to become competent, reflective teachers when they have honest, sensitive feedback throughout the student teaching experience.

Many Supervising Teachers are apprehensive about “telling others what to do,” and are reluctant to be too critical of Student Teachers. Supervising Teachers want their Student Teachers to succeed. Sometimes Supervising Teachers feel that a Student Teacher’s lack of knowledge or experience is a negative reflection on the Supervising Teacher’s own competence. Sometimes, the close relationship that develops between a Supervising Teacher and Student Teacher causes the Supervising Teacher to “soften” a lesson analysis in a desire to protect the feelings of the Student Teacher. Yet, when surveyed, Student Teachers consistently express a strong desire for their Supervising Teachers to observe lessons and provide honest, frank feedback.

Researchers have found that conferences with Student Teachers often feature far too much “teacher” talk – where the Student Teacher assumes a subordinate role and just listens to the Supervising Teacher. It is extremely important for the Supervising Teacher treat the Student Teacher as a colleague and confidante, to minimize teacher talk, and to encourage Student Teacher analysis and reflection.

Feedback sessions may be formal or informal. It is important that they occur frequently and that they arranged when the Supervising Teacher and Student Teacher are not hurried or likely to be interrupted. The *Pathwise Reflection Sheet* should be used to structure informal conferences, and can be used in formal conferences as well.
Experienced Supervising Teachers suggest that formal conferences become a part of a weekly routine and that informal feedback be given on a daily basis. A formal conference could be guided by the Five-Step Conference Plan. The five steps are:

1. Establishing a positive tone.
2. Explaining the steps.
3. Student Teacher input
4. Supervising Teacher input
5. Closure

**Part one, establishing a positive tone**

This takes some thought and planning. The Supervising Teacher’s first sentences provide the foundation for a positive, proactive conference. Statements should be sincere and non-evaluative.

Examples:

*I really learned a lot from your lesson. I didn’t know that Taft was the heaviest U.S. President and that he weighed 350 pounds!*

*I’ve never seen Josh so excited about a lesson!*

(Notice that these are inviting, open-ended statements that will usually generate Student Teacher comments and establish a non-threatening, supportive atmosphere for more discussion.)

**Part two, explaining the steps**

The first time the Student Teacher and Supervising Teacher have a conference, the Supervising Teacher needs to explain the structure of the conference. The explanation should reduce anxiety and focus on the Student Teacher, who is asked to analyze and reflect on his/her own actions.

Example:

*There are going to be three parts to our conference today. First, I am going to ask you to share with me how you felt about your lesson – both in terms of what had a positive effect on student learning and also in terms of what may not have had a positive effect on student learning.*

*Then, I will share some of my ideas with you. We will go over some things that you did which were effective in helping students to learn – and why.*

*Then we will talk about strategies that may be helpful to you in making learning more significant for students and easier for you.*
Finally, I want you to summarize the main ideas we talked about. You’ll need to tell me what was effective in helping students to learn – and why – and what strategies we thought about that will improve student learning.

Reviewing the conference process enables the Student Teacher to understand where the conference is going and alerts him/her to the fact that he/she will be asked to summarize main ideas at the end of the conference.

Part three, Student Teacher input

At this point in the conference, the Supervising Teacher asks for the Student Teacher’s input regarding effective techniques/strategies used in the lesson. Supervising Teachers should urge Student Teachers to identify more than one area of strength. This is important because many Student Teachers have difficulty identifying their own strengths. It is often easy for them to focus on what was wrong with the lesson, but it is sometimes difficult for them to identify what they did well.

Examples:

*What part of the lesson did you feel really good about?*
*I noticed that some of the boys who usually don’t like reading class were really tuned in to what you were doing! How did you manage that?*

Now the Supervising Teacher helps the Student Teacher focus on techniques/strategies that should be strengthened.

Examples:

*I noticed that there was a lot of noise in the back of the room …*
*I noticed that the intercom announcement distracted some of the students …*
*If you could teach this lesson again to the same group of students, what would you do differently?*

It is important at this point for the Supervising Teacher to help the Student Teacher analyze and reflect on specific actions and classroom events. Supervising Teachers should try to avoid saying something like, “Why did you ____?” Asking “why did you” questions usually puts the Student Teacher on the defensive. Making open-ended, invitational comments will produce a better understanding of classroom events, and should cause the Student Teacher to be more receptive to the Supervising Teacher’s suggestions for improvement.

Part 4, cooperating teacher input (reinforcement and refinement)

Reinforcement This part of the conference provides the cooperating teacher the opportunity to identify and reinforce a technique or strategy that was implemented effectively by the Student
Teacher. It is important to identify instructional strengths and bring the use of these techniques to the conscious level. Student Teachers often use effective strategies intuitively, but unless those strategies are identified and reinforced, they may or may not be consistently repeated.

Examples:

When you moved closer to Jennifer’s desk, she immediately began to pay attention. That was much better than calling out her name.

You told the class exactly what would happen during the lesson, and they knew what they would be able to do once the lesson was completed.

You explained how you were feeling about this problem. That’s a great example of an “I-message.” See how well it works?

**Refinement** The Supervising Teacher should also select one area to refine. Trying to improve more than one area or skill at a time can overwhelm the Student Teacher. In deciding which area to select for refinement, it is important for the Supervising Teacher to consider the following:

- What is known about the Student Teacher?
  - Is the Student Teacher shy? Overconfident? Insecure?
- What will have the greatest impact on student learning?
- Does the Student Teacher have the prerequisite skills that are needed?
- Can you demonstrate the skill/technique?
  - Unless the Supervising Teacher thoroughly understands and uses a certain skill, no attempt should be made to recommend it to a Student Teacher. The Supervising Teacher needs to explain its purpose, provide pertinent information about it, model it, check the Student Teacher’s understanding by mentally and verbally rehearsing, and then encourage the Student Teacher to practice it.
- Is there high probability that the advice or technique will work?
  - This will create greater self-confidence in the Student Teacher and will encourage the Student Teacher to trust the Supervising Teacher’s expertise.

Example (in helping the Student Teacher deal with a defiant student):

*I found that this works for me, and I think it will work for you, too. When Jeremy said ‘this stuff is boring!’ that probably hurt your feelings and upset you, too. Then you said, “Well, that’s too bad because you have to do it anyway.” That’s an understandable response. But it escalates the situation and creates the opportunity for more confrontation. You were trying to use your adult power to gain control. For a lot of students this just won’t work, and can make things worse. What might have happened next if Jeremy had continued to defy you?*

*You could use a de-escalation strategy. Next time try saying something like: “It sounds like you’re frustrated with how easy the work is” or “You know, Jeremy, I would be angry too if I thought I was asked to do something I didn’t think had been explained very well.”*
You could also try offering some options or assistance, something like “It looks like I didn’t explain it very well. Would you like me to go over it again? Let’s see if I can work it out so it is more interesting to you.”

Do you see how this changes the relationship and avoids a power struggle? What do you think about this approach? Do you think you could do it?

When the Supervising Teacher begins to identify areas targeted for refinement (improvement), a “coaching” approach is very effective. The objective here is to address the Student Teacher’s self-identified needs while simultaneously targeting the Supervising Teacher’s concerns.

Inexperienced Student Teachers often perceive only the surface symptoms of a larger problem, and tend to place “blame” on students. For example, a Student Teacher might feel that the main problem with a lesson was that the students were “restless” and inattentive. While restless students may indeed present a problem, this may be a symptom of a lesson that needs to include more active participation. The Supervising Teacher’s job is to link these two events as possible cause-and-effect and help the Student Teacher see the connection between active involvement and increased on-task student behavior. The Supervising Teacher would “coach” the Student Teacher to recognize that when students are actively participating they are on-task.

**Part five, closure**

Student Teachers need an opportunity to review and mentally rehearse the ideas and instructional techniques that were discussed in the conference. This is a simple, but important part of the conference.

Example:

Now, I’d like you to go over the main ideas that we discussed.

**Follow-up comments:**

*How do you think these ideas might affect your teaching?*
*How do you think these ideas might affect student learning?*
*When would you like to try this out? What would you like me to look for?*
*Is this something you might include in your journal or portfolio?*
*Is there anything that you’re not sure about?*
WHAT ARE THE RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR?

It is important to understand that the primary function of Wilmington University supervisors is changing--from the traditional role of periodic inspection--to one of continuous support and collaboration. Our intentions are for Wilmington University supervisors to serve as valuable links between the University and our partner schools, and to help support the instructional programs and educators in those schools. This means that the Wilmington University supervisors are expected to be much more than “sit-in-the-back-of-the-room” evaluators of lessons. We want our University Supervisors to emphasize team-building, problem-solving, and shared decision-making.

We expect our University Supervisors to be good listeners, good coaches, good (meaning honest, knowledgeable and forthright) critics, and, most of all, good teachers. We expect our University-based supervisors to support and promote the mission of the University and to understand and implement the conceptual framework on which our teacher preparation programs are based. We expect our University-based supervisors to have an unwavering commitment to the worth, potential, and dignity of every individual; and we expect advisors to maintain a firm conviction that every child can and will learn. We expect our University Supervisors to work closely with Student Teachers, University faculty, and the cooperating teacher to articulate a clear and shared vision of what effective schools and teaching should be. We expect the University supervisors to work collaboratively with site-based teacher educators toward implementation of school improvement initiatives and to facilitate achievement of local, state, and national goals.

All Wilmington University supervisors have had extensive public school teaching experience. They understand the demands and realities of teaching in today’s schools. They can, by drawing on their own experience and the resources of the University, provide practical assistance to the Student Teachers and the cooperating teachers by identifying and solving problems, recommending alternative approaches and resources, suggesting methodologies, establishing mutual goals, designing management strategies, aligning curriculum and content standards, and assessing outcomes.

We are trying to establish an atmosphere of collaboration, mutual trust, respect, professional collegiality, reciprocity and equity. We want all stakeholders (teachers, Student Teachers, University faculty, school administration, parents, etc.) to feel a sense of ownership and empowerment in the teacher preparation process. In simpler terms, we believe that the schools and the University should be professional partners, working together to solve common problems and to create learning environments that work.

You should expect the University Supervisor to …

- Help Student Teachers make “seamless” transitions from the University to the classroom.
- Make personal contacts with partner schools and the cooperating teachers prior to the beginning of placements.
- Provide alternative and efficient methods of communication (home telephone, e-mail).
- Provide clear and accurate information regarding program expectations.
- Be familiar with a variety of teaching strategies and show how those strategies can be used most effectively.
- Conduct all conferences in a professional manner.
- Visit, counsel and coach Student Teachers on a regular basis (once each week) and keep
documentation.

✓ Recommend early intervention strategies (including removal of the Student Teacher) in cases of unsatisfactory skills, attitudes, behaviors, or performance.
✓ Demonstrate a thorough and sensitive understanding of school culture and issues of concern to the school and community.
✓ Exemplify the characteristics of a competent, reflective practitioner and professional colleague.
✓ Provide and explain all necessary forms and documents.
✓ Be familiar with Delaware Professional Teaching Standards.
✓ Be familiar with Delaware Content Standards.
✓ Affirm the view that schools in a democratic society are enriched by cultural diversity, equality, and an emphasis on interpersonal relationships, fairness, and interdependence.
✓ Make suggestions regarding effective classroom management and organizational techniques.
✓ Be familiar with a variety of current texts and curriculum materials, including those used at the placement site.
✓ Arrange and conduct regular seminars for Student Teachers.
✓ Develop professional, collegial relationships with school principals and support staff.
✓ Provide guidance to Student Teachers regarding portfolio preparation and other clinical requirements.
✓ Collaborate with Cooperating Teachers and the Student Teachers in the preparation of all evaluation reports.
✓ Arrange for periodic review and assessment conferences.
✓ Be flexible, prompt, and dependable in arranging classroom visits and conferences.
✓ Arrange for additional supervisory and instructional support when necessary.
✓ Participate in the portfolio review process at the end of each semester.

RESPONSIBILITIES OF STUDENT TEACHERS

Student teaching is designed to bridge the gap between being a student of teaching to being a teacher of students. A student expects to be cared for; a teacher is expected to care for others. The student teaching experience should provide opportunities for the teacher candidate to demonstrate the personal and professional attributes that exemplify the effective teacher, and should provide opportunities to implement the practices associated with effective teaching. These attributes include, but are not limited to:

✓ respecting and appreciating individual and cultural differences;

✓ treating others fairly and respectfully;

✓ communicating to others the idea that learning and schools are valuable;

✓ setting attainable, challenging standards for student learning and behavior;

✓ specifying lesson/activity objectives;
✓ providing clear and focused instruction appropriate to students’ developmental levels;
✓ planning and preparing for lessons/activities;
✓ using a variety of instructional strategies and materials to meet differing learning styles;
✓ monitoring and assessing student progress in a systematic, regular fashion;
✓ using class time in an efficient manner;
✓ contributing to the life of the school by participating in extra- and co-curricular activities, school events, music and art programs, meetings for parents, parent/teacher conferences, fund-raising activities, in-service programs, etc.

Throughout the experience, you are expected to:

✓ exemplify the attitudes and actions of a professional educator.
✓ grow personally and professionally through inquiry, analysis, and reflection.
✓ exhibit self-control, poise, vitality, and enthusiasm.
✓ report for school and related activities on time.
✓ follow the same daily schedule as your cooperating teacher.
✓ conform to school regulations, policies, and local standards of behavior.
✓ dress appropriately and in keeping with professional standards.
✓ submit all reports (checklists, self-evaluations, logs, journals, letters, etc.) as required;
✓ attend all scheduled seminars and complete all assignments related to those seminars.
✓ attend school and district sponsored in-service staff development sessions.
✓ prepare necessary lesson materials and have all materials ready at the start of the lesson.
✓ deal with others (adults and children) in a courteous, honest, conscientious, and caring manner.
✓ safeguard all personal and confidential information concerning students, and use such information only for professional purposes.
✓ accept constructive criticism; build on strengths and endeavor to correct weaknesses and shortcomings.
LESSON PLANNING USING THE PATHWISE MODEL

There are several instructional models that can be used for lesson and unit planning. The model currently being used by Wilmington University (and soon to be adopted by Delaware as part of the Delaware Performance Assessment System) is derived from the work of Charlotte Danielson and published by the Educational Testing Service as the Pathwise model. This model is introduced in methods courses and practicum. The Pathwise model consists of the following components:

Preparation of a Class Profile

The lesson planner describes nine aspects of the class, including number of students, student language proficiencies; student exceptionalities; cultural backgrounds; aspects of the learning environment that might affect student learning; classroom routines, rules, expectations and procedures; special circumstances that might occur; and the physical arrangement of the learning setting.

The Instruction Plan

This component asks the lesson planner to address the following elements:

1. Describe the students in the class.
2. What are your goals for the lesson? What do you want the students to learn?
3. Why are these goals suitable for this group of students?
4. How do these goals support the district’s curriculum, state standards?
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?
6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.)
7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?
8. What instructional materials or other resources will you use?
9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.)
10. How do you plan to use the results of the assessment?

Reflection

This component asks the lesson planner to address the following areas:

1. As I reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what I intended them to learn? Were my instructional goals met? How do I know? Or how and when will I know?
3. Did I alter my goals or my instruction plan as I taught the lesson? Why?
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?

“SOLO” (FULL RESPONSIBILITY) EXPERIENCES

Some questions arise every semester regarding University and/or state requirements for “soloing” experiences during student teaching. This is an attempt to address those questions and share some of our current thinking.

It should be clearly understood that the Delaware Department of Education currently has no specific requirements addressing questions of “solo” teaching. Decisions on this issue are now left entirely to the teacher preparation Universities. Current state standards relating to student teaching are purposefully open-ended, and specify only that Universities provide teacher candidates with the following opportunities:*

- a sequence of graduated clinical experiences (such as supervised practica, internships, student teaching) that is incremental and occurs in *a variety of settings and grade levels* … and that is focused upon program objectives.
- clinical practice in the development and use of multiple types of assessments.
- that students are provided with methodologies on the use of technology and other tools of inquiry … and that students are provided clinical experiences which make it possible for them to integrate this learning into their instruction.
- that strategies for effective teaching are suffused throughout the program, and that students are taught specific methodology on teaching diverse learners, including exceptionalities and multicultural studies; classroom management; individual behavior management; and teacher expectations; and are given supervised field experiences which make it possible for them to integrate this learning into their instruction.

So, it is clear that the state’s view of student teaching, based on current national models and standards, places the greatest emphasis on: a) *experiences in a variety of settings with diverse groups of students*, b) *assessment*, and c) *the use of technology and other tools of inquiry*. Note that “solo” teaching is not mentioned at all.

However, these guidelines are currently under review. The Delaware Educator Program Approval Committee prepared a draft report of new recommendations in October 1999. The report continues to place emphasis on assessment and technology, and ties expectations directly to Delaware’s Professional Teaching and Content Standards. The report also contains some interesting new language.

Consider the following proposals:

- Candidates complete purposeful and sequenced field experiences, including early clinical experience prior to student teaching or internship, and prior to the completion of student
teaching or internship they assume full responsibilities for teaching ... comparable to educators in normal practice.

- Candidates complete field experiences in a variety of educational settings, including:
  - classrooms that serve culturally, linguistically, and socio-economically diverse students;
  - classrooms that serve students with a range of abilities including students with exceptional needs; and classrooms that represent the range of grade levels for which they will be certified. (emphasis added)

It is clear that the state intends to include some sort of “full responsibility” requirement. It is also clear that the state wants teacher candidates to have a broad range of clinical experiences in a variety of settings/grades with diverse groups of students. Note that the state is proposing that teacher candidates have clinical experiences in settings that are responsive and sensitive to the economic, linguistic, cultural/social/ethnic, and academic characteristics of learners.

This statement is very important, because it requires that teacher candidates gain experience working in a purposefully broad variety of learning environments. For example, candidates are expected to gain experience working with non-English speaking students; special education students (including children in gifted and talented programs); children in corrective/remedial settings; children from the entire socio-economic spectrum; and children from a variety of cultural, social, ethnic, racial, and religious backgrounds.

“Solo teaching” has been a traditional part of teacher preparation programs for many years. Students expect to do it, and schools normally expect it to be done, even though there is no real evidence that conventional forms of “soloing” produce any substantive changes in teaching behavior or enhance a candidate’s overall teaching competence. (Its main value may be that of an induction ritual.) However, since it is a widely held expectation, some form of “soloing” is included in all Wilmington University teacher preparation programs, but those forms certainly do not have to be conventional.

Our definition of “soloing” is any period of time when a Student Teacher assumes all professional responsibilities normally expected of a classroom teacher. The “soloing” standard for all Wilmington University teacher preparation programs has been a period of two weeks or the equivalent (approximately 75 hours). If you consider that time in relation to a total of 360 hours for a typical 9-credit student teaching semester, that works out to a ratio of about 1:5 – one hour of full responsibility for every five hours of total experience – equivalent to about one hour and 15 minutes per day.

The point is that solo teaching does not have to be consecutive teaching days, or even full days, and does not even have to occur in the Supervising Teacher’s classroom. Student Teachers can gain valuable “full responsibility experience” for a morning, an afternoon, a Tuesday, an “inside recess day,” a “no-special-class-day,” a special education class, a special class, conducting a parent conference, organizing a field trip, a “surprise” assignment to another class, etc., over a period of many weeks. Student Teachers following an intermittent soloing model such as this will typically gain more soloing experience than those following the more traditional model of consecutive solo days for two weeks.


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You might compare this approach to that used in training pilots and physicians. Everyone knows that the protocol for med students is to “see one, do one, teach one.” Student pilots learn the basics in ground school, practice under the supervision an instructor, qualify for solo-status, and then practice the required skills while soloing. Student pilots learn and practice (and maintain a log of) landings, take-offs, night flights, cross-country flights, instruments only, cross winds, stalls, good/bad weather, etc. When the student feels ready, an inspector “observes” and evaluates the student’s skill levels during a check ride, then determines if the student is qualified for a license. Couldn’t this approach be applied to teaching?

Solo teaching could also take the form of a planned and paid period of substitute teaching within the Student Teacher’s placement school. This model requires that the University advisor, Supervising Teachers/mentors, and school principal provide support for the candidate during the substitute-teaching phase. The advantages of this approach include pay for the Student Teacher, providing placement schools with additional options regarding substitute teachers, and providing the opportunity for Student Teachers to assume full responsibility in different settings and with different students. This model was piloted in the Colonial School District (at the Martin Luther King, Jr. Elem. School) during the fall semester, 1999, and was found to be very effective. It is also used in some Pennsylvania school districts.

Another model is to begin with a solo Friday afternoon, and then add one half-day during each subsequent week (all day Fri, then Thurs. pm/Fri, then Thurs./Fri, etc.). Some advantages of this model are that it often provides more “full responsibility” experience than traditional models, provides for a logical and gradual “takeover,” and provides more time for planning and reflection. A common variation of this model that works well in departmentalized schools (but not as well in self-contained or elementary classrooms) is a planned sequence of content or class period takeovers, starting with one subject, or class period, then gradually adding one subject/period each week until full responsibility is achieved, then reversing the process until full responsibility is returned to the Supervising Teacher.

In any event, solo teaching should not begin until after a three-way conference is held involving the supervisory triad (Student Teacher, Supervising Teacher and University advisor … and in some cases, the building principal). While the primary purpose of this conference is to assess the teacher candidate’s overall growth toward meeting professional teaching standards, a secondary purpose is to assess the Student Teacher’s readiness to assume full professional responsibility. It is also important for the supervisory triad to plan for a “seamless” takeover … the assumption of full responsibility in such a manner that children are generally unaware (or undisturbed) that it is happening … and to plan for a seamless exit strategy as well.

The implementation of any solo teaching model must take into account specific conditions existing at placement sites. For example, some schools do not want Student Teachers to assume total responsibility for more than a few days at a time, and some schools will not permit “solo” teaching at all, requiring that Supervising Teachers remain in classrooms at all times. In the latter situations, Student Teachers can take full responsibility for planning the instructional program, and can then carry out that program in a “co-teaching” mode, sharing teaching responsibilities with the Supervising Teacher. The “co-teaching” model is educationally sound and is used successfully in many teacher preparation programs.
The important point is that there is much flexibility in making decisions about “solo” time. It is essential, however, that those decisions be made in collaboration with all stakeholders: the Supervising Teacher, the Student Teacher, the building principal, the University advisor (and why not include children and parents?). I encourage all participants to think creatively and critically about the experience, and encourage you to suggest models and alternatives which build on our current knowledge of what works … and maybe even go “a little farther out” to explore ideas that might not have been tried, but which seem to hold some promise. That’s how we make progress in our profession.

Other Responsibilities and Requirements

Student Teachers are expected to focus a major part of their energies and efforts on the student teaching experience. Part-time employment and/or taking additional University courses during the student teaching semester are strongly discouraged. Student Teachers are expected to report to school on time, every day. Most schools require Student Teachers to sign in (and out) of the building each day. In the event of illness, the Student Teachers must notify the cooperating teacher and the University supervisor as early as possible, preferably the evening before.

Behavior on the part of the Student Teacher that violates any school, school district, or University policy, or failure of the Student Teacher to demonstrate minimum expected competencies could result in immediate termination of the Student Teacher’s placement. In such cases the program coordinator will issue a notice of termination to the Student Teacher. No refund of tuition or fees will be made to the Student Teacher, and Wilmington University is under no obligation to the Student Teacher in terms of program continuation, degree completion, or other student teaching placements. The Student Teacher is legally obligated to arrange for the return of any books, materials, or supplies that belong to the Supervising Teacher or the placement school.

Failure to satisfactorily complete and submit any student teaching requirement (logs, units, lesson plans, reflections, projects, units, research papers, professional portfolio, etc.) will result in the grade of INCOMPLETE for student teaching. This grade automatically becomes an UNSATISFACTORY grade if all requirements are not met within 60 days.

Student teaching may include any of those duties and responsibilities granted to a teacher under Delaware law, and any of those parts of the school program for which the cooperating teacher is responsible. This may include, but is not limited to, in-service sessions, seminars, parent-teacher meetings, evening conferences, special school programs, extra-curricular activities, field trips, etc. However, Student Teachers should not be given sole supervisory responsibility for students in settings such as the school cafeteria, school buses, bus loading/unloading areas, playground, detention, corridors, after school programs, overnight field trips, etc.

Under no circumstances are Wilmington University Student Teachers permitted to administer, observe, or otherwise participate in any form of corporal (physical) punishment.

Wilmington University Student Teachers must conform to all standards and procedures required of teachers in Delaware for reporting cases of known or suspected child abuse/neglect and other criminal activity. Failure to do so carries significant legal consequences.

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Under no circumstances are Wilmington University Student Teachers authorized to use their personal vehicles to transport students. It should be noted that even when parents and the school make or approve such a request, the Student Teacher is NOT necessarily protected from tort liability.

Wilmington University Student Teachers must conform, as a condition of placement, to ALL state and local health and safety requirements, including testing for communicable diseases.

**Policy on Student Teachers Serving as Substitute Teachers**

- Wilmington University Student Teachers will be encouraged (but not required) to register as substitute teachers in their placement districts.
- Wilmington University Student Teachers may serve as unpaid substitute teachers in the classes in which they are student teaching, in the absence of their cooperating teachers, for short periods of time (part or all of 1-3 days during the first 6 weeks of the placement).
- Following the satisfactory completion of 6 weeks in their clinical placements, qualified Student Teachers are permitted to serve as substitute teachers, with pay, for a total of 5 additional days. These substitute days may be in any classroom setting in the placement school, or, in cases of urgent need, in other district schools of comparable organizational levels.
- Requests for Student Teachers to substitute for more than the allotted 5 days must be discussed with the cooperating teacher, University supervisor and the University coordinator of clinical studies prior to the assignment. The University coordinator for clinical studies will make the final decision regarding the approval of such requests. Requests will be decided on a case-by-case basis.
- Student Teachers who have served as substitute teachers may be required to extend their student teaching placements in order to complete the prescribed number of supervised student teaching days.
- Clinical semester credits may, under certain circumstances, be earned in conjunction with full-time employment as long-term, full-time substitute teachers or as teachers working under temporary or emergency contracts. This is called a “concurrent placement.” This arrangement may only occur in cases where the teacher Student Teacher holds a position in an approved school/classroom setting and in an environment appropriate for the degree program/area of concentration. Student Teachers requesting this arrangement must have completed all eligibility requirements for the clinical semester. A Concurrent Placement form is included with the student application as well as being available in the office of Clinical Studies.

This arrangement requires:
- a written statement of employer approval.
- approval by the University coordinator.
- designation of a certified, school-approved Mentor Teacher.
- designation of a University Supervisor.
- an agreement by the employing district to permit the employee to attend all seminars and workshops related to the clinical semester, and to permit on-site supervision by Wilmington University staff.
an understanding that the Student Teacher is required to satisfactorily complete all elements of the clinical semester (portfolio, lesson plans and reflections using the Pathwise™ format, videos, research papers, etc.).

It is our hope that these guidelines will provide building principals and participants with some additional flexibility in dealing with problems related to obtaining qualified substitute teachers. We also feel that the policy will prove to be in the best interests of our Student Teachers.
EVALUATION FORMS

(Samples)

(Please use the forms in the appendix.)
Program: AS BS MEE MAT MSE Area of Concentration: 0-2 K-6 5-8 7-12
Analysis Number: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Wilmington University
Clinical Report – Pathwise Lesson Analysis

<table>
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Lesson/Activity:

### PATHWISE/FRAMEWORK DOMAINS OR PROGRAM COMPETENCIES

#### Planning and Preparation

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#### Learning Environment

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#### Instruction

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<td>Enthusiasm, vigor, sense of humor, fairness, concern for all students (competency 3, 13)</td>
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Candidate Self-Analysis

Analysis by Advisor or Supervising Teacher

---

Candidate Self-Analysis  Signature_______________________________

Analysis by Advisor or Supervising Teacher  Signature_______________________________

November 2008
### Wilmington University
#### College of Education
#### Weekly Clinical Report

**Student Teacher Name _________________________________ Date __________________________**

**School ___________________________ Grade/Subject_______________ Time __________________________**

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<td>Daily Lesson Plans Written</td>
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**Cooperating Teacher Conference/Comments about the Student Teacher’s (ST) Progress** (This section will be completed by the Cooperating Teacher)

**University Supervisor Comments about the Student Teacher’s (ST) Progress** (This section will be completed by the University Supervisor)

**Description of Lesson/Activity**

<table>
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<th>Strength(s)</th>
<th>Area(s) of Focus</th>
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**Cooperating Teacher’s Signature ____________________________________________ Date __________________________**

**University Supervisor’s Signature __________________________________________ Date __________________________**

**Candidate’s Signature __________________________________________ Date __________________________**
MID-TERM EVALUATION FOR TEACHER CANDIDATES

Candidate________________________________________________________ Date ______________________

School________________________ Cooperating Teacher__________________________________________

Subject/Grade Level___________ University Supervisor ________________________________

U = Unsatisfactory. The candidate has not demonstrated an understanding of the component nor an ability to implement it. Not ready for full responsibility. An improvement plan is required for continuation of the field placement.

E = Emerging. The candidate appears to understand the theory behind all components and is beginning to implement its elements intermittently. Not ready for full responsibility, but may assume limited responsibility under close supervision.

B = Basic. The candidate is implementing the elements of the component on a relatively consistent basis. Potential for proficiency is evident. Improvement is likely with experience. Ready to assume full responsibility with normal supervision.

P = Proficient. The candidate clearly understands the component and implements it well. Ready to assume full responsibility with periodic supervision.

D = Distinguished. (This rating is rarely assigned during student teaching.) A distinguished rating reflects mastery of the component at a level equal to that of experienced, professional practitioners.

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<td>Instruction</td>
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Student Teacher Signature ___________________________ Date ______________________

Cooperating Teacher Signature ___________________________ Date ______________________

University Supervisor Signature ___________________________ Date ______________________

College of Education  
Professional Partners  
Creating Environments for Learning
ACTION PLAN FOR IMPROVEMENT

Candidate________________________________________________________Date______________

School________________________Cooperating Teacher____________________________________

Subject/Grade Level_____________University Supervisor_____________________________________

This plan of action is being developed collaboratively by the candidate, the Cooperating Teacher, and the University Supervisor whenever a candidate’s performance has not met expectations. The goal is to assist the candidate in achieving a satisfactory assessment and meeting basic expectations.

I. Specific areas of concern:

II. Objectives for performance improvement:

III. Timeline:

IV. Assistance/resources to be provided by the Cooperating Teacher and the University Supervisor:

V. Assessment criteria and procedures:

_______________________________________________  __________________
Student Teacher Signature  Date

_______________________________________________  __________________
Cooperating Teacher Signature  Date

_______________________________________________  __________________
University Supervisor Signature  Date
Wilmington University
College of Education

Program Competencies

Performance Indicators Checklist for Teacher Candidates

This checklist provides a vehicle for University Supervisors and Cooperating Teachers to assess a Student Teacher’s progress toward mastery of essential professional competencies. It is expected that a Student Teacher demonstrate basic levels of understanding and performance in each of the rated areas. The final evaluation form for student teaching follows below with the Summary Report located on page 18.

The first twelve competencies on the checklist are adapted from the Delaware Professional Teaching Standards with Competencies 13 and 14 being specific to Wilmington University. Each item can be rated on a scale of 1-5 or rated NA, not applicable or appropriate at this time.

NA  not applicable or not appropriate at this time

1  never/seldom observed – unsatisfactory  The candidate has not demonstrated minimally acceptable levels of competence or effort in this area. Performance is substandard and unacceptable. Immediate remedial action is required.

2  sometimes observed – minimal  Although efforts have been made, the candidate has not yet demonstrated expected levels of competence. Performance is substandard. A professional improvement/growth plan is needed to address deficiencies in this area.

3  usually observed – basic  The candidate is approaching expected levels of competence in this area and can be expected to achieve mastery.

4  regularly observed – proficient  The candidate is a competent practitioner in this area.

5  always observed – distinguished  The candidate is an expert practitioner in this area.
Wilmington University
Final Report with Competencies

Student Teacher _________________________________________ Date __________
Evaluator _______________________________________________ Date __________

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

The teacher candidate …

- uses a variety of explanations and multiple representations of concepts to help develop conceptual understanding. **Rating** 1 2 3 4 5
- anticipates and adjusts for common misunderstandings that impede learning within the discipline. **Rating** 1 2 3 4 5
- engages students in generating and testing knowledge according to the processes of inquiry of the discipline. **Rating** 1 2 3 4 5
- creates learning experiences that make connections to other content areas and to life experiences. **Rating** 1 2 3 4 5

Comments
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

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

The teacher candidate …

- chooses developmentally appropriate instructional strategies that promote student learning. **Rating** 1 2 3 4 5
- develops concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development. **Rating** 1 2 3 4 5
Competency 3: Diverse Learners - Adapt instruction for diverse learners based on an understanding of how students differ.

The teacher candidate …

- accepts and values all students.  
  Rating 1 2 3 4 5

- treats all students equitably.  
  Rating 1 2 3 4 5

- respects students as individuals with differing experiences, skills, talents, and interests.  
  Rating 1 2 3 4 5

- designs instructional activities that address the range of student learning styles, multiple intelligences and performance modes.  
  Rating 1 2 3 4 5

- makes appropriate provisions for individual students who have particular learning difference or needs.  
  Rating 1 2 3 4 5

Comments

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Competency 4: Communication - Demonstrate proficiency in oral and written communication.

The teacher candidate …

- uses a variety of communication techniques.  
  Rating 1 2 3 4 5
• communicates effectively with diverse populations.  
  Rating 1 2 3 4 5

• models accurate and grammatically correct language.  
  Rating 1 2 3 4 5

• communicates with and challenges all students in a positive and supportive manner.  
  Rating 1 2 3 4 5

• creates opportunities for students to learn effective communication.  
  Rating 1 2 3 4 5

Comments

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

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

The teacher candidate …

• establishes and maintains a classroom environment with clear expectations and standards of behavior.  
  Rating 1 2 3 4 5

• organizes, allocates, and manages time, materials, and physical space to support learning.  
  Rating 1 2 3 4 5

• establishes classroom practices that promote a safe environment.  
  Rating 1 2 3 4 5

• creates a learning community that respects individual differences.  
  Rating 1 2 3 4 5

• establishes a classroom environment that promotes positive relationships, cooperation, and purposeful learning.  
  Rating 1 2 3 4 5

• creates a classroom environment where student thoughts and ideas are a basis for exploring and developing understanding.  
  Rating 1 2 3 4 5
creates a learning community in which students work independently and collaboratively.
Rating 1 2 3 4 5

encourages students to assume responsibility for their own learning and behavior.
Rating 1 2 3 4 5

Comments

Competency 6: Planning for Instruction - Design instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning.

The teacher candidate …

- evaluates teaching resources and materials for accuracy and usefulness.
  Rating 1 2 3 4 5

- applies principles of scope and sequence when planning instruction.
  Rating 1 2 3 4 5

- creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
  Rating 1 2 3 4 5

- creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals.
  Rating 1 2 3 4 5

- uses student prior knowledge and principles of effective instruction to plan learning activities relevant to students.
  Rating 1 2 3 4 5

- incorporates authentic experiences into instructional planning.
  Rating 1 2 3 4 5

- creates multiple learning activities that allow for student choice.
  Rating 1 2 3 4 5

- establishes and communicates expectations for student learning.
  Rating 1 2 3 4 5

- creates and adapts short- and long-range plans to achieve the expectations for student learning.
  Rating 1 2 3 4 5
incorporates assessment components into instructional planning.  

**Rating** 1 2 3 4 5

**Comments**

---

**Competency 7: Instructional Strategies** - Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

**The teacher candidate …**

- uses a range of instructional approaches that allows students to explore concepts and develop an in-depth understanding of content.  
  **Rating** 1 2 3 4 5

- designs lessons that routinely engage students in activities that develop problem solving and critical thinking skills.  
  **Rating** 1 2 3 4 5

- designs instructional activities that provide opportunities for students to apply knowledge.  
  **Rating** 1 2 3 4 5

- uses a variety of materials and educational technologies to enhance student thinking and further conceptual understanding.  
  **Rating** 1 2 3 4 5

- assumes different roles in the instructional process based on the content and purposes of instruction.  
  **Rating** 1 2 3 4 5

- uses a range of questioning techniques to promote different levels of understanding.  
  **Rating** 1 2 3 4 5

- emphasizes communication as a vehicle for learning, through the use of discussion, listening, collaboration, and responding to the ideas of others.  
  **Rating** 1 2 3 4 5

- links new concepts to student prior knowledge.  
  **Rating** 1 2 3 4 5

- promotes students’ awareness of their own thought processes and how to use reflection to build new understandings.  
  **Rating** 1 2 3 4 5

- incorporates assessment components into instructional delivery.  
  **Rating** 1 2 3 4 5

---

*College of Education*
*Professional Partners*
*Creating Environments for Learning*

69
Competency 8: Assessment - Uses multiple assessment strategies for the continuous development of students.

The teacher candidate …

- uses assessment to diagnose student learning needs as a basis for designing instruction.
  Rating 1 2 3 4 5

- uses a variety of assessment modes and multiple measures to evaluate student learning.
  Rating 1 2 3 4 5

- uses both formal and informal assessment strategies to monitor and evaluate student understanding, progress, and performance.
  Rating 1 2 3 4 5

- aligns assessment with instruction.
  Rating 1 2 3 4 5

- maintains accurate records and communicates student progress.
  Rating 1 2 3 4 5

- involves students in self-assessment to help them become aware of their strengths and needs.
  Rating 1 2 3 4 5

- encourages students to establish personal goals for learning based on self-assessment and assessment results.
  Rating 1 2 3 4 5

- modifies instruction based on assessment results.
  Rating 1 2 3 4 5

Comments

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
### Competency 9: Professional Growth
- Pursue opportunities to improve teaching and thereby enhance professional growth.

The teacher candidate …

- engages in continuous learning.  
  **Rating** 1 2 3 4 5

- participates in professional discourse about educational issues.  
  **Rating** 1 2 3 4 5

- uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.  
  **Rating** 1 2 3 4 5

- collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.  
  **Rating** 1 2 3 4 5

**Comments**

---

### Competency 10: Professional Relationships
- 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.

The teacher candidate …

- cooperates with colleagues to develop an effective learning climate within the school.  
  **Rating** 1 2 3 4 5

- collaborates with other professionals to solve problems and make decisions to promote student success.  
  **Rating** 1 2 3 4 5

- develops relationships with parents and guardians to acquire an understanding of the students’ lives outside of the school.  
  **Rating** 1 2 3 4 5
• works effectively with parents/guardians and other members of the community to advocate for student needs and to promote learning.  
  
Rating 1 2 3 4 5

• identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.  
  
Rating 1 2 3 4 5

Comments


Competency 11: Educational Technology - Use educational technology as an instructional and management tool.

The teacher candidate …

• designs instruction to promote student skills in the use of educational technologies to access and manage information.  
  
Rating 1 2 3 4 5

• uses a wide range of instructional technologies to enhance student learning and problem solving.  
  
Rating 1 2 3 4 5

• uses technological advances in communication to enrich discourse in the classroom.  
  
Rating 1 2 3 4 5

• uses appropriate educational technology to create and maintain databases for monitoring student progress.  
  
Rating 1 2 3 4 5

Comments


College of Education  
Professional Partners  
Creating Environments for Learning  
72
**Competency 12: Professional Conduct** - Understand and maintain standards of professional conduct guided by legal and ethical principles.

The teacher candidate …

- acts in the best interests of students.  
  Rating 1 2 3 4 5

- follows school policies and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.  
  Rating 1 2 3 4 5

- follows local, state, and federal law pertaining to educational and instructional issues, including regulations related to student rights and teacher responsibilities.  
  Rating 1 2 3 4 5

- interacts with students, colleagues, parents, and others in a professional manner.  
  Rating 1 2 3 4 5

- follows codes of professional conduct adopted by the Delaware Professional Standards Council (to be developed).  
  Rating 1 2 3 4 5

**Comments**

__________________________
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**Competency 13: Dispositions** - Demonstrates dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Wilmington University College of Education Conceptual Framework.

The teacher candidate …

- is prompt and on time to all meetings, school events and work every day.  
  Rating 1 2 3 4 5

- dresses professionally and appropriately for all work related events.  
  Rating 1 2 3 4 5

- willingly volunteers for duties and does not need to be asked.  
  Rating 1 2 3 4 5
• attends after hour events and works until a job is completed.

  Rating 1 2 3 4 5

• makes many positive statements about the job and shows a positive attitude throughout the work experience.

  Rating 1 2 3 4 5

• participates fully in University sponsored activities related to the student teaching experience.

  Rating 1 2 3 4 5

Comments

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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

The teacher candidate …

• prepares resume for sending to prospective employers.

  Rating 1 2 3 4 5

• plans responses to potential interview questions.

  Rating 1 2 3 4 5

• practices potential interview responses based on the program competencies.

  Rating 1 2 3 4 5

Comments

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Wilmington University
Final Report with Competencies

University Supervisor’s Signature    Date

Cooperating Teacher’s Signature    Date

Student Teacher’s Signature    Date

Title    Date
Summary Report for Wilmington University Student Teachers

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**TEACHING COMPETENCIES**

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Evaluator’s Signature

Title ___________________________ Date ________________

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College of Education
Professional Partners
Creating Environments for Learning
76
Narrative Comments (Optional)

Student Teacher ____________________________ Semester ________________

Degree Program  AS  BS  MEE  MAT  MSE

School_________________________  Grade Level/Content Area ________________

Planning and Preparation

Learning Environment

Instruction

Professional Responsibilities

Evaluator’s Signature ________________________________

Title ________________________________
PROGRAM PORTFOLIO GUIDELINES

What is a PROGRAM PORTFOLIO?

A Program Portfolio at the pre-service level is a deliberate, carefully designed and integrated selection of artifacts and reflections demonstrating a Student Teacher’s professional experiences, competencies and growth over a period of time. Your Wilmington University Program Portfolio will show the degree to which you have acquired the College of Education’s Program Competencies and will show how you are progressing toward meeting the Delaware Professional Teaching Standards.

An effective Program Portfolio is not a listing of projects or a scrapbook of practicum and student teaching memorabilia. An effective portfolio is a collection of documents and artifacts that demonstrates the wide range of knowledge and skills that you have acquired, that proves how your knowledge and skills have changed over time, and that shows the effects of your knowledge and skills on student learning. The key words to keep in mind are: describe, analyze and reflect.

Your portfolio should be a personal and intensive self-assessment. It should encapsulate your development as an individual and a teacher, and should provide the reader/reviewer a clear picture of how your beliefs and values, matched with current effective teaching research, influence your decisions, methodologies and teaching style. It should also cause the reader/reviewer to understand that you have unique, important and valuable assets to contribute to the profession.

Organization:

The Program Portfolio is the vehicle by which Wilmington University evaluates your success in meeting the Program Competencies of Wilmington University as well as the Skills and Knowledge pieces of the Delaware State Teacher Standards. Be sure to use the Wilmington University Portfolio Evaluation Rubrics as a guide as you write about each of the Standards.

Cover of Binder:

Needs to contain your name, degree (MEE K-4, BS K-4, etc.), date, title and University Supervisor’s name.

Contents:
### The 14 Program Competencies (based on the Delaware Teaching Standards):

| 1. Content | Create learning experiences that make content meaningful to students and reflect the understanding of the core concepts and structure of education. |
| 2. Human Development and Learning | Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood. |
| 3. Diverse Learners | Adapt instruction for diverse learners based on an understanding of how students differ. |
| 4. Communication | Demonstrate proficiency in oral and written communication. |
| 5. Learning Environment | Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior. |
| 6. Planning | Design instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning. |
| 7. Instructional Strategies | Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge. |
| 8. Assessment | Uses multiple assessment strategies for the continuous development of students. |
| 9. Professional Growth | Pursue opportunities to improve teaching and thereby enhance professional growth. |
| 10. Professional Relationships | 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. |
| 11. Educational Technology | Use educational technology as an instructional and management tool. |
| 12. Professional Conduct | Understand and maintain standards of professional conduct guided by legal and ethical principles. |
| 13. Dispositions | Demonstrates dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Wilmington University College of Education Conceptual Framework. |
| 14. Professional Employment | Obtain and retain successful employment in the profession of education. |

### I. For each of the above competencies, you will:

- **a.** Provide a DESCRIPTION…Briefly describe the competency.
- **b.** Provide an ANALYSIS… (was your attempt at meeting the competency successful? Why or why not?)
- **c.** Provide a REFLECTION … (show growth…for you as well as for your students).
- **d.** Provide an APPLICATION/ARTIFACT(S)…explain how the artifact(s) provided connect and apply to the competency with which you are working.
- **e.** Provide labeled artifact(s) (proof).
Anyone refusing to complete any competency, regardless of the final average score for the portfolio, will not receive a passing grade. These inclusions listed below must be present for all competencies.

**Points to Ponder:**

- Regarding the Wilmington University Program Competencies (Delaware State Teacher Standards), make sure you state how you met them and do not omit any.
- Follow the rubrics and work the scoring elements into your writing about the standards. However, it is perfectly acceptable when asked for lists/examples to simply list them. It is suggested that when you provide a rubric specific item, such as a list of examples or an important point, that you make it perfectly clear to the evaluator. For example, you could underline it, number it, bullet it or italicize it.
- In many cases, the rubrics let you know what artifact(s) to include with a particular competency. There is no need to add others to that.
- Talk with other Student Teachers about the rubrics…get ideas from one another. Sharing is OK! In fact, collaboration in teaching is essential.
- In your REFLECTION show how you grew as a teacher and/or how the students showed growth or progress, be introspective and insightful. For example, “After completing this activity, I realized that…and gained from this situation by…” Clearly provide evidence of your growth.
- It is a good idea to put captions on your artifacts. Showing how these support that particular competency even though you previously mentioned it in the text.
- Vary the types of artifacts. For example, include some student work and products, photos which illustrate teacher-student interaction, assessments given, lesson plans, photos of bulletin boards, etc. Don’t overload the artifact sections…one artifact per competency is sufficient.
- The reviewers will be interested in how you have improved student learning during your student teaching and how you have grown in your understanding as to how to do that.
- It is essential that you write well! Improper grammar or bad sentence structure will be sure to interfere with the important points you have to make.
- For Program Competency #14, it is essential to include your resume as one of the artifacts for this section. Be sure to use as one interview question: What is your Philosophy of Education? Be insightful in your response noting how you have grown from your first field experience in Practicum I to your current student teaching experience.
- MEE students include your Action Research Paper as an artifact for Program Competency #4. BS students may include an example of a well-written paper from a past class.
- Don’t overload your portfolio. Too much is as bad as too little.
- Do not use page protectors. It inhibits the ability of evaluators to make comments on your submissions.
- Your portfolio should reflect your joy and pride in being a teacher. Let it show!

**Who will see my portfolio?**

The audience for your portfolio could include some or all of the following:

(a) yourself (most important, since the focus is on reflection);
(b) instructors, Supervisors and faculty in your teacher preparation program;
(c) your peers and teaching colleagues, now and later;
(d) a Portfolio Review Committee;
(e) program reviewers (from accrediting agencies such as NCATE);
(f) prospective employers.

When is the portfolio due?

Your University Supervisor will let you know when your portfolio is due to him or her. He/she will arrange for you to get your portfolio to him/her before the due date. The due date is usually about two weeks before the end of the Wilmington University semester.

How will my portfolio be evaluated?

An invited panel (full-time faculty, adjunct faculty and/or school practitioners) reviews all portfolios. The portfolio rubrics are used to evaluate each of the fourteen competencies and are included in these documents. An overall or average rating of at least a Basic is required for Program Completion. However, anyone refusing to complete any competency, regardless of the final average score for the portfolio, will not receive a passing grade. These inclusions listed within the guidelines for portfolios must be present for all competencies.

Student Teachers must revise and resubmit portfolios rated as unsatisfactory or emerging in order to be eligible for program completion and the institutional recommendation required for a teaching license. Students whose portfolios have been rated as unsatisfactory or emerging will have the opportunity to meet with their student teaching Supervisor, revise their portfolio and resubmit it to their Supervisor. During this process the student will receive the grade of “I” (Incomplete) for student teaching. The grade of Incomplete automatically changes to an “U” (failure) after 60 calendar days.

Make sure to check with your Cooperating Teacher and building principal regarding school/district policies involving videotaping. Some schools require prior parental notification or consent for children to be photographed or videotaped. If your school does not permit children to be involved in videotaping, obtain a statement to that effect from the school principal.
Guidelines for the MEE Teacher-As-Researcher Project

The information presented in these guidelines is adapted from the following sources:


This is an action or practitioner research project. Action research has been defined as research carried out by practitioners with a view to understanding and improving their professional practice. Schumacher & McMillan (1993) describe it this way:

Action research involves teachers’ using research methods to study classroom problems. A teacher conducts the study or has an important role in the research process. Because the focus is on a solution to a local problem in a local site, rigorous research control is not essential. Teachers gain research knowledge and skills, are more aware of options for change, and become more critical and reflective about their own practice (p. 21).

Action research has at least five advantages for education professionals.

1. It contributes to the theory and knowledge base needed for enhancing practice.

2. It supports the professional development of practitioners by helping them become more competent in understanding and using research findings and in carrying out research themselves, when appropriate.

3. It helps build a collegial networking system and facilitates professional collaboration. Action research often involves several educators working together, and sometimes involves parent and students in the research process as well.

4. It helps practitioners identify problems and seek solutions in a systematic fashion.

5. It can be used at all levels and in all areas of education (classroom, school, district, etc.).

The Eight Basic Steps of Action Research

1. Define the problem.
2. Review the literature.
3. Select a research design.
4. Select a sample.
5. Select measures.
6. Analyze the data.
7. Interpret and apply the findings.
8. Report the findings.

1. **Define the problem.**

Your research project should grow out of your experiences in the clinical semester. The problem and questions should emerge as you gain more insight into school and classroom life. Talk with your colleagues and advisors … brainstorm. You’ll be surprised at the variety of problems and questions that develop.

The range and number of possible problems is enormous. It can be a single subject (e.g., a student – is Sue as hyperactive in all classes as she is in this one and why or why not?), a content area (Do kids spend enough time in science? Does taking music lessons improve reading skills?), a process or procedure (Girls in elementary/middle schools get better grades than boys even when achievement levels are the same – is this true in my school and what does this mean? How might I better integrate newly enrolled students into my class? Does this spelling program work? How do students feel about pull-out programs?).

The problems could relate to school environment (Isn’t there some better way to handle/design/arrange the cafeteria, classroom, the playground, the corridors, etc.? Do children behave differently in brightly colored classrooms? Does lighting have an effect on behavior and learning? Do children interact more when seated diagonally from each other?), a technique (Is there a better approach to discipline than this one?), a policy (How do our students feel about wearing uniforms … eliminating recess … grouping … ?), a role (What does a school nurse do could that position involve other responsibilities?), an event (Why did our parents vote down the referendum? Why don’t parents attend our PTA meetings? Are there alternatives to spelling bees, Halloween parades?), and so on.

State the problem as simply and clearly as you can, explain why this problem is important and then back up your claim. Don’t try to study the world. Study a street. Basically, you need to complete sentences like these: “The problem is … The purpose of my study is …This study is important because … I am trying to find out …”

Explain why you are interested in the topic. Explain what the basic issue is. State your objective or specific research question. Do you have a hypothesis? A hunch? Are you aware of your own investigator bias? This section requires much more thought than writing. Think before you write. The clarity and specificity of this section will let the reader know how much thought went into your project.

2. **Review the literature.**

Once you have defined the problem you need to find out what the research literature says about the issue. What have other investigators found? Explore research databases such as ERIC and Dissertation Abstracts. Use recent journals, books and texts. Search the internet – you may find a site, forum or newsgroup that deals with the same issue. You will discover that other people have asked the same question that you are asking, and have probably obtained some interesting and
relevant results. Use their work and their results to guide your own research – you don’t have to reinvent the wheel. You can extend, clarify, confirm, verify, refute, etc. Analysis of others’ work will provide a knowledge base upon which to base your own research.

If you can’t find anything in the literature about your topic it probably means that you haven’t looked hard enough, or ... it might mean that the topic isn’t worth researching in the first place. How many references should you list? 5 to 10 good, solid, recent sources should be enough. Quality is the key. Your literature review should be minimal and meaningful. Try to remember the “3 R’s” of literature reviews. Your review should be reasonable (do the conclusions flow from the data presented?), relevant (are the references clearly on the topic?), and recent (are the references reasonably current?). A good literature review will usually contain 3 parts: the introduction/review methodology (where did you look and how did you look for it), the body of the review, and a summary.

3. Select a research design.

“Research design” may sound intimidating, but it needn’t be. It simply refers to the plan and structure of the investigation used to obtain evidence to answer research questions. The design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. In other words, the design indicates how the research is set up: what happens to the subjects and what methods of data collection are used. This is what your design section should do.

There are dozens of complex and complicated research designs, at least 45 in qualitative research alone. You are not expected to be or become an expert in this area (that will come when you begin working at the doctoral level). At this point you only need to know that there are two major types: quantitative and qualitative.

**Quantitative** designs attempt to achieve objectivity by using numbers, statistics, structure and experimenter control. Research conclusions are usually derived from statistical analysis. Although there are exceptions, it is unlikely for a teacher Student Teacher to have the research background and skills to design a carefully controlled, experimental study as part of an action research project.

One variation of quantitative design, called *descriptive non-experimental*, might be appropriate. A descriptive non-experimental design simply describes a phenomenon by using numbers to characterize individuals or a group. Descriptive designs would answer questions like, “How many times a day does Mr. Smith say *good job*?” Or, “What are the achievement levels of 1st grade children who attended all day kindergartens?”

Students should consider using a **qualitative** design because designs of this type tend to be less structured than quantitative ones. Traditional qualitative designs typically investigate behavior as it occurs *naturally* in authentic, non-contrived situations, and where there is no manipulation of conditions or experience. Qualitative designs are non-experimental and the data consist of words in the form of rich verbal descriptions, rather than statistics. Qualitative designs are distinguished by using *case study* techniques, in which a single “case” is studied in depth. The “case” can be an individual, a group, a school, a program, a concept, etc.

Qualitative designs *do* include numbers - usually to summarize findings - in the form of totals, percentages, averages of scores, etc. (Example: “I found that 3rd grade students who buy a cafeteria...
lunch at Holly Hill Elem. School wait in the lunch line for an average of 21 minutes. The average time for eating the lunch was 7 minutes.

4. Select a sample.

This is usually easy if you have stated your problem clearly. This is where you put your problem in context. All you have to do is to describe your sample, and why/how you selected it. Your sample might be just one student, or a class, or several classes, or all the boys or the girls in a class/several classes/the school. It might be one teacher, or a team of teachers. It might be the principal or custodian or cafeteria employee or other staff members. It might be a parent group, members of teacher associations, a student club, all the students on bus #75, students from a particular neighborhood, children of a certain age group, children who play little league baseball, children who speak Spanish at home, etc. Are you getting the picture?

5. Select measures.

This section of your paper describes how you found out the answers to your questions. Did you use structured or standardized interviews, focus groups, a questionnaire, structured observations, unobtrusive measures, videotaping, document analysis, tests…? Did you (you should!) “field test” your measures first, i.e., try them out on subjects other than those in your research sample, to see how they work, and to see what kinds of data they might generate? A copy of your measurement instrument (interview questions, questionnaire, etc.) should be included in your final paper.

6. Analyze the data.

This section describes the results and how you arrived at them. Did you find common themes, words, or phrases? Did you give more weight to certain measures/results over others? Were some results invalid? Did you rank order results? Did you find percentages, averages, medians, tendencies, etc.? Now you are getting to the “heart” of the paper. This is the “stuff” that the reader wants to know.

7. Interpret and apply the findings.

The idea behind this section is to reflect on your results. Did you find what you expected? Were there unanticipated outcomes? Is what you found important? How will you use what you found? Can your results be applied in other settings? How might other teachers use your results? Did you uncover questions or issues that need further research? Your reflections and insights are important. You are the one who knows what you did and why it is important. Think of it in terms of trying to describe a parade. A person watching it go by can provide an accurate physical description, but only a person in the parade knows what it really felt like. You were in the parade.

8. Report the findings.

Your research paper itself is one form of reporting. It must be typed, double or 1.5 spacing, with margins no wider than 1.5 inches, written in a “non-fancy” font no larger than 12-pt., and should conform to APA standards. References are required. There is a “zero-tolerance” policy for structural, grammatical and spelling errors. Papers with errors will be returned for editing and revisions.
How long should the paper be? This will depend. It should as long as necessary … short enough to be interesting but long enough to cover the topic. Adequate treatment of each of the 7 preceding sections will require at least 1-2 pages per section. So, you’re looking at a 10-15 page paper, minimum, excluding cover page and references. This isn’t much of a paper, really, when you break it down into the smaller sections – into bite-sized pieces. (In many doctoral dissertations, the literature review alone will be 50 pages or more.) Remember, you are doing graduate level practitioner research. This is not an undergraduate term paper.

You will also report your findings to your colleagues and Supervisors during clinical seminars. University faculty and practitioners will read your paper if you include it as a portfolio entry. You should provide a summary or abstract for teachers in your school, the principal, and the members of groups that you studied (the PTA, students, etc.). People will want to know what you found, and you have an obligation to tell them if they participated in your study. You also have an obligation to provide confidentiality and to protect the identity of individuals and schools in your study unless you have obtained written permission to use actual names of people and places. Some study participants may want the right-of-review prior to publication, and you are obligated to do so.

Reports to other audiences don’t need to be copies of the complete document. They could be in the form of an abstract, charts, a PowerPoint presentation, summaries, etc. You might even consider submitting an abstract of your paper to a professional publication, a conference call for papers, or newsletter for more widespread distribution. Who knows, this might be the beginning of a career in educational research! Many educators have used their action research work as a basis for doctoral level study. Many have presented their papers at prestigious national conferences such as those sponsored by AERA, ASCD or AACTE.

So, there it is - action research in 8 steps. When you’re finished you’ll have a document to be proud of - one that is meaningful, useful, and intellectually honest - and one that enhances your growing sense of professional competence and integrity. Good luck!
APPENDIX:

BS, MEE, and MAT Program Portfolio Rubrics
MSE Portfolio Information and Rubrics
Clinical Report - Pathwise Lesson Analysis
Weekly Clinical Report
Mid-Term Evaluation
Action Plan for Improvement
Final Report
Summary Report
Narrative Comments (optional)
Pathwise Lesson Plan
RUBRICS FOR THE EVALUATION OF THE PROGRAM PORTFOLIO
FOR THE M.E.E, M.A.S., and B.S. PROGRAMS

WILMINGTON UNIVERSITY
College of Education

Teacher Preparation Programs
Scoring Rubric for Portfolio Program Competency # 1 – Content

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

DELAWARE PROFESSIONAL TEACHING STANDARD: The teacher understands the core concepts and structures of the discipline and creates learning experiences that make the content meaningful to students.

UNDERGRADUATE COMPETENCY #14/GRADUATE COMPETENCY #10: Meet the unique competencies in one's academic program.

EVALUATED ASSIGNMENT: The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of this competency/standard.

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<th>BASIC 3</th>
<th>PROFICIENT 4</th>
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<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 process writing in composition, etc.).</td>
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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>
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<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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<td>1.4 Understanding of relationship of the discipline to other content areas.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>The candidate demonstrated a skillful 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.</td>
<td>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.</td>
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Mean Score:_______  

Assessor:__________________________  

(Print Name)  

Signature  

College of Education  
Professional Partners  
Creating Environments for Learning  
89
Teacher Preparation Programs  
Scoring Rubric for Portfolio Program Competency # 2 – Human Development and Learning

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

DELAWARE PROFESSIONAL TEACHING STANDARD: The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional and physical development of the students.

GRADUATE COMPETENCY: **Disciplined Inquiry:** Exercise critical thinking strategies including reasoning, problem solving, analysis, and evaluation.

EVALUATED ASSIGNMENT: The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of this competency/standard.

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<th>SCORING ELEMENTS</th>
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<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
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</thead>
<tbody>
<tr>
<td>2.1 Understanding of how students acquired or constructed knowledge and developed habits of mind.</td>
<td>The candidate demonstrated a very limited level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of mind by providing less than two examples of how knowledge is acquired or constructed.</td>
<td>The candidate demonstrated a limited level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of mind by providing two examples of how knowledge is acquired or constructed.</td>
<td>The candidate demonstrated an acceptable level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of mind by providing less than three examples of how knowledge is acquired or constructed.</td>
<td>The candidate demonstrated a skillful level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of mind by providing four examples of how knowledge is acquired or constructed.</td>
<td>The candidate demonstrated a very high level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of mind by providing five examples of how knowledge is acquired or constructed (i.e., process of developing math skills over time, etc.).</td>
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</tbody>
</table>

Score:_____
| 2.2 Understanding of human development. | Score:_____ | The candidate demonstrated little or no understanding of human development, including the ranges of individual variation within his/her student teaching classroom by clearly describing the individual range and by providing less than two examples. | The candidate demonstrated a marginal level of understanding of human development, including the ranges of individual variation within his/her student teaching classroom, by clearly describing the individual range and by providing two examples. | The candidate demonstrated a reasonable level of understanding of human development, including the ranges of individual variation within his/her student teaching classroom, by clearly describing the individual range and by providing three examples. | The candidate demonstrated a high quality of understanding of human development, including the ranges of individual variation within his/her student teaching classroom, by clearly describing the individual range and by providing four examples. | The candidate demonstrated an exceptional understanding of human development, including the ranges of individual variation within his/her student teaching classroom, by clearly describing the individual range and by providing five examples. |
| 2.3 Understanding of the interaction between student development and learning. | Score:_____ | The candidate provided less than two examples of learning activities adapted to meet student’s developmental differences or needs. | The candidate provided two examples of learning activities adapted to meet student’s developmental differences or needs. | The candidate provided three examples of learning activities adapted to meet student’s developmental differences or needs. | The candidate provided four examples of learning activities adapted to meet student’s developmental differences or needs. | The candidate provided five examples of learning activities adapted to meet student’s developmental differences or needs (i.e., having to break down large concepts into a series of smaller ones, simplifying vocabulary to promote student understanding, etc.) |

**Mean Score:**_______  
**Assessor:**__________________________  
*(Print Name)*  
__________________________  
**Signature**
Teacher Preparation Programs
Scoring Rubric for Portfolio Program Competency # 3 – Diverse Learners

PROGRAM COMPETENCY: Adapt instruction for diverse learners based on an understanding of how students differ.

DELAWARE PROFESSIONAL TEACHING STANDARD: The teacher understands how students differ and adapts instruction for diverse learners.

UNDERGRADUATE COMPETENCY #14/GRADUATE COMPETENCY #10: Meet the unique competencies in one’s academic program.

EVALUATED ASSIGNMENT: The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of this competency/standard.
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<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
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<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
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<tbody>
<tr>
<td>3.1 Understanding of how students are influenced by individual experiences, talents, prior learning, language, culture, gender, health, family, and community. Score: _____ (Whole #’s only)</td>
<td>The candidate provided <strong>less than two</strong> examples of how student learning is influenced by: (1) <strong>individual experiences</strong>, (2) <strong>talents</strong>, and (3) <strong>prior learning</strong>, as well as (4) <strong>language, culture</strong>, (5) <strong>gender</strong>, (6) <strong>health</strong>, (7) <strong>family</strong>, or (8) <strong>community</strong>.</td>
<td>The candidate provided <strong>two</strong> examples of how student learning is influenced by: (1) <strong>individual experiences</strong>, (2) <strong>talents</strong>, and (3) <strong>prior learning</strong>, as well as (4) <strong>language, culture</strong>, (5) <strong>gender</strong>, (6) <strong>health</strong>, (7) <strong>family</strong>, or (8) <strong>community</strong>.</td>
<td>The candidate provided <strong>three</strong> examples of how student learning is influenced by: (1) <strong>individual experiences</strong>, (2) <strong>talents</strong>, and (3) <strong>prior learning</strong>, as well as (4) <strong>language, culture</strong>, (5) <strong>gender</strong>, (6) <strong>health</strong>, (7) <strong>family</strong>, or (8) <strong>community</strong>.</td>
<td>The candidate provided <strong>four</strong> examples of how student learning is influenced by: (1) <strong>individual experiences</strong>, (2) <strong>talents</strong>, and (3) <strong>prior learning</strong>, as well as (4) <strong>language, culture</strong>, (5) <strong>gender</strong>, (6) <strong>health</strong>, (7) <strong>family</strong>, or (8) <strong>community</strong>.</td>
<td>The candidate provided <strong>five</strong> examples of how student learning is influenced by: (1) <strong>individual experiences</strong>, (2) <strong>talents</strong>, and (3) <strong>prior learning</strong>, as well as (4) <strong>language, culture</strong>, (5) <strong>gender</strong>, (6) <strong>health</strong>, (7) <strong>family</strong>, or (8) <strong>community</strong>.</td>
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<tr>
<td>3.2 Understanding of the different approaches to learning. Score: _____ (Whole #’s only)</td>
<td>The candidate <strong>demonstrated a limited understanding</strong> of the differences in approaches to learning and performance by providing <strong>less than two</strong> examples from the student teaching experience illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).</td>
<td>The candidate <strong>demonstrated an adequate understanding</strong> of the differences in approaches to learning and performance by providing <strong>two</strong> examples from the student teaching experience illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).</td>
<td>The candidate <strong>demonstrated an adequate understanding</strong> of the differences in approaches to learning and performance by providing <strong>three</strong> examples from the student teaching experience illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).</td>
<td>The candidate <strong>demonstrated a strong understanding</strong> of the differences in approaches to learning and performance by providing <strong>four</strong> examples from the student teaching experience illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).</td>
<td>The candidate <strong>demonstrated an advanced understanding</strong> of the differences in approaches to learning and performance by providing <strong>five</strong> examples from the student teaching experience illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).</td>
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<tr>
<td>3.3 Understanding of cultural diversity. Score: _____ (Whole #’s only)</td>
<td>The candidate provided <strong>less than two</strong> examples of cultural diversity and how to incorporate multi-cultural experiences into instruction.</td>
<td>The candidate provided <strong>two</strong> examples of cultural diversity and how to incorporate multi-cultural experiences into instruction.</td>
<td>The candidate provided <strong>three</strong> examples of cultural diversity and how to incorporate multi-cultural experiences into instruction.</td>
<td>The candidate provided <strong>four</strong> examples of cultural diversity and how to incorporate multi-cultural experiences into instruction.</td>
<td>The candidate provided <strong>five</strong> examples of cultural diversity and how to incorporate multi-cultural experiences into instruction.</td>
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*College of Education*

*Professional Partners*

*Creating Environments for Learning*
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<tr>
<td>3.4 Understanding areas of exceptionality in learning.</td>
<td>The candidate demonstrated little or no understanding about the areas of exceptionality in learning, including (1) talented and gifted and (2) special needs or learning differences, and (3) how to access strategies to accommodate individual differences by providing less than two examples from the above items.</td>
<td>The candidate demonstrated some understanding about the areas of exceptionality in learning, including (1) talented and gifted and (2) special needs or learning differences, and (3) how to access strategies to accommodate individual differences by providing two examples (from at least one of each of the above items).</td>
<td>The candidate demonstrated acceptable understanding about the areas of exceptionality in learning, including (1) talented and gifted and (2) special needs or learning differences, and (3) how to access strategies to accommodate individual differences by providing three examples (from at least one of each of the above items).</td>
<td>The candidate demonstrated a good understanding about the areas of exceptionality in learning, including (1) talented and gifted and (2) special needs or learning differences, and (3) how to access strategies to accommodate individual differences by providing four examples (from at least one of each of the above items).</td>
<td>The candidate demonstrated a superior understanding about the areas of exceptionality in learning, including (1) talented and gifted and (2) special needs or learning differences, and (3) how to access strategies to accommodate individual differences by providing five examples (from at least one of each of the above items).</td>
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<td>3.5 Understanding of how to access strategies to support learning for students whose first language is not English.</td>
<td>The candidate demonstrated little or no understanding about the process of second language acquisition nor how to access strategies to support learning for students whose first language is not English.</td>
<td>The candidate demonstrated marginal understanding about the process of second language acquisition and how to access strategies to support learning for students whose first language is not English.</td>
<td>The student demonstrated appropriate understanding about the process of second language acquisition and how to access strategies to support learning for students whose first language is not English.</td>
<td>The candidate was skillful in demonstrating an understanding about the process of second language acquisition and how to access strategies to support learning for students whose first language is not English.</td>
<td>The candidate demonstrated an exceptional understanding about the process of second language acquisition and how to access strategies to support learning for students whose first language is not English.</td>
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<td>Score: _______ (Whole #'s only)</td>
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<td>3.6 Understanding how to access resources/services to meet special learning needs.</td>
<td>The candidate demonstrated minimum understanding about when or how to access appropriate resources or services to meet special learning needs.</td>
<td>The candidate demonstrated limited understanding about when and how to access appropriate resources and services to meet special learning needs.</td>
<td>The candidate demonstrated an appropriate understanding about when and how to access resources and services to meet special learning needs.</td>
<td>The candidate was skillful in demonstrating an understanding about when and how to access resources and services to meet special learning needs.</td>
<td>The candidate demonstrated exceptional skill in understanding about when and how to access resources and services to meet special learning needs.</td>
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(Print Name)
**Teacher Preparation Programs**  
**Scoring Rubric for Portfolio Program Competency #4 – Communication**

**PROGRAM COMPETENCY:** Demonstrate proficiency in oral and written communication.

**DELAWARE PROFESSIONAL TEACHING STANDARD:** The teacher understands and uses effective communication.

**UNDERGRADUATE COMPETENCY #14/GRADUATE COMPETENCY #10:** Meet the unique competencies in one’s academic program.

**EVALUATED ASSIGNMENT:** The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of this competency/standard.

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<tbody>
<tr>
<td>4.1 Understanding of effective communication techniques.</td>
<td>The candidate provided less than two examples of effective oral, written, non-verbal, and media communication techniques including appropriate assistive technology.</td>
<td>The candidate provided two examples of effective oral, written, non-verbal, and media communication techniques including appropriate assistive technology.</td>
<td>The candidate provided three examples of effective oral, written, non-verbal, and media communication techniques including appropriate assistive technology.</td>
<td>The candidate provided four examples of effective oral, written, non-verbal, and media communication techniques including appropriate assistive technology.</td>
<td>The candidate provided five examples of effective oral, written, non-verbal, and media communication techniques including appropriate assistive technology.</td>
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<td><strong>Score:</strong>____ (Whole #'s only)</td>
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<td>4.2 Understanding of the importance of audience in selecting ways to communicate ideas.</td>
<td>The candidate did not demonstrate an understanding of the importance of audience and purpose when selecting ways to communicate ideas.</td>
<td>The candidate demonstrated an emerging level of understanding of audience and purpose when selecting ways to communicate ideas.</td>
<td>The candidate demonstrated an acceptable level of understanding of audience and purpose when selecting ways to communicate ideas.</td>
<td>The candidate was skillful in demonstrating an understanding of audience and purpose when selecting ways to communicate ideas.</td>
<td>The candidate demonstrated a superior understanding of audience and purpose when selecting ways to communicate ideas.</td>
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<td><strong>Score:</strong>____ (Whole #'s only)</td>
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<td>4.3 Understanding of how cultural and gender affects communication.</td>
<td>The candidate <strong>did not demonstrate an understanding</strong> of how cultural and gender differences affect communication in the classroom by providing <strong>less than two</strong> examples of differences.</td>
<td>The candidate <strong>demonstrated a limited understanding</strong> of how cultural and gender differences affect communication in the classroom by providing <strong>two</strong> examples of differences.</td>
<td>The candidate <strong>demonstrated an acceptable level of understanding</strong> of how cultural differences affect communication in the classroom. By providing <strong>three</strong> examples of differences.</td>
<td>The candidate was <strong>skillful in demonstrating an understanding</strong> of how cultural differences affect communication in the classroom by providing <strong>four</strong> examples of differences.</td>
<td>The candidate <strong>demonstrated an exceptional understanding</strong> of how cultural differences affect communication in the classroom by providing <strong>five</strong> examples of differences.</td>
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Score:_____
(Whole #'s only)

Mean Score:_____

Assessor:__________________________________________
(Print Name)

__________________________________________
(Signature)
Teacher Preparation Programs  
Scoring Rubric for Portfolio Program Competency # 5 – Learning Environment

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

**DELAWARE PROFESSIONAL TEACHING STANDARD:** The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.

**UNDERGRADUATE COMPETENCY #14/GRADUATE COMPETENCY #10:** Meet the unique competencies in one’s academic program.

**EVALUATED ASSIGNMENT:** The teacher candidate will write a description, analysis, and reflection and will provide artifacts to demonstrate knowledge of this competency/standard.

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<tbody>
<tr>
<td>5.1 Understanding of principles of effective classroom management.</td>
<td>The candidate was able to clearly describe and give examples of <strong>fewer than three</strong> of the following six principles of classroom management: (1) establishing clear expectations for student behavior, (2) fostering active student engagement (3) using time efficiently, (4) helping students become motivated to learn, (5) arranging physical space, and (6) promoting positive relationships.</td>
<td>The candidate was able to clearly describe and give examples of <strong>three</strong> of the following six principles of classroom management: (1) establishing clear expectations for student behavior, (2) fostering active student engagement, (3) using time efficiently, (4) helping students become motivated to learn, (5) arranging physical space, and (6) promoting positive relationships.</td>
<td>The candidate was able to clearly describe and give examples of <strong>four</strong> of the following six principles of classroom management: (1) establishing clear expectations for student behavior, (2) fostering active student engagement, (3) using time efficiently, (4) helping students become motivated to learn, (5) arranging physical space, and (6) promoting positive relationships.</td>
<td>The candidate was able to clearly describe and give examples of <strong>five</strong> of the following six principles of classroom management: (1) establishing clear expectations for student behavior, (2) fostering active student engagement, (3) using time efficiently, (4) helping students become motivated to learn, (5) arranging physical space, and (6) promoting positive relationships.</td>
<td>The candidate was able to clearly describe and give examples of the following six principles of effective classroom management: (1) establishing clear expectations for student behavior, (2) fostering active student engagement, (3) using time efficiently, (4) helping students become motivated to learn, (5) arranging physical space, and (6) promoting positive relationships.</td>
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**Score:** ____ (Whole #'s only)
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<tr>
<td>5.2 Understanding of factors that influence motivation and engagement.</td>
<td>The candidate did not or was unable to clearly describe and give examples of one of the following four factors that influence motivation and engagement in the classroom: (1) positive relationships; (2) cooperation; (3) respect for students’ thoughts and ideas; and (4) high, but reasonable expectations.</td>
<td>The candidate was able to clearly describe and give examples of two of the following four factors that influence motivation and engagement in the classroom: (1) positive relationships; (2) cooperation; (3) respect for students’ thoughts and ideas; and (4) high, but reasonable expectations.</td>
<td>The candidate was able to clearly describe and give examples of three of the following four factors that influence motivation and engagement in the classroom: (1) positive relationships; (2) cooperation; (3) respect for students’ thoughts and ideas; and (4) high, but reasonable expectations.</td>
<td>The candidate was able to clearly describe and give examples of the following four factors that influence motivation and engagement in the classroom: (1) positive relationships; (2) cooperation; (3) respect for students’ thoughts and ideas; and (4) high, but reasonable expectations.</td>
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<td>5.3 Understanding of individual student behavior.</td>
<td>The candidate did not demonstrate an understanding of individual student behavior in the classroom.</td>
<td>The candidate’s description, analysis, and reflections demonstrated a limited understanding of individual student behavior in the classroom.</td>
<td>The candidate’s description, analysis, and reflections demonstrated an appropriate understanding of individual student behavior in the classroom.</td>
<td>The candidate’s description, analysis, and reflections demonstrated a strong understanding of individual student behavior in the classroom.</td>
<td>The candidate’s description, analysis, and reflections demonstrated a superior understanding of individual student behavior in the classroom.</td>
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<td><strong>Score:</strong></td>
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<td>5.4 Understanding of how to help students learn to participate effectively in groups and as a community of learners.</td>
<td>The candidate did not demonstrate an understanding of how to create a classroom learning community where students work well independently and in groups.</td>
<td>The candidate demonstrated a marginal understanding of how to create a classroom learning community where students work well independently and in groups.</td>
<td>The candidate demonstrated an acceptable understanding of how to create a classroom learning community where students work well independently and in groups.</td>
<td>The candidate demonstrated a high quality understanding of how to create a classroom learning community where students work well independently and in groups.</td>
<td>The candidate demonstrated an excellent understanding of how to create a classroom learning community where students work well independently and in groups.</td>
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<td><strong>Score:</strong></td>
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**Mean Score:**

**Assessor:**

(Print Name)

(Signature)
Teacher Preparation Programs
Scoring Rubric for Portfolio Program Competency # 6 – Planning for Instruction

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

DELAWARE PROFESSIONAL TEACHING STANDARD: The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student content standards.

EVALUATED ASSIGNMENT: Using the Pathwise Lesson Plan Format (or in the case of MSE candidates working with handicapped children, the format required by the State of Delaware) and the Delaware Student Content Standards, the teacher candidate will complete and submit four (4) lesson plans. Early Care/Education 0-2 and Elementary K-6 candidates will submit one lesson plan from each of the major content areas (English/language arts, science, math, and social studies). Middle Level candidates will submit lesson plans in the content area(s) in which they are student teaching. MSE candidates will submit lesson plans based on individual IEP objectives. The teacher candidate will write a description, analysis, and reflection (relative to these lesson plans and addressing the “Scoring Elements” below) to demonstrate knowledge of each of the elements of this competency/standard.

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<tr>
<td>6.1 Understanding</td>
<td>The candidate was able to accurately describe and give examples of how to incorporate fewer than two of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development.</td>
<td>The candidate was able to accurately describe and give examples of how to incorporate two of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development.</td>
<td>The candidate was able to accurately describe and give examples of how to incorporate three of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development.</td>
<td>The candidate was able to accurately describe and give examples of how to incorporate four of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development.</td>
<td>The candidate was able to accurately describe and give examples (in the lesson plans) of how to incorporate the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development.</td>
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Score:_____ (Whole #'s only)
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<th>PROFICIENT 4</th>
<th>Distinguished 5</th>
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</table>
| 6.2 Understanding that effective instructional planning requires alignment of assessment and instruction prior to lesson delivery. **Score:** _____  
(Whole #’s only) | The candidate was unable to describe the alignment between assessment and instruction because he/she clearly addressed fewer than two of the following elements: (1) statement of objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to describe the alignment between assessment and instruction by clearly addressing two of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to describe the alignment between assessment and instruction by clearly addressing three of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to describe the alignment between assessment and instruction by clearly addressing four of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to describe the alignment between assessment and instruction by clearly addressing all five of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. |
| 6.3 Understanding of how to develop long (unit) and short range (lesson) plans. **Score:** _____  
(Whole #’s only) | The candidate demonstrated an unsatisfactory* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory. | The candidate demonstrated an emerging* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory. | The candidate demonstrated a basic* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory. | The candidate demonstrated a proficient* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory. | The candidate demonstrated a distinguished* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory. |
| 6.4 Understanding of how to connect student experiences with education goals in planning. **Score:** _____  
(Whole #’s only) | The candidate did not provide examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process. | The candidate provided and described one specific example demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process. | The candidate provided and described two specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process. | The candidate provided and described three specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process. | The candidate provided and described four specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process. |
The candidate provided fewer than two specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students with disabilities in classroom lessons. Examples include strategies selected from the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding.

6.5 Understanding of how to maximize the participation and engagement of students with disabilities in a general or expended curriculum.

Score:______
(Whole #’s only)

The candidate provided a description and specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students with disabilities in classroom lessons. Examples included strategies in two of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding.

The candidate provided a description and specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students with disabilities in classroom lessons. Examples included strategies in four of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding.

The candidate provided a description and specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students with disabilities in classroom lessons. Examples included strategies in five of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding.

Mean Score:______

Assessor:__________________________________________

(Print Name)

(Signature)

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*Definitions of Ratings for the Third Scoring Element Above:

**Distinguished:** The candidate demonstrated an understanding or a working knowledge of this element of the standard which far exceeds that normally expected of the teacher preparation candidate at the conclusion of student teaching. The understanding demonstrated by the candidate was at a level commonly expected of the effective, veteran classroom teacher.

**Proficient:** The candidate demonstrated an understanding or a working knowledge of this element of the standard which exceeds that normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate demonstrated the knowledge to be an effective classroom teacher.

**Basic:** The candidate demonstrated an understanding or a working knowledge of this element of the standard which is normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate demonstrated the knowledge to potentially become an effective classroom teacher.

**Emerging:** The candidate demonstrated an understanding or a working knowledge of this element of the standard which falls below that normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate needs continued knowledge development in this area to have the potential to become an effective classroom teacher.

**Unsatisfactory:** The candidate did not demonstrate an understanding or a working knowledge of this element of the standard to a level acceptable for the teacher preparation candidate at the conclusion of student teaching. The candidate needs a great deal of knowledge development in this area to become a teacher.

Revised 12/05
Teacher Preparation Programs  
Scoring Rubric for Portfolio Program Competency # 7 – Instructional Strategies

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

DELWARE PROFESSIONAL TEACHING STANDARD: The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.

UNDERGRADUATE COMPETENCY #14/GRADUATE COMPETENCY #10: Meet the unique competencies of one’s academic program.

EVALUATED ASSIGNMENT: The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts in a portfolio to demonstrate knowledge of this competency/standard.

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<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
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<tbody>
<tr>
<td>7.1 Understanding of instructional strategies.</td>
<td>The candidate was able to clearly define and describe and give examples of <strong>fewer than two</strong> (2) of the five following instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.</td>
<td>The candidate was able to clearly define and describe and give examples of <strong>two</strong> of the five following instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.</td>
<td>The candidate was able to clearly define and describe and give examples of <strong>three</strong> of the five following instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.</td>
<td>The candidate was able to clearly define and describe and give examples of <strong>four</strong> of the five following instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.</td>
<td>The candidate was able to clearly define and describe and give examples of the following <strong>five</strong> instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.</td>
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Score x 2: ______ (Whole #’s only)
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<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
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</thead>
<tbody>
<tr>
<td>7.2 Understanding of relationship between instructional strategies, assessment, and types of learning.</td>
<td>The candidate demonstrated little or no understanding of the relationship between the following three (3) elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning.</td>
<td>The candidate demonstrated an understanding of the relationship between two (2) of the three (3) following elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning.</td>
<td>The candidate demonstrated an acceptable level of understanding of the relationship between all three (3) of the following elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning.</td>
<td>The candidate demonstrated a high quality understanding of the relationship between all three (3) of the following elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning.</td>
<td>The candidate demonstrated a superior understanding of the relationship between all three (3) of the following elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning (i.e. whole group, small group, hands-on, writing, etc.).</td>
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<td>7.3 Understanding of how instructional materials and technology enhance instruction.</td>
<td>The candidate did not demonstrate an understanding of how instructional materials (including technology) can be used to enhance learning.</td>
<td>The candidate demonstrated a marginal level of understanding of how instructional materials (including technology) can be used to enhance learning.</td>
<td>The candidate demonstrated an acceptable level of understanding of how instructional materials (including technology) can be used to enhance learning.</td>
<td>The candidate demonstrated a high quality understanding of how instructional materials (including technology) can be used to enhance learning.</td>
<td>The candidate demonstrated a superior understanding of how instructional materials (including technology) can be used to enhance learning.</td>
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<td>Score:____ (Whole #'s only)</td>
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Mean Score:____

Assessor:______________________________________
(Print Name)

__________________________________________
(Signature)
**Teacher Preparation Programs**  
**Scoring Rubric for Portfolio Program Competency # 8 – Assessment**

**PROGRAM COMPETENCY:** Use multiple assessment strategies for the continuous development of students.

**DELAWARE PROFESSIONAL TEACHING STANDARD:** The teacher understands multiple assessment strategies and uses them for the continuous development of students.

**NCATE STANDARD:** 1.g “Student Learning for Teacher Candidates.”

**STUDENT:** ________________________________  
**SEMESTER:** ________________________________

**EVALUATED ASSIGNMENT:** The teacher candidate will provide credible evidence for facilitating student learning. The teacher candidate will complete a report that demonstrates knowledge of how to accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on student learning (NCATE Language). Along with the report, the credible evidence includes: (a) instructional artifacts, (b) assessment activities, (c) data reports/results, and (d) sample student work: to demonstrate the teacher candidate's knowledge and skill of each of the elements of this competency/standard.

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<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
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<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
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<tbody>
<tr>
<td>8.1 The candidate demonstrates knowledge of measurement theory</td>
<td>The candidate demonstrated an unsatisfactory level of knowledge of measurement theory by providing information (relative to the plan) that has at least four factual inaccuracies for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the</td>
<td>The candidate demonstrated an emerging level of knowledge of measurement theory by providing information that has only three factual inaccuracies for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the</td>
<td>The candidate demonstrated a basic level of knowledge about measurement theory by providing information that has only two factual inaccuracies for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the</td>
<td>The candidate demonstrated a proficient level of knowledge about measurement theory by providing information that has only one factual inaccuracy for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the</td>
<td>The candidate demonstrated a distinguished level of knowledge about measurement theory by providing accurate information for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the</td>
</tr>
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**Score:** _____  
(Whole #'s only)
8.2 The candidate demonstrates knowledge of assessment as a means of collecting evidence of student work and data to support instructional decisions by providing information that has at least four factual inaccuracies for all components of the following three elements:

1. Explain how the data results were used to monitor pupil progress, identify achievement gain and difficulties pupils were experiencing in learning and performing, adjust instruction, give contingent, specific, and credible reinforcement and corrective feedback, and judge the extent of pupil attainment of instructional outcomes.
2. Explain the reporting methods for both pre-post assessments, and reflect on the ethical issues of evaluating student work fairly.
3. Reflect on ethical issues of choosing reliable and valid assessments.

Score: _____
(Whole #’s only)
<table>
<thead>
<tr>
<th>student work fairly, (b) reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.</th>
<th>reflect on the ethical issues of (a) evaluating student work fairly, (b) reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.</th>
<th>student work fairly, (b) reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.</th>
<th>reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.</th>
<th>reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.</th>
</tr>
</thead>
</table>

8.3 The candidate demonstrates knowledge of assessment strategies for diagnosis and evaluation and reflects on professional responsibilities and practice for choosing appropriate assessment strategies

Score: _____ (Whole #’s only)

8.3 The candidate demonstrated an unsatisfactory level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has at least four factual inaccuracies for all of the following three elements: (1) explain how the pre-assessment strategy was chosen to collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.

8.3 The candidate demonstrated an emerging level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has only three factual inaccuracies for all of the following three elements: (1) explain how the pre-assessment strategy was chosen to collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.

8.3 The candidate demonstrated a basic level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has only two factual inaccuracies for all of the following three elements: (1) explain how the pre-assessment strategy was chosen to collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.

8.3 The candidate demonstrated a proficient level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has only one factual inaccuracy for all of the following three elements: (1) explain how the pre-assessment strategy was chosen to collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.

8.3 The candidate demonstrated a distinguished level of knowledge of assessment strategies for diagnosis and evaluation by providing accurate information for all of the following three elements: (1) explain how the pre-assessment strategy was chosen to collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.

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**College of Education**  
*Professional Partners*  
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<table>
<thead>
<tr>
<th>8.4 The candidate demonstrates knowledge of how to use the results of assessment to reflect on and modify teaching</th>
</tr>
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<tbody>
<tr>
<td><strong>Score:</strong> ________ (Whole #'s only)</td>
</tr>
<tr>
<td><strong>The candidate demonstrated an unsatisfactory level of knowledge of how to use assessment results by providing information that had at least four factual or data inaccuracies for all of the following three elements:</strong> (1) explain whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results.</td>
</tr>
<tr>
<td><strong>The candidate demonstrated an emerging level of knowledge of how to use assessment results by providing information that has only three factual or data inaccuracies for all of the following three elements:</strong> (1) explain whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results.</td>
</tr>
<tr>
<td><strong>The candidate demonstrated a basic level of knowledge of how to use assessment results by providing information that had only two factual or data inaccuracies for all of the following three elements:</strong> (1) explain whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results.</td>
</tr>
<tr>
<td><strong>The candidate demonstrated a proficient level of knowledge of how to use assessment results by providing information and data results that had only one factual or data inaccuracy for all of the following three elements:</strong> (1) explain whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results.</td>
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<tr>
<th>8.5 The candidate demonstrates knowledge of the purpose and characteristics of different kinds of assessments</th>
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<tbody>
<tr>
<td><strong>Score:</strong> ________ (Whole #'s only)</td>
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<tr>
<td><strong>The candidate demonstrated an unsatisfactory level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has at least four factual inaccuracies for the following items: (1) performance-based assessments (portfolio/rubric); (2) pencil-paper activities</strong></td>
</tr>
<tr>
<td><strong>The candidate demonstrated an emerging level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has only three factual inaccuracies for the following items: (1) performance-based assessments (portfolio/rubric); (2) pencil-paper activities</strong></td>
</tr>
<tr>
<td><strong>The candidate demonstrated a basic level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has only two factual inaccuracies for the following items: (1) performance-based assessments (portfolio/rubric); (2) pencil-paper activities</strong></td>
</tr>
<tr>
<td><strong>The candidate demonstrated a proficient level of knowledge of the purpose and characteristics of six assessment strategies by providing information and data results that had only one factual or data inaccuracy for the following items: (1) performance-based assessments (portfolio/rubric); (2) pencil-paper activities</strong></td>
</tr>
<tr>
<td><strong>The candidate demonstrated a distinguished level of knowledge by accurately explaining the purpose and characteristics of six different types of assessment strategies (e.g., (1) performance-based assessments (portfolio/rubric); (2) pencil-paper activities (teacher-designed); (3) publisher-designed)</strong></td>
</tr>
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</table>
(teacher-designed); (3) publisher-designed activities (curriculum-based); (4) observations (checklists, etc.); (5) informal records (anecdotal, narrative, interviews); and (6) standardized assessment activities (reading, language arts, science, or math). (Items are examples.)

| pencil-paper activities (teacher-designed); (3) publisher-designed activities (curriculum-based); (4) observations (checklists, etc.); (5) informal records (anecdotal, narrative, interviews); and (6) standardized assessment activities (reading, language arts, science, or math). (Items are examples.) |
| (teacher-designed); (3) publisher-designed activities (curriculum-based); (4) observations (checklists, etc.); (5) informal records (anecdotal, narrative, interviews); and (6) standardized assessment activities (reading, language arts, science, or math). (Items are examples.) |
| (teacher-designed); (3) publisher-designed activities (curriculum-based); (4) observations (checklists, etc.); (5) informal records (anecdotal, narrative, interviews); and (6) standardized assessment activities (reading, language arts, science, or math). (Items are examples.) |
| (teacher-designed); (3) publisher-designed activities (curriculum-based); (4) observations (checklists, etc.); (5) informal records (anecdotal, narrative, interviews); and (6) standardized assessment activities (reading, language arts, science, or math). (Items are examples.) |

Mean Score:_______

Assessor:__________________________________________

(Print Name)

__________________________________________

(Signature)

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Teacher Preparation Programs
|Scoring Rubric for Portfolio Program Competency # 9 – Professional Growth

PROGRAM COMPETENCY: Pursue opportunities to improve teaching and thereby enhance professional growth.

DELAWARE PROFESSIONAL TEACHING STANDARD: The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.

UNDERGRADUATE COMPETENCY #14/GRADUATE COMPETENCY #10: Meet the unique competencies of one’s academic program.

EVALUATED ASSIGNMENTS: For the lesson selected for his/her student teaching video/DVD, the teacher candidate will complete a reflective practice activity for the portfolio including (1) a description of the classroom setting and of the lesson, (2) an analysis of the lesson answering several key questions, and (3) reflections on the lesson answering additional questions. (First and Third Scoring Elements). Be sure to work the second scoring element into your writing.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
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<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
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<tbody>
<tr>
<td>9.1 Understanding that reflective practice on teaching is an integral part of professional growth.</td>
<td>Through the reflective practice activity, the candidate did not demonstrate an understanding that reflective practice is an integral part of professional growth in teaching.</td>
<td>Through the reflective practice activity, the candidate demonstrated a limited understanding that reflective practice is an integral part of professional growth in teaching.</td>
<td>Through the reflective practice activity, the candidate demonstrated an acceptable level of understanding that reflective practice is an integral part of professional growth in teaching.</td>
<td>Through the reflective practice activity, the candidate demonstrated a strong understanding that reflective practice is an integral part of professional growth in teaching.</td>
<td>Through the reflective practice activity, the candidate demonstrated an excellent understanding that reflective practice is an integral part of professional growth in teaching.</td>
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<td>Score: _______ (Whole #'s only)</td>
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<tr>
<td>9.2 Understanding of the implications of educational research for teaching practice.</td>
<td>The candidate did not demonstrate an understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.</td>
<td>The candidate demonstrated a marginal understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.</td>
<td>The candidate demonstrated an appropriate understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.</td>
<td>The candidate demonstrated a thorough understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.</td>
<td>The candidate demonstrated a superior understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.</td>
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<td>Score: _______ (Whole #'s only)</td>
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<td>SCORING ELEMENTS</td>
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<tr>
<td>9.3 Understanding of methods of inquiry that promote self-assessment and problem solving strategies for reflecting on practice.</td>
<td>Through the reflective practice activity, the candidate did not demonstrate an understanding of methods of inquiry used for reflective practice. The candidate did not complete one or more of the steps required for the activity including (1) describing the lesson selected for the activity, (2) answering the questions required for the analysis, and/or (3) reflecting on the lesson based on specified questions.</td>
<td>Through the reflective practice activity, the candidate demonstrated a limited understanding of methods of inquiry used for reflective practice by (1) describing the lesson selected for the activity and (2) successfully answering three of six questions required for analyzing and reflecting on the lesson.</td>
<td>Through the reflective practice activity, the candidate demonstrated an acceptable understanding of methods of inquiry used for reflective practice by (1) clearly describing the lesson selected for the activity and (2) successfully answering four of six questions required for analyzing and reflecting on the lesson.</td>
<td>Through the reflective practice activity, the candidate demonstrated a superior understanding of methods of inquiry used for reflective practice by (1) clearly describing the lesson selected for the activity and (2) successfully answering five of six questions required for analyzing and reflecting on the lesson. (See Methods of Inquiry below.)</td>
<td>Through the reflective practice activity, the candidate demonstrated a strong understanding of methods of inquiry used for reflective practice by (1) clearly describing the lesson selected for the activity and (2) successfully answering six questions required for analyzing and reflecting on the lesson.</td>
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Score x 2:______
(Whole #’s only)

**Methods of Inquiry Required for the Reflective Practice Activity:**

1. **Description** – A description of the classroom setting to provide a context for the lesson. A clear and complete description of the lesson taught in the classroom and selected for the activity.
2. **Analysis** – Answers to the three following questions relative to the lesson selected for the activity:
   a. Did you make any adjustments as you taught the lesson? How and why?
   b. What were the strengths of the lesson:
   c. What were the weaknesses of the lesson?
3. **Reflection** – Based upon your analysis of the lesson:
   a. What did you learn about yourself as a teacher?
   b. If you had the opportunity to teach the lesson again, to this group of students, what would you do the same way? Why?
      What would you do differently? Why?
   c. What activities or strategies from the lesson will you use in future lessons?
## Scoring Rubric for Portfolio Program Competency #10 – Professional Relationships

### Elementary and Secondary Schools/Programs

**Program Competency:** 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.

**Delaware Professional Teaching Standard:** The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.

**Undergraduate Competency #14/Graduate Competency #10:** Meet the unique competencies of one’s academic program.

### Evaluated Assignment:

The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of this competency/standard.

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Unsatisfactory (1)</th>
<th>Emerging (2)</th>
<th>Basic (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<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 of fewer than <strong>two</strong> 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 <strong>two</strong> 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.</td>
<td>The candidate demonstrated an appropriate understanding of cooperation with colleagues through a description of the use of <strong>three</strong> 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 <strong>four</strong> 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 high level understanding of cooperation with colleagues through a description of the use of <strong>five</strong> 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>
</tr>
</tbody>
</table>

**Score:**

(Whole #’s only)
<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2 Understands school interaction as a community and within the larger community</td>
<td>The candidate demonstrated a <strong>limited understanding</strong> of the integral relationship between the school and the community at large with fewer than <strong>two</strong> examples of a school/community situations that supports the promotion of student learning. (e.g. Open House, parent compacts, Family Nights, career events Parent Nights, PTA, home visits, conferences, etc.)</td>
<td>The candidate demonstrated a <strong>promising understanding</strong> 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.)</td>
<td>The candidate demonstrated a <strong>basic understanding</strong> 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.)</td>
<td>The candidate demonstrated a <strong>note worthy understanding</strong> 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.)</td>
<td>The candidate demonstrated an <strong>excellent understanding</strong> 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.)</td>
</tr>
</tbody>
</table>

**Score:** (Whole #’s only)

**Mean Score:**

**Assessor:**

------------

(Print Name)

------------

(Signature)
Teacher Preparation Programs  
Scoring Rubric for Portfolio Program Competency # 10 – Professional Relationships  
Middle Level Schools/Programs

**PROGRAM COMPETENCY:** 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.

**DELAWARE PROFESSIONAL TEACHING STANDARD:** The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.

**EVALUATED ASSIGNMENT:** The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts and examples to demonstrate knowledge of this competency/standard with particular emphasis on middle level school programs and organization.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
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<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<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 the organizational structures and collaborative operations in the middle school by describing fewer than two examples of developmentally responsive skills (e.g. active listening, using “I” messages, demonstrating personal regard, sharing work load and strategies, providing feedback to students, serving on academic support teams, using team building)</td>
<td>The candidate demonstrated a marginal understanding of the organizational structures and collaborative operations in the middle school by describing examples of two developmentally responsive skills (e.g. active listening, using “I” messages, demonstrating personal regard, sharing work load and strategies, providing feedback to students, serving on academic support teams, using team building)</td>
<td>The candidate demonstrated an appropriate understanding of the organizational structures and collaborative operations in the middle school by describing examples of three developmentally responsive skills (e.g. active listening, using “I” messages, demonstrating personal regard, sharing work load and strategies, providing feedback to students, serving on academic support teams, using team building)</td>
<td>The candidate demonstrated a competent understanding of the organizational structures and collaborative operations in the middle school by describing examples of four developmentally responsive skills (e.g. active listening, using “I” messages, demonstrating personal regard, sharing work load and strategies, providing feedback to students, serving on academic support teams, using team building)</td>
<td>The candidate demonstrated a high level understanding of the organizational structures and collaborative operations in the middle school by describing examples of five developmentally responsive skills (e.g. active listening, using “I” messages, demonstrating personal regard, sharing work load and strategies, providing feedback to students, serving on academic support teams, using team building)</td>
</tr>
</tbody>
</table>

**Score:** ____ (Whole #’s only)
| 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 middle school and its community by describing fewer than two examples of school/community situations and events that promote student development and learning. (e.g. extra-curricular activities, mentoring/advising, service learning, family/parent nights, career events, PTA, home visits, conferences, etc.) | The candidate demonstrated a basic understanding of the integral relationship between the middle school and its community by describing two examples of school/community situations and events that promote student development and learning. (e.g. extra-curricular activities, mentoring/advising, service learning, family/parent nights, career events, PTA, home visits, conferences, etc.) | The candidate demonstrated a promising understanding of the integral relationship between the middle school and its community by describing three examples of school/community situations and events that promote student development and learning. (e.g. extra-curricular activities, mentoring and advising, service learning, family/parent nights, career events, PTA, home visits, conferences, etc.) | The candidate demonstrated a basic understanding of the integral relationship between the middle school and its community by describing four examples of school/community situations and events that promote student development and learning. (e.g. extra-curricular activities, mentoring and advising, service learning, family/parent nights, career events, PTA, home visits, conferences, etc.) | The candidate demonstrated a noteworthy understanding of the integral relationship between the middle school and its community by describing five examples of school/community situations and events that promote student development and learning. (e.g. extra-curricular activities, mentoring/advising, service learning, family/parent nights, career events, PTA, home visits, conferences, etc.) |

**Score:** ____  
(Whole #’s only)
Teacher Preparation Programs
Scoring Rubric for Portfolio Program Competency # 11 – Educational Technology

PROGRAM COMPETENCY: Use educational technology as an instructional and management tool.

DELAWARE PROFESSIONAL TEACHING STANDARD: The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.

UNDERGRADAUTE COMPETENCY #14/GRADUATE COMPETENCY #10: Meet the unique competencies of one’s academic program.

EVALUATED ASSIGNMENT: The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of this competency/standard.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
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<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Understands how to use technological to access and manage information.</td>
<td>The candidate demonstrated an inadequate understanding the use of technology to manage and access student and school information through the use and explanation of fewer than two systems or software applications. (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</td>
<td>The candidate demonstrated a limited understanding of the use of technology to manage and access student and school information through the use and explanation of two systems or software applications. (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</td>
<td>The candidate demonstrated a elemental understanding of the use of technology to manage and access student and school information through the use and explanation of three systems or software applications. (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</td>
<td>The candidate demonstrated a competent understanding of the use of technology to manage and access student and school information through the use and explanation of four systems or software applications. (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</td>
<td>The candidate demonstrated a superior understanding of the use of technology to manage and access student and school information through the use and explanation of five systems or software applications. (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</td>
</tr>
</tbody>
</table>

Score: _____ (Whole #’s only)
### SCORING ELEMENTS

| 11.2 Understands how to integrate technology in instruction to address the needs of students |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| The candidate demonstrated an inferior understanding of the use of technology in instruction to address student learning needs by giving fewer than two examples of instructional technology usage and its correlation to student learning needs. |
| The candidate demonstrated a promising understanding of the use of technology in instruction to address student learning needs by giving two examples of instructional technology usage and its correlation to student learning needs. |
| The candidate demonstrated an essential understanding of the use of technology in instruction to address student learning needs by giving three examples of instructional technology usage and its correlation to student learning needs. |
| The candidate demonstrated a skillful understanding of the use of technology in instruction to address student learning needs by giving four examples of instructional technology usage and its correlation to student learning needs. |
| The candidate demonstrated an excellent understanding of the use of technology in instruction to address student learning needs by giving five examples of instructional technology usage and its correlation to student learning needs. |

| Score: [Blank] (Whole #'s only) |

| 11.3 Understands how to review and evaluate technology for instructional value |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| The candidate demonstrated an incomplete understanding of the evaluation of technology for its instruction value based on fewer than two criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.) |
| The candidate demonstrated a growing understanding of the evaluation of technology for its instruction value based on at least two criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.) |
| The candidate demonstrated a capable understanding of the evaluation of technology for its instruction value based on at least three criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.) |
| The candidate demonstrated a skillful understanding of the evaluation of technology for its instruction value based on at least four criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.) |
| The candidate demonstrated an exceptional understanding of the evaluation of technology for its instruction value based on at least five criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.) |

| Score: [Blank] (Whole #'s only) |

Mean Score: [Blank]  
Assessor: [Blank]  
(Print Name)  
(Signature)
**Teacher Preparation Programs**

**Scoring Rubric for Portfolio Program Competency # 12 – Professional Conduct**

**PROGRAM COMPETENCY:** Understand and maintain standards of professional conduct guided by legal and ethical principles.

**DELAWARE PROFESSIONAL TEACHING STANDARD:** The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.

**UNDERGRADUATE COMPETENCY #14/GRADUATE COMPETENCY #10:** Meet the unique competencies of one’s academic program.

**EVALUATED ASSIGNMENT:** The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of this competency/standard.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 Understands school policies and procedures</td>
<td>The candidate demonstrated an <strong>insufficient understanding</strong> 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 <strong>marginal understanding</strong> 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 a <strong>adequate understanding</strong> 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 <strong>well-informed understanding</strong> 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 <strong>advanced understanding</strong> 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>
</tr>
</tbody>
</table>

**Score:** _____ (Whole #'s only)
<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
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<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.2 Understands legal issues</td>
<td>The candidate demonstrated an <strong>inadequate understanding</strong> of legal issues in the classroom, school, district, state or nation in education by writing about fewer than two issues commonly faced by teachers.</td>
<td>The candidate demonstrated a <strong>limited understanding</strong> of legal issues in the classroom, school, district, state or nation in education by writing about <strong>two</strong> issues commonly faced by teachers.</td>
<td>The candidate demonstrated a <strong>fundamental understanding</strong> of legal issues in the classroom, school, district, state or nation in education by writing about <strong>three</strong> issues commonly faced by teachers.</td>
<td>The candidate demonstrated a <strong>skilled understanding</strong> of legal issues in the classroom, school, district, state or nation in education by writing about <strong>four</strong> issues commonly faced by teachers.</td>
<td>The candidate demonstrated an <strong>exceptional understanding</strong> of legal issues in the classroom, school, district, state or nation in education by writing about <strong>five</strong> issues commonly faced by teachers.</td>
</tr>
</tbody>
</table>

**Score:** _______
(Whole #'s only)

**Mean Score:** _______

**Assessor:** ____________________________________________
(Print Name)
__________________________________________
(Signature)
Teacher Preparation Programs  
Scoring Checklist for Portfolio Program Competency #13 – Dispositions  
(Revised Summer, 2008)

STUDENT: ____________________  SEMESTER: ____________________

PROGRAM COMPETENCY:  Demonstrate dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and in the Wilmington University Division of Education Conceptual Framework.

EVALUATED ASSIGNMENT:  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 below.

SCORING ELEMENTS:  Adapted from the Wilmington University Division of Education Conceptual Framework/Program Attributes.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY (1)</th>
<th>EMERGING (2)</th>
<th>BASIC (3)</th>
<th>PROFICIENT (4)</th>
<th>DISTINGUISHED (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 Candidate understands the importance of educators as learners.</td>
<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 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 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>
</tr>
</tbody>
</table>

Score: ___

13.2 Candidate understands the importance of context and culture in the

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY (1)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>13.2 Candidate understands the importance of context and culture in the</td>
<td>The candidate did not demonstrate an acceptable understanding of the importance of context and culture in the</td>
<td>The candidate demonstrated an acceptable understanding of the importance of context and culture in the</td>
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<tbody>
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<td>The candidate demonstrated an acceptable understanding of the importance of context and culture in the</td>
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<td>The candidate demonstrated an acceptable understanding of the importance of context and culture in the</td>
<td>The candidate demonstrated an acceptable understanding of the importance of context and culture in the</td>
</tr>
</tbody>
</table>
of sensitivity to context and culture in the school and classroom settings.

**Score:**

| 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. |

**Mean Score:**

(total divided by: 3)

**Assessor:** ________________________________
Definitions of Scoring Elements
Examples of Dispositions Related to Each Element

13.1 Candidate understands the importance of educators as learners.
- Believes that educators should engage in continuous learning throughout their careers to improve their knowledge and skills;
- Believes in the value of life-long learning;
- Willingly engages in professional discussions about subject matter, about student learning of subject matter, and/or about strategies for effectively teaching subject matter;
- Makes efforts to study and learn more about subject matter, about student learning of subject matter, and/or about strategies for effectively teaching subject matter.

13.2 Candidate understands the importance of sensitivity to context and culture in the school and classroom settings.
- Understands the context of the school in the community;
- Believes that all students can learn;
- Is sensitive to community and cultural norms;
- Values students and helps students value each other in the school and classroom;
- Is willing to work with and support all students in the school and classroom.

13.3 Candidate understands the importance of inquiry, analysis, and reflection in the teaching process.
- Values critical thinking and problem solving in the classroom;
- Is willing to give and to receive help;
- Recognizes the professional responsibility for engaging in and improving professional practice;
- Is committed to continually seek out, develop, and refine practices that address the individual learning needs of students;
- Is a reflective practitioner who is willing to analyze and evaluate his/her own practice for the purpose of improvement as a classroom teacher.

Mean Score: _______

Assessor: __________________________________________
(Print Name)
________________________________________
(Signature)

College of Education
Professional Partners
Creating Environments for Learning
Teacher Preparation Programs
Scoring Checklist for Portfolio Program Competency # 14 – Employment

PROGRAM COMPETENCY: Obtain and retain successful employment in the profession of education.

UNDERGRADUATE COMPETENCY #14: Meet the unique competencies of one’s academic program.

GRADUATE COMPETENCY #10: Meet the unique competencies of one’s academic program.

EVALUATED ASSIGNMENT: The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of this competency. See the Performance Indicators below.

Performance Indicators

1. Candidate writes a resume using proper format, grammar, mechanics, spelling and punctuation.
2. Candidate writes five potential interview questions and gives his/her corresponding responses.
3. Candidate writes a description of the teacher standard that they would be able to orally articulate during a job interview.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY</th>
<th>EMERGING</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.1</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>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>
</tr>
</tbody>
</table>

Score: _____
(Whole #’s only)
<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.2 Understands interview questions and responses</strong></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 a sophisticated level of insight into the candidate’s understanding of educational practice.</td>
</tr>
<tr>
<td><strong>Score:</strong> _______ (Whole #’s only)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>14.3 Understands the application of their portfolio to the hiring process</strong></td>
<td>The candidate shows an insufficient application of the student teaching experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</td>
<td>The candidate shows a marginal application of the student teaching experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</td>
<td>The candidate shows an ample application of the student teaching experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</td>
<td>The candidate shows a knowledgeable application of the student teaching experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</td>
<td>The candidate shows an advanced application of the student teaching experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</td>
</tr>
<tr>
<td><strong>Score:</strong> _______ (Whole #’s only)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Mean Score:**_______

**Assessor:** ____________________________

(Print Name)

__________________________

(Signature)
College of Education

MASTER OF EDUCATION IN
SPECIAL EDUCATION (MSE)

STUDENT TEACHING

PORTFOLIO INFORMATION

Professional Partners
Creating Environments for Learning

8/08
WILMINGTON UNIVERSITY
MASTER IN SPECIAL EDUCATION (MSE)
STUDENT TEACHING PORTFOLIO ASSIGNMENT

The Student Teaching course assignment for inclusion into the MSE Program Portfolio is a compilation of pre-test/diagnostic information of IEP goals/objectives/benchmarks, lesson plans and implementation of those plans with post-test/diagnostic information discussing what the students have learned.

If students have not learned, then lesson plans for correction and implementation are designed with resulting assessment information reporting the level of success for successive lessons is reported. Students are to use the Pathwise Lesson Plan format or the state/district approved lesson plan format. Rubrics used to assess this assignment are at the end of this document.

Assignment Parameters

Select students – Two students whom have IEP goals/objectives should be selected.

Provide background information about students selected - Grade level for each student, disability classification, and reason(s) for students’ placement into special education.

Select two (02) IEP goals/objectives/benchmarks per student to focus on – The two (02) goals/objectives/benchmarks selected per student must be goals/objectives/benchmarks that are measurable, specific, and observable.

Data Collection (Pre-test) – Do a pre-test to determine the students’ present level of performance (PLOP) and/or knowledge. Provide dates when test(s) were administered.

Convert the goals/objectives/benchmarks into learning statements – Provide statements of student performance that include both a description of what the students know, understand, and are able to do currently.

Determine the “problem” – What can I as an educator do to (improve/decrease/increase, etc.) the selected IEP goals/objectives/benchmarks for each of the two (02) students selected?

List your ideas – Brainstorm possible courses of action and likely consequences for each idea suggested.

Evaluate your ideas – Determine which are likely to provide desired results and will result in changes that you can monitor.

Determine which strategies you will use and convert them into research questions or hypothesizes – “If I implement this strategy … I anticipate…will happen.”
Implement Strategies – Develop and implement courses of action based on IEP’s goals/objectives/benchmarks. Develop action plans and implement based on selected IEP goals/objectives/benchmarks. Provide at least five (05) weeks of data following implementation.

Administer a Post-Test – Provide data following at least five (05) weeks of implementation of strategies. The post-test should use a variety of assessment types. These assessments will provide you data about the effectiveness of the strategies implemented.

Analysis/Reflection/Discussion – Did the implemented strategies make a difference improve/decrease/increase, etc.) on the selected goals/objectives/benchmarks of the selected students? Provide proof when answering the following questions: “How did you know your strategies made a difference?”, “Which strategies worked?”, “Which strategies were less successful?”, “Why did the results turned out in this manner?”, “What has been learned from this educational experience?”, and “What changes need to be made to this learning situation for improved results?”

Action Plan – List recommendations for EACH student’s success in the future.
### SCORING GUIDE

<table>
<thead>
<tr>
<th>ASSIGNMENT PARAMETERS</th>
<th>HOW PRESENTED IN RESEARCH PAPER</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select two (2) students whom have an IEP. Provide background information about student selected.</strong>&lt;br&gt;  - Grade Level&lt;br&gt;  - Disability Classification&lt;br&gt;  - Reason for Placement</td>
<td>Students’ first names ONLY are used.&lt;br&gt;Describe background information.</td>
<td>Three (3)</td>
</tr>
<tr>
<td><strong>Select two (2) IEP goals/objectives/benchmarks PER student.</strong></td>
<td>Describe the IEP goals/objectives/benchmarks chosen in each student’s IEP.</td>
<td>Two (2)</td>
</tr>
<tr>
<td><strong>Data collection (pre-test) – Do a pre-test to determine students’ present level of performance (PLOP) and/or knowledge on the selected goals/objectives.</strong></td>
<td>Give the purpose for administering the assessment. Describe the assessment used. Use a variety of types. Describe when the assessments were administrated. Describe how the assessments were administrated. Explain the scoring method and the recording method. Explain why it was the appropriate assessment to use in terms of solving/providing authentic assessment results.</td>
<td>Twenty (20)</td>
</tr>
<tr>
<td><strong>Select two (2) IEP goals/objectives/benchmarks PER student to focus on.</strong></td>
<td>Convert the goals/objective/benchmarks into specific learning statements. Provide statements of student performance that include both a description of what the students know, understand, and are able to do currently.</td>
<td>Four (4)</td>
</tr>
<tr>
<td><strong>Determine the “problem.” What can I as an educator do to (improve/decrease/increase, etc.) the selected learning targets for these students.</strong></td>
<td>Provide a list of ideas you have considered.</td>
<td>Six (6)</td>
</tr>
<tr>
<td><strong>Evaluate the ideas.</strong></td>
<td>Provide pros and cons associated with the ideas considered.</td>
<td>Six (6)</td>
</tr>
<tr>
<td><strong>Decide which strategies to use and convert them into your research question or hypothesis – “If I implement this strategy … I anticipate … will happen.”</strong></td>
<td>Explain (using your pre-test data results) the instructional strategies chosen for each student.</td>
<td>Seven (7)</td>
</tr>
</tbody>
</table>

128
<table>
<thead>
<tr>
<th><strong>Implement strategies towards assisting students achieve the selected targets.</strong></th>
<th>Develop and implement courses of action based on IEP’s goals/objectives/benchmarks. Develop action plans and implement based on selected IEP goals/objectives/benchmarks. Provide at least five (5) weeks of data following strategy implementation.</th>
<th>Fifteen (15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administer a Post-test</strong> – This will provide you data about the effectiveness of the strategies implemented. The post-test should use a variety of item types.</td>
<td>Give the purpose for administering the assessment. Describe the assessment strategies used. Use a variety of assessment types. Provide a rationale for how the assessments described align with the stated goals/objectives/benchmarks in terms of the specific skills and the skills of focus. Explain and provide a rationale for the different types of assessment strategies used. Explain how the assessment’s items were (1) Fair, (2) Bias-free, and (3) How they were appropriate. Describe When/Where/How the assessments were administered. Explain the scoring method and the recording methods. Explain why it was the appropriate assessment to use in terms of solving/providing authentic assessment results.</td>
<td>Fifteen (15)</td>
</tr>
<tr>
<td><strong>Analysis/Reflection/Discussion</strong> – Did the implemented strategies make a difference (improve/increase/decrease, etc.) on the selected goals/objectives/benchmarks of the selected students?</td>
<td>Provide proof when answering the following questions: “How did I know my strategies made a difference?” “Which strategies worked?”, “Which strategies were less successful”, “Why did the results turn out in this manner?”, “What has been learned from this educational experience? and “What changes need to be made to this learning situation for improved results?”</td>
<td>Fifteen (15)</td>
</tr>
<tr>
<td><strong>Action Plan</strong> – What recommendations will I make for the students to have success in the future?</td>
<td>List recommendations for the students’ success in the future.</td>
<td>Seven (7)</td>
</tr>
</tbody>
</table>
COURSE: MSE 8802

TITLE: Student Teaching in Special Education

PROGRAM COMPETENCY 1: Critique current research in the area of curriculum and methods of teaching students with exceptionalities; 3: Analyze informal and formal assessments used in identifying students with special needs and develop plans to meet educational goals and objectives; 5: Plan and implement content lessons that accommodate or adapt for unique needs of individuals with severe and multiple disabilities; 8: Examine language development and its particular relationship to students with disabilities; 9: Practice methods, techniques, and instruments used to diagnose and remediate reading-related problems; 10: Immerse oneself in an actual special education setting through active participation as a teacher; 11: Exhibit an affect of confidence, caring, professionalism, and energy in teaching students from a diverse society.

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CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 2: Programs view educators as learners;

7: Programs are standards driven

DELWARE PROFESSIONAL TEACHING STANDARD 9: The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally

3: The teacher understands how students differ and adapts instruction for diverse learners

NCATE STANDARD 1: Knowledge, skills, and dispositions

CEC STANDARDS 7: Instructional Planning; 8: Assessment

STRUCTURED EXTERNAL ASSIGNMENT: Teacher candidates will compile pre-test/diagnostic information based on a chosen student’s IEP’s goals and objectives, lesson plans and implementation of such with post-test/diagnostic information discussing what the student has learned. Teacher candidates will develop remedial lesson plans for correction and implementation and collect assessment information reporting the level of student success for the successive lessons being reported.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY</th>
<th>EMERGING</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
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<tbody>
<tr>
<td>Understanding of major elements of instructional planning.</td>
<td>The candidate was able to accurately describe and give examples of how to</td>
<td>The candidate was able to accurately describe and give examples of</td>
<td>The candidate was able to accurately describe and give</td>
<td>The candidate was able to accurately describe and give examples (in</td>
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<tr>
<td>CEC Standard - Seven</td>
<td>incorporate <strong>fewer than two</strong> of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development.</td>
<td>how to incorporate <strong>two</strong> of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development.</td>
<td>examples of how to incorporate <strong>three</strong> of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development.</td>
<td>how to incorporate <strong>four</strong> of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development.</td>
<td>the lesson plans) of how to incorporate the following <strong>five</strong> elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development.</td>
</tr>
<tr>
<td>Understanding that effective instructional planning requires alignment of instruction prior to lesson delivery.</td>
<td>The candidate was unable to describe the alignment between assessment and instruction because he/she clearly addressed <strong>fewer than two</strong> of the following elements: (1) statement of objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</td>
<td>The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>two</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</td>
<td>The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>three</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</td>
<td>The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>four</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</td>
<td>The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>all five</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</td>
</tr>
<tr>
<td>Understanding of how to develop long (unit)</td>
<td>The candidate demonstrated an</td>
<td>The candidate demonstrated an</td>
<td>The candidate demonstrated a <strong>basic</strong></td>
<td>The candidate demonstrated a</td>
<td>The candidate demonstrated a</td>
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</table>
and short range (lesson) plans.

CEC Standard Seven

Score:_____

Understanding of how to connect student experiences with education goals in planning.

CEC Standard Seven

Score:_____

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>unsatisfactory*</td>
<td>The candidate did not provide examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.</td>
</tr>
<tr>
<td>emerging*</td>
<td>The candidate provided and described one specific example demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.</td>
</tr>
<tr>
<td>proficient*</td>
<td>The candidate provided and described two specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.</td>
</tr>
<tr>
<td>distinguished*</td>
<td>The candidate provided and described four specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.</td>
</tr>
</tbody>
</table>

*Definitions of Ratings for the above:

Distinguished: The candidate demonstrated an understanding or a working knowledge of this element of the standard which far exceeds that normally expected of the teacher preparation candidate at the conclusion of student teaching. The understanding demonstrated by the candidate was at a level commonly expected of the effective, veteran classroom teacher.

Proficient: The candidate demonstrated an understanding or a working knowledge of this element of the standard which exceeds that normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate demonstrated the knowledge to be an effective classroom teacher.
Basic: The candidate demonstrated an understanding or a working knowledge of this element of the standard which is normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate demonstrated the knowledge to potentially become an effective classroom teacher.

Emerging: The candidate demonstrated an understanding or a working knowledge of this element of the standard which falls below that normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate needs continued knowledge development in this area to have the potential to become an effective classroom teacher.

Unsatisfactory: The candidate did not demonstrate an understanding or a working knowledge of this element of the standard to a level acceptable for the teacher preparation candidate at the conclusion of student teaching. The candidate needs a great deal of knowledge development in this area to become a teacher.

Mean Score:_______

Assessor:__________________________________________
(Print Name)
__________________________________________
(Signature)
CEC STANDARD 8: Assessment

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<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate demonstrates knowledge of measurement theory</td>
<td>The candidate demonstrated an unsatisfactory level of knowledge of measurement theory by</td>
<td>The candidate demonstrated an emerging level of knowledge about measurement theory by</td>
<td>The candidate demonstrated a basic level of knowledge about measurement theory by providing</td>
<td>The candidate demonstrated a proficient level of knowledge about measurement theory by</td>
<td>The candidate demonstrated a distinguished level of knowledge about measurement theory by</td>
</tr>
</tbody>
</table>
### CEC Standard Eight

**Score:** _____

<table>
<thead>
<tr>
<th>The candidate demonstrated knowledge of assessment as a means of collecting evidence of student work to support instructional decisions and to report student progress.</th>
<th>providing information (relative to the plan) that has at least four factual inaccuracies for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) reflect on the ethical issues of choosing appropriate assessments for measuring pupil progress.</th>
<th>providing information that has only three factual inaccuracies for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) reflect on the ethical issues of choosing appropriate assessments for measuring pupil progress.</th>
<th>providing information that has only two factual inaccuracies for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) reflect on the ethical issues of choosing appropriate assessments for measuring pupil progress.</th>
<th>providing information that has only one factual inaccuracy for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) reflect on the ethical issues of choosing appropriate assessments for measuring pupil progress.</th>
<th>providing accurate information for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) reflect on the ethical issues of choosing appropriate assessments for measuring pupil progress.</th>
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<tbody>
<tr>
<td>The candidate demonstrated an unsatisfactory level of knowledge of assessment as a means of collecting evidence of student work and data to support instructional decisions by providing information that has at least four factual inaccuracies for all components of the following three elements: (1) explain how the data results were used to (a) monitor pupil progress, (b) identify achievement</td>
<td>The candidate demonstrated an emerging level of knowledge of assessment as a means of collecting evidence of student work and data to support instructional decisions by providing information that has only three factual inaccuracies for all components of the following three elements: (1) explain how the data results were used to (a) monitor pupil progress, (b) identify achievement</td>
<td>The candidate demonstrated a basic level of knowledge of assessment as a means of collecting evidence of student work and data to support instructional decisions by providing information that has only two factual inaccuracies for all components of the following three elements: (1) explain how the data results were used to (a) monitor pupil progress, (b) identify achievement gain and pupil</td>
<td>The candidate demonstrated a basic level of knowledge of assessment as a means of collecting evidence of student work and data to support instructional decisions by providing information that has only one factual inaccuracy for all components of the following three elements: (1) explain how the data results were used to (a) monitor pupil progress, (b) identify achievement gain and pupil</td>
<td>The candidate demonstrated a distinguished level of knowledge of assessment as a means of collecting evidence of student work and data to support instructional decisions by providing accurate information for all components of the following three elements: (1) explain how the data results were used to (a) monitor pupil progress, (b) identify achievement gain and difficulties pupils were</td>
<td></td>
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<tr>
<td>The candidate demonstrates knowledge of assessment strategies for diagnosis and evaluation and reflects on professional responsibilities and practice for choosing appropriate assessment strategies</td>
<td>gain and difficulties pupils were experiencing in learning and performing, (c) adjust instruction, (d) give contingent, specific, and credible reinforcement and corrective feedback, and (e) judge the extent of pupil attainment of instructional outcomes; (2) explain the reporting methods for both pre-post assessments, and (3) reflect on the ethical issues of (a) evaluating student work fairly, (b) reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.</td>
<td>gain and difficulties pupils were experiencing in learning and performing, (c) adjust instruction, (d) give contingent, specific, and credible reinforcement and corrective feedback to help pupils attain learning goals, and (e) judge the extent of pupil attainment of instructional outcomes; (2) explain the reporting methods for both pre-post assessments, and (3) reflect on the ethical issues of (a) evaluating student work fairly, (b) reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.</td>
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<td>experiencing in learning and performing, (c) adjust instruction, (d) give contingent, specific, and credible reinforcement and corrective feedback, and (e) judge the extent of pupil attainment of instructional outcomes; (2) explain the reporting methods for both pre-post assessments, and (3) reflect on the ethical issues of (a) evaluating student work fairly, (b) reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.</td>
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<tr>
<th>CEC Standard Eight</th>
<th>collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</th>
<th>collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</th>
<th>about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</th>
<th>collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</th>
<th>knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</th>
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<tbody>
<tr>
<td>The candidate demonstrates knowledge of how to use the results of assessment to reflect on and modify teaching</td>
<td>The candidate demonstrated an unsatisfactory level of knowledge of how to use assessment results by providing information that had at least four factual or data inaccuracies for all of the following three elements: (1) explain whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (3) reflect on a teacher’s responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</td>
<td>The candidate demonstrated a basic level of knowledge of how to use assessment results by providing information that had only three factual or data inaccuracies for all of the following three elements: (1) explain whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</td>
<td>The candidate demonstrated a basic level of knowledge of how to use assessment results by providing information that had only two factual or data inaccuracies for all of the following three elements: (1) explain whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</td>
<td>The candidate demonstrated a proficient level of knowledge of how to use assessment results by providing accurate information and data results for all of the following three elements: (1) explain overall whole class outcome on specific objectives, (describe group strengths and needs on each learning outcome); (2) explain individual/student outcome on specific objectives, (describe student strengths and needs on each learning outcome); and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</td>
<td>The candidate demonstrated a distinguished level of knowledge of how to use assessment results by providing accurate information and data results for all of the following three elements: (1) explain overall whole class outcome on specific objectives, (describe group strengths and needs on each learning outcome); (2) explain individual/student outcome on specific objectives, (describe student strengths and needs on each learning outcome); and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</td>
</tr>
<tr>
<td>CEC Standard Eight</td>
<td>The candidate demonstrates knowledge of the purpose and characteristics of different kinds of assessments</td>
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<tr>
<td>Score: _____</td>
<td>The candidate demonstrated an <strong>unsatisfactory</strong> level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has <strong>at least four factual inaccuracies</strong> for the following items: (1) <strong>performance-based assessments</strong> (portfolio/rubric); (2) <strong>pencil-paper activities</strong> (teacher-designed); (3) <strong>publisher-designed activities</strong> (curriculum-based); (4) <strong>observations</strong> (checklists, etc.); (5) <strong>informal records</strong> (anecdotal, narrative, interviews); and (6) <strong>standardized assessment activities</strong> (reading, language arts, science, or math). (Items are examples.)</td>
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<tr>
<td>CEC Standard Eight</td>
<td>The candidate demonstrated an <strong>emerging</strong> level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has <strong>only three factual inaccuracies</strong> for the following items: (1) <strong>performance-based assessments</strong> (portfolio/rubric); (2) <strong>pencil-paper activities</strong> (teacher-designed); (3) <strong>publisher-designed activities</strong> (curriculum-based); (4) <strong>observations</strong> (checklists, etc.); (5) <strong>informal records</strong> (anecdotal, narrative, interviews); and (6) <strong>standardized assessment activities</strong> (reading, language arts, science, or math). (Items are examples.)</td>
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<tr>
<td>CEC Standard Eight</td>
<td>The candidate demonstrated a <strong>basic</strong> level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has <strong>only two factual inaccuracies</strong> for the following items: (1) <strong>performance-based assessments</strong> (portfolio/rubric); (2) <strong>pencil-paper activities</strong> (teacher-designed); (3) <strong>publisher-designed activities</strong> (curriculum-based); (4) <strong>observations</strong> (checklists, etc.); (5) <strong>informal records</strong> (anecdotal, narrative, interviews); and (6) <strong>standardized assessment activities</strong> (reading, language arts, science, or math). (Items are examples.)</td>
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<tr>
<td>CEC Standard Eight</td>
<td>The candidate demonstrated a <strong>proficient</strong> level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has <strong>only one factual inaccuracy</strong> for the following items: (1) <strong>performance-based assessments</strong> (portfolio/rubric); (2) <strong>pencil-paper activities</strong> (teacher-designed); (3) <strong>publisher-designed activities</strong> (curriculum-based); (4) <strong>observations</strong> (checklists, etc.); (5) <strong>informal records</strong> (anecdotal, narrative, interviews); and (6) <strong>standardized assessment activities</strong> (reading, language arts, science, or math). (Items listed are examples.)</td>
<td></td>
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</tr>
<tr>
<td>CEC Standard Eight</td>
<td>The candidate demonstrated a <strong>distinguished</strong> level of knowledge by accurately explaining the purpose and characteristics of six different types of assessment strategies: (1) <strong>performance-based assessments</strong> (portfolio/rubric); (2) <strong>pencil-paper activities</strong> (teacher-designed); (3) <strong>publisher-designed activities</strong> (curriculum-based); (4) <strong>observations</strong> (checklists, etc.); (5) <strong>informal records</strong> (anecdotal, narrative, interviews); and (6) <strong>standardized assessment activities</strong> (reading, language arts, science, or math). (Items listed are examples.)</td>
<td></td>
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</tbody>
</table>
*Definitions of Ratings for the Third Scoring Element Above:

Distinguished: The candidate demonstrated an understanding or a working knowledge of this element of the standard which far exceeds that normally expected of the teacher preparation candidate at the conclusion of student teaching. The understanding demonstrated by the candidate was at a level commonly expected of the effective, veteran classroom teacher.

Proficient: The candidate demonstrated an understanding or a working knowledge of this element of the standard which exceeds that normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate demonstrated the knowledge to be an effective classroom teacher.

Basic: The candidate demonstrated an understanding or a working knowledge of this element of the standard which is normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate demonstrated the knowledge to potentially become an effective classroom teacher.

Emerging: The candidate demonstrated an understanding or a working knowledge of this element of the standard which falls below that normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate needs continued knowledge development in this area to have the potential to become an effective classroom teacher.

Unsatisfactory: The candidate did not demonstrate an understanding or a working knowledge of this element of the standard to a level acceptable for the teacher preparation candidate at the conclusion of student teaching. The candidate needs a great deal of knowledge development in this area to become a teacher.

Mean Score:_______

Assessor:__________________________________________
(Print Name)
__________________________________________
(Signature)
### Wilmington University
Clinical Report – Pathwise Lesson Analysis

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Date:</th>
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</table>

<table>
<thead>
<tr>
<th>Supervising Teacher:</th>
<th>School:</th>
<th>Grade/Subject:</th>
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<table>
<thead>
<tr>
<th>Lesson/Activity:</th>
</tr>
</thead>
</table>

### PATHWISE/FRAMEWORK DOMAINS OR PROGRAM COMPETENCIES COMMENTS

#### Planning and Preparation

| 1 2 3 4 5 | Knowledge of content (1a) 
| 1 2 3 4 5 | Knowledge of students (1b) 
| 1 2 3 4 5 | Appropriateness of instructional goals (1c) 
| 1 2 3 4 5 | Knowledge and use of resources (1d) 
| 1 2 3 4 5 | Structure of lesson (1e) 
| 1 2 3 4 5 | Assessment strategies (1f) 

#### Learning Environment

| 1 2 3 4 5 | Interaction with students (2a) 
| 1 2 3 4 5 | Student interactions (2a) 
| 1 2 3 4 5 | Managing student behavior (2d) 
| 1 2 3 4 5 | Responses to student misbehavior (2d) 
| 1 2 3 4 5 | Expectations for student conduct and learning (2b,2d) 
| 1 2 3 4 5 | Managing classroom procedures and resources (2c) 
| 1 2 3 4 5 | Organizing physical space (2e) 

#### Instruction

| 1 2 3 4 5 | Clarity and accuracy of communication (3a) 
| 1 2 3 4 5 | Questioning and discussion techniques (3b) 
| 1 2 3 4 5 | Engaging students in learning (3c) 
| 1 2 3 4 5 | Feedback to students (3d) 
| 1 2 3 4 5 | Flexibility and responsiveness (3e) 
| 1 2 3 4 5 | Use of technology (competency 11) 

#### Professional Dispositions and Responsibilities

| 1 2 3 4 5 | Dress, appearance, and conduct (competency 12) 
| 1 2 3 4 5 | Relationships with colleagues (4d) 
| 1 2 3 4 5 | Service to the school (4d) 
| 1 2 3 4 5 | Decision making (4f) 
| 1 2 3 4 5 | Reflecting on teaching (4a) 
| 1 2 3 4 5 | Enthusiasm, vigor, sense of humor, fairness, concern for all students (competency 3, 13) 

_____ Candidate Self-Analysis  
Signature___________________________________

_____ Analysis by Advisor or Supervising Teacher  
Signature___________________________________
Wilmington University  
College of Education  
Weekly Clinical Report

**Student Teacher Name** __________________________________  **Date** __________________________________

**School** __________________________  **Grade/Subject**_____________  **Time** __________________________

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Item</th>
<th>Narrative Comments</th>
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<tbody>
<tr>
<td></td>
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<td>Description/Analysis/Reflection (DAR) Written</td>
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<td>Daily Log/Schedule Written</td>
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<tr>
<td></td>
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<td>Daily Lesson Plans Written</td>
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</table>

**Cooperating Teacher Conference/Comments about the Student Teacher’s (ST) Progress** (This section will be completed by the Cooperating Teacher)

<table>
<thead>
<tr>
<th>Strength(s)</th>
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<th>Area(s) of Focus</th>
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</table>

**University Supervisor Comments about the Student Teacher’s (ST) Progress** (This section will be completed by the University Supervisor)

<table>
<thead>
<tr>
<th>Description of Lesson/Activity</th>
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<table>
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<th>Strength(s)</th>
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</table>

<table>
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<tr>
<th>Area(s) of Focus</th>
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Cooperating Teacher’s Signature __________________________  **Date** __________________________

University Supervisor’s Signature __________________________  **Date** __________________________

Candidate’s Signature __________________________  **Date** __________________________
**MID-TERM EVALUATION FOR TEACHER CANDIDATES**

Candidate________________________________________________________ Date__________________

School________________________Cooperating Teacher____________________________________

Subject/Grade Level_____________University Supervisor_____________________________________

<table>
<thead>
<tr>
<th>RATING</th>
<th>DOMAIN</th>
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<tbody>
<tr>
<td>U = Unsatisfactory. The candidate has not demonstrated an understanding of the component nor an ability to implement it. Not ready for full responsibility. An improvement plan is required for continuation of the field placement.</td>
<td></td>
</tr>
<tr>
<td>E = Emerging. The candidate appears to understand the theory behind all components and is beginning to implement its elements intermittently. Not ready for full responsibility, but may assume limited responsibility under close supervision.</td>
<td></td>
</tr>
<tr>
<td>B = Basic. The candidate is implementing the elements of the component on a relatively consistent basis. Potential for proficiency is evident. Improvement is likely with experience. Ready to assume full responsibility with normal supervision.</td>
<td></td>
</tr>
<tr>
<td>P = Proficient. The candidate clearly understands the component and implements it well. Ready to assume full responsibility with periodic supervision.</td>
<td></td>
</tr>
<tr>
<td>D = Distinguished. (This rating is rarely assigned during student teaching.) A distinguished rating reflects mastery of the component at a level equal to that of experienced, professional practitioners.</td>
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<tr>
<th>Planning and Preparation</th>
<th>Comments:</th>
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<th>The Classroom Environment</th>
<th>Comments:</th>
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<tr>
<th>Instruction</th>
<th>Comments:</th>
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<table>
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<tr>
<th>Professional Dispositions and Responsibilities</th>
<th>Comments:</th>
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_______________________________________________ ____________________________
Student Teacher Signature Date

_______________________________________________ ____________________________
Cooperating Teacher Signature Date

_______________________________________________ ____________________________
University Supervisor Signature Date
ACTION PLAN FOR IMPROVEMENT

Candidate________________________________________________________Date______________

School________________________Cooperating Teacher____________________________________

Subject/Grade Level__________University Supervisor_____________________________________

This plan of action is being developed collaboratively by the candidate, the Cooperating Teacher, and the University Supervisor whenever a candidate’s performance has not met expectations. The goal is to assist the candidate in achieving a satisfactory assessment and meeting basic expectations.

III. Specific areas of concern:

IV. Objectives for performance improvement:

III. Timeline:

IV. Assistance/resources to be provided by the Cooperating Teacher and the University Supervisor:

V. Assessment criteria & procedures:

_______________________________________________
Student Teacher Signature Date

_______________________________________________
Cooperating Teacher Signature Date

_______________________________________________
University Supervisor Signature Date

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Professional Partners
Creating Environments for Learning
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November 2008
Final Report with Competencies

Student Teacher ______________________________ Date ____________

Evaluator ______________________________ Date ____________

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

The teacher candidate …

- uses a variety of explanations and multiple representations of concepts to help develop conceptual understanding.  
  Rating 1 2 3 4 5

- anticipates and adjusts for common misunderstandings that impede learning within the discipline.  
  Rating 1 2 3 4 5

- engages students in generating and testing knowledge according to the processes of inquiry of the discipline.  
  Rating 1 2 3 4 5

- creates learning experiences that make connections to other content areas and to life experiences.  
  Rating 1 2 3 4 5

Comments

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

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

The teacher candidate …

- chooses developmentally appropriate instructional strategies that promote student learning.  
  Rating 1 2 3 4 5

- develops concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.  
  Rating 1 2 3 4 5

Comments
Competency 3: Diverse Learners - Adapt instruction for diverse learners based on an understanding of how students differ.

The teacher candidate …

- accepts and values all students.  
  Rating 1 2 3 4 5

- treats all students equitably.  
  Rating 1 2 3 4 5

- respects students as individuals with differing experiences, skills, talents, and interests.  
  Rating 1 2 3 4 5

- designs instructional activities that address the range of student learning styles, multiple intelligences and performance modes.  
  Rating 1 2 3 4 5

- makes appropriate provisions for individual students who have particular learning differences or needs.  
  Rating 1 2 3 4 5

Comments

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Competency 4: Communication - Demonstrate proficiency in oral and written communication.

The teacher candidate …

- uses a variety of communication techniques.
Rating 1 2 3 4 5

- communicates effectively with diverse populations.

Rating 1 2 3 4 5

- models accurate and grammatically correct language.

Rating 1 2 3 4 5

- communicates with and challenges all students in a positive and supportive manner.

Rating 1 2 3 4 5

- creates opportunities for students to learn effective communication.

Rating 1 2 3 4 5

Comments


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

The teacher candidate ...

- establishes and maintains a classroom environment with clear expectations and standards of behavior.

Rating 1 2 3 4 5

- organizes, allocates, and manages time, materials, and physical space to support learning.

Rating 1 2 3 4 5

- establishes classroom practices that promote a safe environment.

Rating 1 2 3 4 5

- creates a learning community that respects individual differences.

Rating 1 2 3 4 5

- establishes a classroom environment that promotes positive relationships, cooperation, and purposeful learning.

Rating 1 2 3 4 5

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November 2008
creates a classroom environment where student thoughts and ideas are a basis for exploring and developing understanding.

Rating 1 2 3 4 5

creates a learning community in which students work independently and collaboratively.

Rating 1 2 3 4 5

encourages students to assume responsibility for their own learning and behavior.

Rating 1 2 3 4 5

Comments

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

**Competency 6: Planning for Instruction** - Design instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning.

The teacher candidate …

- evaluates teaching resources and materials for accuracy and usefulness.
  
  Rating 1 2 3 4 5

- applies principles of scope and sequence when planning instruction.
  
  Rating 1 2 3 4 5

- creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
  
  Rating 1 2 3 4 5

- creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals.
  
  Rating 1 2 3 4 5

- uses student prior knowledge and principles of effective instruction to plan learning activities relevant to students.
  
  Rating 1 2 3 4 5

- incorporates authentic experiences into instructional planning.
  
  Rating 1 2 3 4 5
• creates multiple learning activities that allow for student choice.
   Rating 1 2 3 4 5

• establishes and communicates expectations for student learning.
   Rating 1 2 3 4 5

• creates and adapts short- and long-range plans to achieve the expectations for student learning.
   Rating 1 2 3 4 5

• incorporates assessment components into instructional planning.
   Rating 1 2 3 4 5

Comments


Competency 7: Instructional Strategies - Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

The teacher candidate …

• uses a range of instructional approaches that allows students to explore concepts and develop an in-depth understanding of content.
   Rating 1 2 3 4 5

• designs lessons that routinely engage students in activities that develop problem solving and critical thinking skills.
   Rating 1 2 3 4 5

• designs instructional activities that provide opportunities for students to apply knowledge.
   Rating 1 2 3 4 5

• uses a variety of materials and educational technologies to enhance student thinking and further conceptual understanding.
   Rating 1 2 3 4 5

• assumes different roles in the instructional process based on the content and purposes of instruction.
   Rating 1 2 3 4 5

• uses a range of questioning techniques to promote different levels of understanding.
   Rating 1 2 3 4 5
• emphasizes communication as a vehicle for learning, through the use of discussion, listening, collaboration, and responding to the ideas of others.

  Rating 1 2 3 4 5

• links new concepts to student prior knowledge.

  Rating 1 2 3 4 5

• promotes students’ awareness of their own thought processes and how to use reflection to build new understandings.

  Rating 1 2 3 4 5

• incorporates assessment components into instructional delivery.

  Rating 1 2 3 4 5

Comments
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Competency 8: Assessment - Uses multiple assessment strategies for the continuous development of students.

The teacher candidate …

• uses assessment to diagnose student learning needs as a basis for designing instruction.

  Rating 1 2 3 4 5

• uses a variety of assessment modes and multiple measures to evaluate student learning.

  Rating 1 2 3 4 5

• uses both formal and informal assessment strategies to monitor and evaluate student understanding, progress, and performance.

  Rating 1 2 3 4 5

• aligns assessment with instruction.

  Rating 1 2 3 4 5

• maintains accurate records and communicates student progress.

  Rating 1 2 3 4 5

• involves students in self-assessment to help them become aware of their strengths and needs.

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• encourages students to establish personal goals for learning based on self-assessment and assessment results.

Rating 1 2 3 4 5

• modifies instruction based on assessment results.

Rating 1 2 3 4 5

Comments

________________________________________________________

________________________________________________________

________________________________________________________

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

The teacher candidate ...

• engages in continuous learning.

Rating 1 2 3 4 5

• participates in professional discourse about educational issues.

Rating 1 2 3 4 5

• uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

Rating 1 2 3 4 5

• collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.

Rating 1 2 3 4 5

Comments

________________________________________________________

________________________________________________________

________________________________________________________
Competency 10: Professional Relationships - 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.

**The teacher candidate …**

- cooperates with colleagues to develop an effective learning climate within the school.  
  Rating 1 2 3 4 5

- collaborates with other professionals to solve problems and make decisions to promote student success.  
  Rating 1 2 3 4 5

- develops relationships with parents and guardians to acquire an understanding of the students’ lives outside of the school.  
  Rating 1 2 3 4 5

- works effectively with parents/guardians and other members of the community to advocate for student needs and to promote learning.  
  Rating 1 2 3 4 5

- identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.  
  Rating 1 2 3 4 5

Comments

Competency 11: Educational Technology - Use educational technology as an instructional and management tool.

**The teacher candidate …**

- designs instruction to promote student skills in the use of educational technologies to access and manage information.  
  Rating 1 2 3 4 5

- uses a wide range of instructional technologies to enhance student learning and problem solving.  
  Rating 1 2 3 4 5
uses technological advances in communication to enrich discourse in the classroom.  

Rating  1  2  3  4  5

uses appropriate educational technology to create and maintain databases for monitoring student progress.  

Rating  1  2  3  4  5

Comments

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

The teacher candidate …

• acts in the best interests of students.  

Rating  1  2  3  4  5

• follows school policies and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.  

Rating  1  2  3  4  5

• follows local, state, and federal law pertaining to educational and instructional issues, including regulations related to student rights and teacher responsibilities.  

Rating  1  2  3  4  5

• interacts with students, colleagues, parents, and others in a professional manner.  

Rating  1  2  3  4  5

• follows codes of professional conduct adopted by the Delaware Professional Standards Council (to be developed).  

Rating  1  2  3  4  5

Comments
**Competency 13: Dispositions** - Demonstrate dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and in the Wilmington University Division of Education Conceptual Framework.

The teacher candidate shows evidence that he/she:

- **realizes that content or subject matter** is complex and ever-evolving and shows enthusiasm for the subject matter. **Rating** 1 2 3 4 5

- **appreciates individual variation** within the various developmental levels of students and uses student strengths as a basis for learning. **Rating** 1 2 3 4 5

- **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). **Rating** 1 2 3 4 5

- **values 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. **Rating** 1 2 3 4 5

- **believes in taking the responsibility** in the classroom for establishing a positive learning environment conducive to motivating students to want to learn and behave. **Rating** 1 2 3 4 5

- **values communication** in the classroom as a way of motivating students, including students from diverse backgrounds, to want to develop and learn. **Rating** 1 2 3 4 5

- **believes in the value of long and short term planning,** in the importance of adjusting and/or revising plans to meet student needs, and in instructional planning as a collegial activity. **Rating** 1 2 3 4 5

- **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 his/her teaching. **Rating** 1 2 3 4 5
• demonstrates the value of continuous learning and of using reflective practice and help from others to facilitate his/her **professional growth**.

Rating 1 2 3 4 5

• appreciates the importance of **professional relationships** with students, parents, colleagues and members of the community in promoting the learning and well-being of students.

Rating 1 2 3 4 5

**Comments**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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

The teacher candidate …

• prepares resume for sending to prospective employers.

Rating 1 2 3 4 5

• plans responses to potential interview questions.

Rating 1 2 3 4 5

• practices potential interview responses based on the program competencies.

Rating 1 2 3 4 5

**Comments**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

University Supervisor’s
Signature:____________________________________________________________

Cooperating Teacher’s
Signature:____________________________________________________________

Student Teacher’s Signature:_______________________________________________
Summary Report for Wilmington University Student Teacher

Student Teacher ______________________________________ Semester __________

Degree Program

<table>
<thead>
<tr>
<th></th>
<th>AS</th>
<th>BS</th>
<th>MEE</th>
<th>MAT</th>
<th>MSE</th>
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<tr>
<td>School</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Grade Level/Content Area ________

TEACHING COMPETENCIES

1. Content
   - Performance Level:
     - 1: unsatisfactory
     - 2: emerging
     - 3: basic
     - 4: proficient
     - 5: distinguished
     - 1  2  3  4  5

2. Human Development and Learning
   - Performance Level:
     - 1  2  3  4  5

3. Diverse Learners
   - Performance Level:
     - 1  2  3  4  5

4. Communication
   - Performance Level:
     - 1  2  3  4  5

5. Learning Environment
   - Performance Level:
     - 1  2  3  4  5

6. Planning for Instruction
   - Performance Level:
     - 1  2  3  4  5

7. Instructional Strategies
   - Performance Level:
     - 1  2  3  4  5

8. Assessment
   - Performance Level:
     - 1  2  3  4  5

9. Professional Growth
   - Performance Level:
     - 1  2  3  4  5

10. Professional Relationships
    - Performance Level:
     - 1  2  3  4  5

11. Educational Technology
    - Performance Level:
     - 1  2  3  4  5

12. Professional Conduct
    - Performance Level:
     - 1  2  3  4  5

13. Dispositions
    - Performance Level:
     - 1  2  3  4  5

14. Employment
    - Performance Level:
     - 1  2  3  4  5

University Supervisor’s Signature______________________________________________

Cooperating Teacher’s Signature______________________________________________

Student Teacher’s Signature___________________________________________________

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November 2008
Narrative Comments (Optional)

Student Teacher __________________________ Semester________________

Degree Program  AS  BS  MEE  MAT  MSE

School_________________________   Grade Level/Content Area ________________

Planning and Preparation

Learning Environment

Instruction

Professional Responsibilities

Evaluator’s Signature ____________________________________________________________

Title __________________________________________________ Date _________________
PATHWISE

CLASS PROFILE

Teacher/Student Teacher_______________________________________
Observer____________________________________________________
Grade_________ Subject_________________________________________ Date of Observation_______/_______/_____

1. How many students will be observed?
   [ ] Total number
   [ ] Male students
   [ ] Female students

2. [ ] What is the age range of students?

3. Approximately how many students are in each of the following language categories?
   [ ] English language proficient
   [ ] Limited English language proficient

4. Approximately how many students have the following exceptionalities?
   [ ] Blind or visually impaired
   [ ] Deaf or hearing impaired
   [ ] Developmentally disabled
   [ ] Emotionally or behaviorally disabled
   [ ] Gifted
   [ ] Learning disabled
   [ ] Physically disabled
   [ ] Other (please specify)

5. With respect to the following categories, how would you describe your students?
   [ ] African American or Black, non-Hispanic
   [ ] Asian, Asian American, or Pacific Islander
   [ ] Mexican American or Chicano
   [ ] Native American, Inuit, or Aleut
   [ ] Puerto Rican
   [ ] Other Hispanic
   [ ] White, non-Hispanic
   [ ] Mixed Race
   [ ] Other (please specify)

6. Is there anything about the learning environment that you think might affect your students or the scheduled observation (e.g., this is not your own classroom; there is new equipment or a new pet in the room; there is construction in the building)? If so, please note.

7. What are the most important classroom routines, procedures, rules, and expectations for students behavior that will be in operation during the observed lesson?

8. Are there any special circumstances that the observer should be aware of in order to understand what will occur during the scheduled observation (e.g., schoolwide routines or policies, interruptions, behavior patterns of students)? If so, please explain.

9. On the reverse side of this paper; please provide a simple sketch of the arrangement of the physical space for this lesson (e.g., student desks, teacher desk, arrangement of work space or laboratory).

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November 2008
PATHWISE INSTRUCTION PLAN

Teacher/Student Teacher__________________________________________________________

Grade______ Subject_________________________________________ Date ____/____/______

1. Briefly describe the students in this class.

2. What are your goals for the lesson? What do you want the students to learn?

3. Why are these goals suitable for this group of students?

4. How do these goals support the district’s curriculum, state frameworks, and/or content standards?

5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?
### PATHWISE INSTRUCTION PLAN (continued)

Teacher/Student Teacher____________________________________________________________

Grade_______ Subject__________________________________________ Date ____/____/______

<p>| | |</p>
<table>
<thead>
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</table>
| 6. | How do you plan to engage students in the content? What will you do? What will the students do?  
(Include time estimates.) |
| 7. | What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? |
| 8. | What instructional materials or other resources, if any will you use? |
| 9. | How do you plan to assess student achievement of the goals? What procedures will you use?  
(Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) |
| 10. | How do you plan to use the results of the assessment? |
**PATHWISE** REFLECTION SHEET

Teacher/Student teacher__________________________________________________________

Grade_____ Subject________________________________________ Date _____/_____/_____

Concept or Topic_______________________________________________________________

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended them to learn? Were my instructional goals met? How do I know? Or how and when will I know?

3. Did I alter my goals or my instructional plan as I taught the lesson? Why?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

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PATHWISE INSTRUCTIONAL ARTIFACT

Teacher/Student teacher______________________________________________________________

Grade_______ Subject________________________________________ Date ______/_______/_______

Concept or Topic____________________________________________________________________

1. Attach activity directions or an assignment that engages students in learning about the concept or topic cited above: for example, a worksheet, a homework or class assignment, project guidelines, a problem to solve.

2. Provide several samples of student work in response to this assignment. These should reflect the full range of student ability in your class, and should include any feedback you provided to the students on their papers.

3. Write a brief commentary about the assignment, in which you address the following questions:
   - the context of the assignment, in terms of the prior knowledge of the students, and the other topics they have been studying
   - how the assignment helps the students develop their understanding
   - what the samples of student work tell you about the students’ levels of understanding
   - what you plan to do next with these students

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COOPERATING TEACHER STIPEND

In order to process your cooperating teacher stipend, we request that you complete this form and the attached W-9 (Part I. Tax Identification Number). The TIN form is required by the IRS. Stipends forms are processed at the end of the semester.

DATE: ________________________________

STUDENT’S NAME: ________________________ SEMESTER: ______________

COOPERATING TEACHER: ________________________________

HOME ADDRESS: ____________________________________________

CITY STATE ZIP: ________________________ HOME PHONE: ______________

COOPERATING TEACHER SIGNATURE: ________________________________

SOCIAL SECURITY NUMBER: ________________________________

ARE YOU CURRENTLY A WU ADJUNCT FACULTY MEMBER? (circle one) yes no

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