



WILMINGTON
UNIVERSITY

College of Education

HANDBOOK FOR COOPERATING TEACHERS



Creating Environments for Learning

August 2011



College of Education

Office of Clinical Studies

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 Teacher Internship 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 *WilmU Lesson Plan* 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 is the basis for DPAS II being 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 Teacher Internship semester an exciting and enriching experience for you, the children in your classes, and your Teacher Intern. Please feel free to contact me if you have any questions or concerns.

Sincerely

Sylvia J. Brooks, Ed.D.
Regional Chair of Clinical Studies, New Castle
sylvia.j.brooks@wilmu.edu
302-356-6978

Marshá T. Horton, Ph.D.
Regional Chair of Clinical Studies, Dover/Georgetown
marsha.t.horton@wilmu.edu
302-342-8622

Jane S. Barfield, Ph.D.
Assistant Chair of Clinical Studies
Jane.s.barfield@wilmu.edu
302-356-6796

*College of Education
Professional Partners
Creating Environments for Learning*

TABLE OF CONTENTS

College of Education Conceptual Framework	4
The Teacher Internship Course Syllabus	16
Suggested Teacher Internship Schedule	27
The Changing Role of the Cooperating Teacher	29
Things Your Teacher Intern May Want to Know	31
Tips/Suggestions for Conferencing with your Teacher Intern	33
Roles of the University Supervisor	38
Responsibilities of the Teacher Intern	39
Lesson Planning Using the WilmU Lesson Plan Template	41
Solo Teaching Experiences	41
Policy on the Use of Teacher Interns as Substitute Teachers	45
Program Portfolio Guidelines	47
Appendix (Important Forms to copy and use)	51
BS, MEE, and MAT Program Portfolio Rubrics	
MSE Portfolio Information and Rubrics	
Clinical Report –Lesson Analysis	
Weekly Clinical Report	
Mid-Term Evaluation	
Action Plan for Improvement	
Final Report	
Summary Report	
WilmU Lesson Plan Template	
Modified Lesson Plan Template	
Cooperating Teacher Stipend Form and W-9	

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*

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.

*College of Education
Professional Partners
Creating Environments for Learning*

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 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.

*College of Education
Professional Partners
Creating Environments for Learning*

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 The Teacher Internship. 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-Going 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, 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.

*College of Education
Professional Partners
Creating Environments for Learning*

- 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

Additional references which 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 are available upon request.

**WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS AND OUTLINE**

FACULTY MEMBER: Sylvia J. Brooks, Ed.D. Regional Chair of Clinical Studies,
New Castle
Marshá T. Horton, Ph.D. Regional Chair of Clinical Studies,
Kent/Sussex
Jane S. Barfield, Ph.D. Assistant Chair of Clinical Studies

TERM: **Fall/Spring**

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

COURSE TITLE: **Student Teaching (The Teacher Internship)**

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

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

College of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including 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.

*College of Education
Professional Partners
Creating Environments for Learning*

I. COURSE DESCRIPTION:

A. Clinical Experience

The Student Teaching Experience/ Teacher Internship is the capstone of the teacher preparation programs at Wilmington University. It is a supervised field experience of 60 full pupil days normally completed within one academic semester. The only exceptions are students in the Associate Program, whose field experience requires 45 days; and students who started the MSE Program prior to Fall 2009, whose field experience requires 40 days. Teacher Interns are placed with Cooperating Teachers or with teams of Supervising Teachers in approved clinical settings appropriate to their area of concentration. Areas of concentration are Birth-Grade 2, K-6, 6-8, 7-12 or Special Education Grades 1-8. Field experience begins with guided observation and supervised practice, then gradually builds to full responsibility for the class under the Mentor Teacher's supervision.

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

Student Teachers/Teacher Interns are expected to demonstrate basic levels of competency in each of the 14 Wilmington University Program Competencies as well as the Delaware Professional Teaching Standards. These competencies and standards address content knowledge, human development and learning, diverse learners, communication, learning environment, planning, instructional strategies, assessment, reflection and professional growth, professional relationships, technology, and professional conduct. Teacher Interns 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 Sessions

All Teacher Interns participate in weekly seminar sessions with the University Supervisor or Site Based Educator. The required 14 competencies are discussed as well as topics relevant to the student teaching/internship experience. These sessions are an essential part of the clinical semester and all students are expected to attend every session.

C. Clinical Assessment Course

Undergraduate students will enroll in the Clinical Assessment course (EDU 499) during the student teaching/internship.

Graduate students are expected to take the Applied Assessment course prior to student teaching. In some circumstances graduate students are permitted to enroll in the Assessment course concurrently with the student teaching/internship.

PREREQUISITES:

The Teacher Internship is the culminating experience for students in Teacher Preparation programs in most circumstances. The exceptions are discussed in the previous paragraph; all other program courses must be completed prior to this experience. Please consult with the appropriate Regional Chair for Clinical Studies or a Program Advisor, if you have questions.

The State of Delaware requires that all student teachers submit a Criminal Background Check Report and a Child Protection Clearance that are reviewed for suitability prior to the processing of the Student Teaching Application.

For students in the Bachelors Programs (Birth – Grade 2, K-6, and 6-8), a GPA of 2.5 is required. For students in the MEE K-6, MAT 7-12 and MSE 1-8 Graduate Programs, a GPA of 3.0 is required. In addition, Passing Scores on Praxis I and II in the appropriate area*, and an approved application from the Office of Clinical Studies are required for the internship.

**This is currently not a requirement for students in the AS Birth – Kindergarten Program.*

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.
- 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,
- Writing Describe, Analyze and Reflect entries (DAR's)
- Lesson modeling and analyses
- Portfolio Entries

IV. TESTING PROCEDURES/STUDENT EVALUATION

A. Assignments and Exams

1. Lesson Plans – All Teacher Interns prepare and submit detailed classroom analyses, lesson plans and reflections, as directed by their Cooperating Teachers and/or University Supervisor, using models provided by the university and/or placement site.

2. Observations and Reflections - Cooperating Teachers and University Supervisors assess Teacher Interns on a continuous basis throughout the clinical semester. Teacher Interns 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 Teacher Interns are progressing toward meeting each of the standards. The Teacher Intern's performance is also addressed in a final, narrative report collaboratively prepared by the Cooperating Teacher(s), University Supervisor and Teacher Intern.

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

3. All Teacher Interns are required to prepare and submit a program portfolio as a condition of program completion. The portfolio is submitted electronically. Rubrics for each competency are included in the Teacher Internship Handbook. They are also included in this Handbook for your information and/or use. 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. 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 Teacher Internship Handbook. They are also included in this Handbook for your information and/or use.

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:

Teacher Interns must complete the total number of pupil days prescribed for their programs. Pupil days are defined in the Teacher Intern and the Cooperating Teacher

handbooks. Teacher Interns 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. Teacher Interns 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:

Teacher Interns are encouraged to contact their assigned placement school as soon as possible to find out when to report for the Teacher Internship experience. Teacher Interns 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 Teacher Interns is held 2-3 weeks prior to the start of the clinical semester. Students are notified via their WilmU email accounts the exact date and time of the Orientation. Attendance is mandatory.

TYPICAL (SUGGESTED) SCHEDULE* FOR 60 PUPIL DAY PLACEMENTS

<i>Weeks/Days</i>	<i>Responsibilities</i>
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 Teacher Intern develops, teaches, and reflects on lesson/unit plans in collaboration with peers, the University Supervisor, and Cooperating Teacher. The Teacher Intern gradually assumes increased responsibility and duties, typically one subject area or period per week, although some Teacher Interns may assume responsibilities more quickly. Teacher Interns in the graduate programs will develop their research plan and obtain necessary approvals.
Weeks 6-7 (10 school days)	Mid-term assessment. The Teacher Intern's performance is reviewed in a three-way conference (University Supervisor, Teacher Intern, and Cooperating Teacher). Plans for the unit are reviewed and approved. Decision is made regarding Teacher Intern'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 Teacher Intern is in complete control of the class. Full responsibility continues for at least two (\pm) weeks. Teacher Intern assumes responsibility for all planning, instruction, supervision, classroom management and assessment of pupil progress.
Week 12 (5 school days)	The Teacher Intern develops a plan for the gradual and systematic return of full responsibility to the Cooperating Teacher. Teacher Intern completes portfolio and participates in concluding seminar(s). Teacher Interns 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 Teacher Intern's schedule based on the learning needs of the classroom students and Teacher Intern.

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 evaluations 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 Teacher Intern and the Cooperating Teacher.

TYPICAL (SUGGESTED) SCHEDULE* FOR 40 AND 45 DAY PLACEMENTS

<i>Weeks</i>	<i>Responsibilities</i>
Week 1	Begin routine duties and guided observation.
Week 2	Begin unit planning in collaboration with advisor and the Cooperating Teacher. Begin teaching one subject.
Week 3	Assume responsibility for second subject.
Week 4	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).
Week 5	Performance review. Three-way conference includes Teacher Intern, the University Supervisor and the Cooperating Teacher. Decision made as to readiness to assume full responsibility. Improvement plan developed for areas of weakness.
Week 6	Continue to expand teaching responsibilities.
Week 7	Assume full responsibility, including all planning, supervision, instruction, and assessment of student progress.
Week 8	Complete unit and solo work. MSE Teacher Interns implement a systematic plan to return full responsibility to the Cooperating Teacher. Final evaluation conference and portfolio review held for MSE Teacher Interns.
Week 9 (AS Program)	AS Teacher Interns return full responsibility to the Cooperating Teacher. 3-way final evaluation conference held for AS Teacher Interns.

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

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 Teacher Intern and the Cooperating Teacher.

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 Teacher Interns in shared decision making about curriculum, expectations for student learning, organizational behavior, classroom environment, interaction, etc.
2. Help Teacher Interns 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 *WilmU Lesson Plan Template* for planning, analysis, and reflection.
3. Treat Teacher Interns as beginning professionals (rather than teacher aides or assistants) and support active, authoritative classroom participation (rather than passive, subordinate observation).
4. Help Teacher Interns analyze and reflect on personal/professional actions and consequences (success as well as errors), and explore alternative courses of action (focusing on aspects of Teacher Intern behavior that can be strengthened).
5. Insist that Teacher Interns meet the highest standards of verbal and written communication.
6. Insist that Teacher Interns 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 Teacher Interns 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 Teacher Interns to modify learning environments and to explore alternative approaches to classroom management.
9. Emphasize close working relationships with parents and families.
10. Help Teacher Interns maintain positive and collegial relationships with the total school staff.
11. Encourage Teacher Interns 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 Teacher Interns develop high quality program portfolios.
14. Participate in collaborative assessments of Teacher Intern growth (a mid-term checklist, final checklist and final narrative report).

Your Teacher Intern will be more successful if you:

- Introduce the Teacher Intern to the faculty, staff, and parents/families.
- Give the Teacher Intern advice on what to include in a letter of introduction to parents/families.
- Make sure that the building principal gets to meet the Teacher Intern, and, if possible, talk with the Teacher Intern 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 Teacher Intern obtain a photo ID, if required by the school.
- Make sure that the Teacher Intern understands copy machine procedures, limitations, etc.
- Involve the Teacher Intern in creating bulletin boards/displays, furniture arrangements, classroom decorations, etc.
- Review emergency procedures and make sure that Teacher Intern has a clear understanding of responsibilities and authority.
- Give the Teacher Intern 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 Teacher Intern 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 Teacher Intern by pretending that everything is OK if that is not the case.
- Allow the Teacher Intern 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 Teacher Intern to visit other teachers in the school; then talk about and reflect on those visits.
- Support the importance of the Teacher Intern’s degree and program requirements (e.g., lesson planning components, participation in seminars, the professional portfolio, research projects, reflective journals, logs, etc.).

Things Your Teacher Intern 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 Teacher Intern?
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 Teacher Intern 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 Teacher Interns/substitute teachers
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, Teacher Intern 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/Teacher Intern 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. Teacher Intern participation in parent-teacher-student organizations
70. Teacher Intern participation in faculty meetings, association/union meetings
71. Conference procedures, restrictions, expectations, records
72. Teacher Intern role in reporting pupil progress, preparing report cards
73. Requests by school staff for Teacher Intern assistance (clerical, supervisory, etc.)
74. School policies concerning pupil/Teacher Intern 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 Teacher Intern use of media materials
78. Teacher Intern access to school e-mail/internet
79. Policies regarding Teacher Intern observation of/participation in special classes
80. Copy machine protocols, restrictions, paper supply, times, Teacher Intern 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 Teacher Interns?)
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 TEACHER INTERNS

Teacher Interns need personal, professional, and instructional guidance. Teacher Interns are more likely to become competent, reflective teachers when they have honest, sensitive feedback throughout the Teacher Internship experience.

Many Supervising Teachers (Cooperating Teachers and/or Mentor Teachers) are apprehensive about “telling others what to do,” and are reluctant to be too critical of Teacher Interns. Supervising Teachers want their Teacher Interns to succeed. Sometimes Supervising Teachers feel that a Teacher Intern’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 Teacher Intern causes the Supervising Teacher to “soften” a lesson analysis in a desire to protect the feelings of the Teacher Intern. Yet, when surveyed, Teacher Interns consistently express a strong desire for their Supervising Teachers to observe lessons and provide honest, frank feedback.

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

Feedback sessions may be formal or informal. It is important that they occur frequently and that they are arranged when the Supervising Teacher and Teacher Intern are not hurried or likely to be interrupted. The Reflection Sheet can 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. Teacher Intern 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 Teacher Intern comments and establish a non-threatening, supportive atmosphere for more discussion.)

Part two, explaining the steps

The *first* time the Teacher Intern 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 Teacher Intern, 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 Teacher Intern 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, Teacher Intern input

At this point in the conference, the Supervising Teacher asks for the Teacher Intern's input regarding effective techniques/strategies used in the lesson. Supervising Teachers should urge Teacher Interns to identify more than one area of strength. This is important because many Teacher Interns 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 Teacher Intern 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 Teacher Intern 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 Teacher Intern on the defensive. Making open-ended, invitational comments will produce a better understanding of classroom events, and should cause the Teacher Intern to be more receptive to the Supervising Teacher's suggestions for improvement.

Part four, Supervising Teacher input (reinforcement and refinement)

Reinforcement This part of the conference provides the Supervising Teacher the opportunity to identify and reinforce a technique or strategy that was implemented effectively by the Teacher

Intern. It is important to identify instructional strengths and bring the use of these techniques to the conscious level. Teacher Interns 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 Teacher Intern. In deciding which area to select for refinement, it is important for the Supervising Teacher to consider the following:

- What is known about the Teacher Intern?
 - Is the Teacher Intern shy? Overconfident? Insecure?
- What will have the greatest impact on student learning?
- Does the Teacher Intern 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 Teacher Intern. The Supervising Teacher needs to explain its purpose, provide pertinent information about it, model it, check the Teacher Intern’s understanding by mentally and verbally rehearsing, and then encourage the Teacher Intern to practice it.
- Is there high probability that the advice or technique will work?
 - This will create greater self-confidence in the Teacher Intern and will encourage the Teacher Intern to trust the Supervising Teacher’s expertise.

Example (in helping the Teacher Intern 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 Teacher Intern’s self-identified needs while simultaneously targeting the Supervising Teacher’s concerns.

Inexperienced Teacher Interns often perceive only the surface symptoms of a larger problem, and tend to place “blame” on students. For example, a Teacher Intern 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 Teacher Intern see the connection between active involvement and increased on-task student behavior. The Supervising Teacher would “coach” the Teacher Intern to recognize that when students are actively participating they are on-task.

Part five, closure

Teacher Interns 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 Teacher Interns, 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 Teacher Interns 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, Teacher Interns, 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 Teacher Interns 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* Teacher Interns on a regular basis (once each week) and keep

*College of Education
Professional Partners
Creating Environments for Learning*

- documentation.
- ✓ Recommend early intervention strategies (including removal of the Teacher Intern) 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 Teacher Interns.
 - ✓ Develop professional, collegial relationships with school principals and support staff.
 - ✓ Provide guidance to Teacher Interns regarding portfolio preparation and other clinical requirements.
 - ✓ Collaborate with Cooperating Teachers and/or Mentor Teacher and the Teacher Interns 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 TEACHER INTERNS

The Teacher Internship 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 Teacher Internship 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 *WIMU TEMPLATE*

There are several instructional models that can be used for lesson and unit planning. The template is designed to help Interns in the construction of their lesson plans. Since many schools approach lesson design utilizing various terminologies, this framework provides a structure based upon the College of Education's Program Competencies. The design is structured around carefully constructed questions meant to guide the Intern's thinking as they prepare for instruction. Although responding to each question is not essential, they should consider those that are appropriate, practical, and useful for the lesson. The completion of the template is not required for each lesson, but when required (as directed by the University Supervisor), the plan needs to include the basic structures such as context for learning, lesson objectives, Delaware Standards, lesson rationale, instructional strategies, materials and technology, formative assessment, closure and summarizing strategies, summative assessment, analysis of data, and reflections/modifications for future lessons. The template, with guiding questions, is provided in the Appendix.

“SOLO” (FULL RESPONSIBILITY) EXPERIENCES

Some questions arise every semester regarding University and/or state requirements for “soloing” experiences during the Teacher Internship. 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 the Teacher Internship 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, the Teacher Internship) 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 the Teacher Internship, 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 the Teacher Internship or internship, and prior to the completion of the Teacher Internship 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.¹ (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*.

* Delaware Department of Education. (1999). *Delaware Educator Program Approval Committee Working College of Education Professional Partners Creating Environments for Learning*

Our definition of “soloing” is any period of time when a Teacher Intern 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 the Teacher Internship 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. Teacher Interns 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. Teacher Interns 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.

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 Teacher Intern’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 Teacher Intern, providing placement schools with additional options regarding substitute teachers, and providing the opportunity for Teacher Interns 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 (Teacher Intern, 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 Teacher Intern'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 Teacher Interns 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, Teacher Interns 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 Teacher Intern, 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

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

Behavior on the part of the Teacher Intern that violates any school, school district, or University policy, or failure of the Teacher Intern to demonstrate minimum expected competencies could result in immediate termination of the Teacher Intern's placement. In such cases the program coordinator will issue a notice of termination to the Teacher Intern. No refund of tuition or fees will be made to the Teacher Intern, and Wilmington University is under no obligation to the Teacher Intern in terms of program continuation, degree completion, or other Teacher Internship placements. The Teacher Intern 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 the Teacher Internship requirement (logs, units, lesson plans, reflections, projects, units, research papers, professional portfolio, etc.) will result in the

grade of INCOMPLETE for the Teacher Internship. This grade automatically becomes an UNSATISFACTORY grade if all requirements are not met within 60 days.

The Teacher Internship 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, Teacher Interns 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 Teacher Interns permitted to administer, observe, or otherwise participate in any form of corporal (physical) punishment.

Wilmington University Teacher Interns 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.

Under no circumstances are Wilmington University Teacher Interns 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 Teacher Intern is NOT necessarily protected from tort liability.

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

Policy on Teacher Interns Serving as Substitute Teachers

- Wilmington University Teacher Interns will be encouraged (but not required) to register as substitute teachers in their placement districts.
- Wilmington University Teacher Interns may serve as unpaid substitute teachers in the classes in which they are interning, 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 Teacher Interns 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 Teacher Interns 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.
- Teacher Interns who have served as substitute teachers may be required to extend their Teacher Internship placements in order to complete the prescribed number of supervised Teacher Internship 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 Intern holds a position in an approved school/classroom setting and in an environment appropriate for the degree program/area of concentration. Teacher Interns 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 Teacher Intern is required to satisfactorily complete all elements of the clinical semester (portfolio, lesson plans and reflections using the *WilmU Lesson Plan™* 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 Teacher Interns.

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 Teacher Intern'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 Teacher Internship 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.

Format:

Submissions for the portfolio are submitted electronically via the student's Efolio account.

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.

Anyone refusing to complete any competency, regardless of the final average score for the portfolio, will not receive a passing grade. The inclusions listed below must be present for all competencies.

1. For each of the above competencies, you will submit:
 - a. A DESCRIPTION...Briefly describe the competency.
 - b. An ANALYSIS... (was your attempt at meeting the competency successful? Why or why not?)
 - c. A REFLECTION ... (show growth...for you as well as for your students).
 - d. An APPLICATION/ARTIFACT(S)...explain how the artifact(s) provided connect and apply to the competency with which you are working.
 - e. Labeled artifact(s) (proof).

Points to Ponder:

- ✓ Regarding the Wilmington University Program Competencies (Delaware Professional Teaching 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 Teacher Interns 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 the Teacher Internship 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 and may lead to a deduction in points.
- ✓ 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 Teacher Internship experience.
- ✓ Don’t overload your portfolio. Too much is as bad as too little.
- ✓ If you are submitting paper versions of any documents, 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) program reviewers (from accrediting agencies such as NCATE);
- (e) 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 submit your portfolio entries to him/her before the due date. The due date is for all submissions is usually about two weeks before the end of the Wilmington University semester.

How will my portfolio be evaluated?

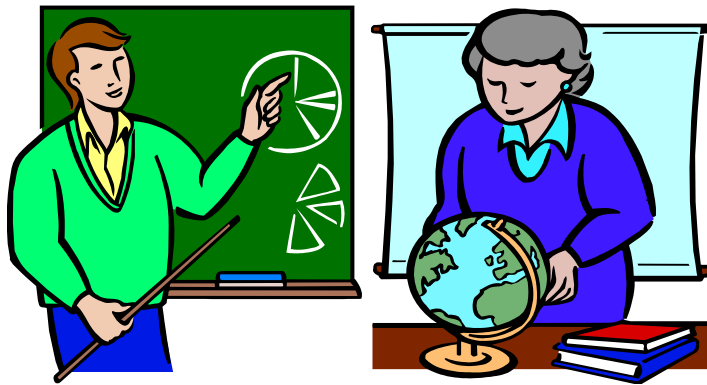
A Clinical Supervisor or faculty member reviews portfolio submissions. The portfolio rubrics are used to evaluate each of the fourteen competencies and are included in this Handbook. An overall or

average rating of at least a Basic for each competency is required for Program Completion. Anyone refusing to complete any competency, regardless of the final average score for the portfolio, will not receive a passing grade.

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

APPENDIX:

BS, MEE, and MAT Program Portfolio Rubrics
MSE Portfolio Information and Rubrics
Clinical Report - Lesson Analysis
Weekly Clinical Report
Mid-Term Evaluation
Action Plan for Improvement
Final Report
Summary Report
Narrative Comments (optional)
WilmU Lesson Plan
Modified Lesson Plan Template
Cooperating Teacher Stipend Form and W-9



**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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
1.1 Understanding of major concepts, principles, and theories central to the discipline/subject. Score: _____ (Whole #'s only)	The candidate was able to clearly describe and give examples of fewer than two major concepts central to the content areas involved in the Teacher Internship experience.	The candidate was able to clearly describe and give examples of two major concepts central to the content areas involved in the Teacher Internship experience.	The candidate was able to clearly describe and give examples of three major concepts central to the content areas involved in the Teacher Internship experience.	The candidate was able to clearly describe and give examples of four major concepts central to the content areas involved in the Teacher Internship experience.	The candidate was able to clearly describe and give examples of five major concepts central to the content areas involved in the Teacher Internship experience (i.e.; use of the scientific method <u>or</u> of process writing in composition, etc.).

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>1.2 Understanding of the dynamic and nature of the discipline content.</p> <p>Score: _____ (Whole #'s only)</p>	The candidate demonstrated little or no understanding of the dynamic and complex nature of the content of the subjects taught in the Teacher Internship experience.	The candidate demonstrated a limited level of understanding of the dynamic and complex nature of the content of the subjects taught in the Teacher Internship experience.	The candidate demonstrated an acceptable level of understanding of the dynamic and complex nature of the content of the subjects taught in the Teacher Internship experience.	The candidate demonstrated a high quality of understanding of the dynamic and complex nature of the content of the subjects taught in the Teacher Internship experience.	The candidate demonstrated a superior understanding of the dynamic and complex nature of the content of the subjects taught in the Teacher Internship experience.
<p>1.3 Understanding of processes of inquiry in the discipline.</p> <p>Score: _____ (Whole #'s only)</p>	The candidate did not demonstrate an understanding of the processes of inquiry central to the content of the subjects taught in the Teacher Internship experience.	The candidate demonstrated a limited level of understanding of the processes of inquiry central to the content of the subjects taught in the Teacher Internship experience.	The candidate demonstrated an acceptable level of understanding of the processes of inquiry central to the content of the subjects taught in the Teacher Internship experience.	The candidate was skillful in demonstrating an understanding of the processes of inquiry central to the content of the subjects taught in the Teacher Internship experience.	The candidate demonstrated a superior understanding of the processes of inquiry central to the content of the subjects taught in the Teacher Internship experience.
<p>1.4 Understanding of relationship of the discipline to other content areas.</p> <p>Score: _____ (Whole #'s only)</p>	The candidate demonstrated an inadequate level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing less than two examples of that relationship.	The candidate demonstrated a limited level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing two examples of that relationship.	The candidate demonstrated an adequate level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing three examples of that relationship.	The candidate demonstrated a 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.	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.

Mean Score: _____

Assessor: _____

(Print Name)

Signature

<p>2.2 Understanding of human development.</p> <p>Score: _____</p>	<p>The candidate demonstrated little or no understanding of human development, including the ranges of individual variation within his/her The Teacher Internship classroom by clearly describing the individual range and by providing <u>less than two</u> examples.</p>	<p>The candidate demonstrated a marginal level of understanding of human development, including the ranges of individual variation within his/her The Teacher Internship classroom, by clearly describing the individual range and by providing <u>two</u> examples.</p>	<p>The candidate demonstrated a reasonable level of understanding of human development, including the ranges of individual variation within his/her The Teacher Internship classroom, by clearly describing the individual range and by providing <u>three</u> examples.</p>	<p>The candidate demonstrated a high quality of understanding of human development, including the ranges of individual variation within his/her The Teacher Internship classroom, by clearly describing the individual range and by providing <u>four</u> examples.</p>	<p>The candidate demonstrated an exceptional understanding of human development, including the ranges of individual variation within his/her The Teacher Internship classroom, by clearly describing the individual range and by providing <u>five</u> examples.</p>
<p>2.3 Understanding of the interaction between student development and learning.</p> <p>Score: _____</p>	<p>The candidate provided <u>less than two</u> examples of learning activities adapted to meet student's developmental differences or needs.</p>	<p>The candidate provided <u>two</u> examples of learning activities adapted to meet student's developmental differences or needs.</p>	<p>The candidate provided <u>three</u> examples of learning activities adapted to meet student's developmental differences or needs.</p>	<p>The candidate provided <u>four</u> examples of learning activities adapted to meet student's developmental differences or needs.</p>	<p>The candidate provided <u>five</u> 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.)</p>

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

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>3.1 Understanding of how students are influenced by individual experiences, talents, prior learning, language, culture, gender, health, family, and community.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate provided less than two examples of how student learning is influenced by: (1) individual experiences, (2) talents, and (3) prior learning, as well as (4) language, culture, (5) gender, (6) health, (7) family, or (8) community.</p>	<p>The candidate provided two examples of how student learning is influenced by: (1) individual experiences, (2) talents, and (3) prior learning, as well as (4) language, culture, (5) gender, (6) health, (7) family, or (8) community.</p>	<p>The candidate provided three examples of how student learning is influenced by: (1) individual experiences, (2) talents, and (3) prior learning, as well as (4) language, culture, (5) gender, (6) health, (7) family, or (8) community.</p>	<p>The candidate provided four examples of how student learning is influenced by: (1) individual experiences, (2) talents, and (3) prior learning, as well as (4) language, culture, (5) gender, (6) health, (7) family, or (8) community.</p>	<p>The candidate provided five examples of how student learning is influenced by: (1) individual experiences, (2) talents, and (3) prior learning, as well as (4) language, culture, (5) gender, (6) health, (7) family, or (8) community.</p>
<p>3.2 Understanding of the different approaches to learning.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated a limited understanding of the differences in approaches to learning and performance by providing less than two examples from the Teacher Internship experience illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).</p>	<p>The candidate demonstrated an adequate understanding of the differences in approaches to learning and performance by providing two examples from the Teacher Internship experience illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).</p>	<p>The candidate demonstrated an adequate understanding of the differences in approaches to learning and performance by providing three examples from the Teacher Internship experience illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).</p>	<p>The candidate demonstrated a strong understanding of the differences in approaches to learning and performance by providing four examples from the Teacher Internship experience illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).</p>	<p>The candidate demonstrated an advanced understanding of the differences in approaches to learning and performance by providing five examples from the Teacher Internship experience illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).</p>
<p>3.3 Understanding of cultural diversity.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate provided less than two examples of cultural diversity and how to incorporate multi-cultural experiences into instruction.</p>	<p>The candidate provided two examples of cultural diversity and how to incorporate multi-cultural experiences into instruction.</p>	<p>The candidate provided three examples of cultural diversity and how to incorporate multi-cultural experiences into instruction.</p>	<p>The candidate provided four examples of cultural diversity and how to incorporate multi-cultural experiences into instruction.</p>	<p>The candidate provided five examples of cultural diversity and how to incorporate multi-cultural experiences into instruction.</p>

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>3.4 Understanding areas of exceptionality in learning.</p> <p>Score: _____ (Whole #'s only)</p>	<p>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.</p>	<p>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).</p>	<p>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).</p>	<p>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).</p>	<p>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).</p>
<p>3.5 Understanding of how to access strategies to support learning for students whose first language is not English.</p> <p>Score: _____ (Whole #'s only)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>3.6 Understanding how to access resources/ services to meet special learning needs.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated minimum understanding about when or how to access appropriate resources or services to meet special learning needs.</p>	<p>The candidate demonstrated limited understanding about when and how to access appropriate resources and services to meet special learning needs.</p>	<p>The candidate demonstrated an appropriate understanding about when and how to access resources and services to meet special learning needs.</p>	<p>The candidate was skillful in demonstrating an understanding about when and how to access resources and services to meet special learning needs.</p>	<p>The candidate demonstrated exceptional skill in understanding about when and how to access resources and services to meet special learning needs.</p>

Mean Score: _____

Assessor: _____

(Print Name)

Signature: _____

*College of Education
Professional Partners
Creating Environments for Learning*

**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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>4.1 Understanding of effective communication techniques.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate provided less than two examples of effective oral, written, non-verbal, and media communication techniques including appropriate assistive technology.</p>	<p>The candidate provided two examples of effective oral, written, non-verbal, and media communication techniques including appropriate assistive technology.</p>	<p>The candidate provided three examples of effective oral, written, non-verbal, and media communication techniques including appropriate assistive technology.</p>	<p>The candidate provided four examples of effective oral, written, non-verbal, and media communication techniques including appropriate assistive technology.</p>	<p>The candidate provided five examples of effective oral, written, non-verbal, and media communication techniques including appropriate assistive technology.</p>
<p>4.2 Understanding of the importance of audience in selecting ways to communicate</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate did not demonstrate an understanding of the importance of audience and purpose when selecting ways to communicate ideas.</p>	<p>The candidate demonstrated an emerging level of understanding of audience and purpose when selecting ways to communicate ideas.</p>	<p>The candidate demonstrated an acceptable level of understanding of audience and purpose when selecting ways to communicate ideas.</p>	<p>The candidate was skillful in demonstrating an understanding of audience and purpose when selecting ways to communicate ideas.</p>	<p>The candidate demonstrated a superior understanding of audience and purpose when selecting ways to communicate ideas.</p>

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>4.3 Understanding of how cultural and gender affects communication.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate did not demonstrate an understanding of how cultural and gender differences affect communication in the classroom by providing less than two examples of differences.</p>	<p>The candidate demonstrated a limited understanding of how cultural and gender differences affect communication in the classroom by providing two examples of differences.</p>	<p>The candidate demonstrated an acceptable level of understanding of how cultural differences affect communication in the classroom. By providing three examples of differences.</p>	<p>The candidate was skillful in demonstrating an understanding of how cultural differences affect communication in the classroom by providing four examples of differences.</p>	<p>The candidate demonstrated an exceptional understanding of how cultural differences affect communication in the classroom by providing five examples of differences.</p>

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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>5.1 Understanding of principles of effective classroom management.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate was able to clearly describe and give examples of fewer than three 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.</p>	<p>The candidate was able to clearly describe and give examples of three 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.</p>	<p>The candidate was able to clearly describe and give examples of four 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.</p>	<p>The candidate was able to clearly describe and give examples of five 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.</p>	<p>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.</p>

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>5.2 Understanding of factors that influence motivation and engagement.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate did not or was unable 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</p>	<p>The candidate was able to clearly describe and give examples of <u>one</u> 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.</p>	<p>The candidate was able to clearly describe and give examples of <u>two</u> 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.</p>	<p>The candidate was able to clearly describe and give examples of <u>three</u> 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.</p>	<p>The candidate was able to clearly describe and give examples of the following <u>four</u> 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.</p>
<p>5.3 Understanding of individual student behavior.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate did not demonstrate an understanding of individual student behavior in the classroom.</p>	<p>The candidate's description, analysis, and reflections demonstrated a limited understanding of individual student behavior in the classroom.</p>	<p>The candidate's description, analysis, and reflections demonstrated an appropriate understanding of individual student behavior in the classroom.</p>	<p>The candidate's description, analysis, and reflections demonstrated a strong understanding of individual student behavior in the classroom.</p>	<p>The candidate's description, analysis, and reflections demonstrated a superior understanding of individual student behavior in the classroom.</p>
<p>5.4 Understanding of how to help students learn to participate effectively in groups and as a community of learners.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate did not demonstrate an understanding of how to create a classroom learning community where students work well independently and in groups.</p>	<p>The candidate demonstrated a marginal understanding of how to create a classroom learning community where students work well independently and in groups.</p>	<p>The candidate demonstrated an acceptable understanding of how to create a classroom learning community where students work well independently and in groups.</p>	<p>The candidate demonstrated a high quality understanding of how to create a classroom learning community where students work well independently and in groups.</p>	<p>The candidate demonstrated an excellent understanding of how to create a classroom learning community where students work well independently and in groups.</p>

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 *WilmU Lesson Plan Template* (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 The Teacher Internship. 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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>6.1 Understanding of major elements of instructional planning.</p> <p>Score: _____ (Whole #'s only)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>6.2 Understanding that effective instructional planning requires alignment of assessment and instruction prior to lesson delivery.</p> <p>Score: _____ (Whole #'s only)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>6.3 Understanding of how to develop long (unit) and short range (lesson) plans.</p> <p>Score: _____ (Whole #'s only)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>6.4 Understanding of how to connect student experiences with education goals in planning.</p> <p>Score: _____ (Whole #'s only)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>6.5 Understanding of how to maximize the participation and engagement of students with disabilities in a general or expanded curriculum.</p> <p>Score: _____ (Whole #'s only)</p>	<p>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.</p>	<p>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.</p>	<p>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 three 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.</p>	<p>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.</p>	<p>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.</p>
---	--	---	---	--	--

Mean Score: _____

Assessor: _____

(Print Name)

(Signature)

***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 The Teacher Internship. 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 The Teacher Internship. 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 The Teacher Internship. 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 The Teacher Internship. 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 The Teacher Internship. 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.

DELAWARE 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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>7.1 Understanding of instructional strategies.</p> <p>Score x 2: _____ (Whole #'s only)</p>	<p>The candidate was able to clearly define and describe and give examples of fewer than two (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.</p>	<p>The candidate was able to clearly define and describe and give examples of two of the five following instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.</p>	<p>The candidate was able to clearly define and describe and give examples of three of the five following instructional strategies: (1) questioning, (2) problem solving, (3) discussion, (4) activation of prior knowledge, and (5) student reflection on learning.</p>	<p>The candidate was able to clearly define and describe and give examples of four of the five following instructional strategies: (1) questioning, (2) problem solving, (3) discussion, (4) activation of prior knowledge, and (5) student reflection on learning.</p>	<p>The candidate was able to clearly define and describe and give examples of the following five instructional strategies: (1) questioning, (2) problem solving, (3) discussion, (4) activation of prior knowledge, and (5) student reflection on learning.</p>

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>7.2 Understanding of relationship between instructional strategies, assessment, and types of learning.</p> <p>Score: _____ (Whole #'s only)</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.).</p>
<p>7.3 Understanding of how instructional materials and technology enhance instruction.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate did not demonstrate an understanding of how instructional materials (including technology) can be used to enhance learning.</p>	<p>The candidate demonstrated a marginal level of understanding of how instructional materials (including technology) can be used to enhance learning.</p>	<p>The candidate demonstrated an acceptable level of understanding of how instructional materials (including technology) can be used to enhance learning.</p>	<p>The candidate demonstrated a high quality understanding of how instructional materials (including technology) can be used to enhance learning.</p>	<p>The candidate demonstrated a superior understanding of how instructional materials (including technology) can be used to enhance learning.</p>

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..

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>8.1 The candidate demonstrates knowledge of measurement theory</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated an unsatisfactory level of knowledge of measurement theory by providing information (relative to the plan) that has <i>at least four factual inaccuracies</i> for all components of the following two elements: (1) <i>explain</i> how the pre-assessment and post-assessment items were (a)</p>	<p>The candidate demonstrated an emerging level of knowledge about measurement theory by providing information that has <i>only three factual inaccuracies</i> for all components of the following two elements: (1) <i>explain</i> how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and</p>	<p>The candidate demonstrated a basic level of knowledge about measurement theory by providing information that has <i>only two factual inaccuracies</i> for all components of the following two elements: (1) <i>explain</i> how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the</p>	<p>The candidate demonstrated a proficient level of knowledge about measurement theory by providing information that has <i>only one factual inaccuracy</i> for all components of the following two elements: (1) <i>explain</i> how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c)</p>	<p>The candidate demonstrated a distinguished level of knowledge about measurement theory by providing <i>accurate</i> information for all components of the following two elements: (1) <i>explain</i> how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the</p>

	fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) <i>reflect</i> on ethical issues of choosing reliable and valid assessments.	(c) appropriate for the learning outcomes; and (2) <i>reflect</i> on ethical issues of choosing reliable and valid assessments.	learning outcomes and (2) <i>reflect</i> ethical issues of choosing reliable and valid assessments.	appropriate for the learning outcomes and (2) reflect on ethical issues of choosing reliable and valid assessments.	learning outcomes and (2) <i>reflect</i> on ethical issues of choosing reliable and valid assessments.
<p>8.2 The candidate demonstrates knowledge of assessment <u>as a means of collecting evidence of student work to support instructional decisions</u> and to report student progress.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated an unsatisfactory level of knowledge of assessment <u>as a means of collecting evidence of student work and data to support instructional decisions</u> by providing information that has <i>at least four factual inaccuracies</i> for all components of the following three elements: (1) explain <i>how</i> the data results were used to (a) monitor pupil progress, (b) identify achievement 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) <i>explain</i> the reporting methods for both pre-post assessments, and (3) <i>reflect</i> on the ethical issues of (a) evaluating</p>	<p>The candidate demonstrated an emerging level of knowledge of assessment <u>as a means of collecting evidence of student work and data to support instructional decisions</u> by providing information that has <i>only three factual inaccuracies</i> for all components of the following three elements: (1) explain <i>how</i> the data results were used to (a) monitor pupil progress, (b) identify achievement 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) <i>explain</i> the reporting methods for both pre-post assessments, and (3)</p>	<p>The candidate demonstrated a basic level of knowledge of assessment <u>as a means of collecting evidence of student work and data to support instructional decisions</u> by providing information that has <i>only two factual inaccuracies</i> for all components of the following three elements: (1) explain <i>how</i> the data results were used to (a) monitor pupil progress, (b) identify achievement gain and pupil difficulties, (c) adjust instruction, (d) provide 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) <i>explain</i> the reporting methods for both pre-post assessments, and (3) <i>reflect</i> on the ethical issues of (a) evaluating</p>	<p>The candidate demonstrated a basic level of knowledge of assessment <u>as a means of collecting evidence of student work and data to support instructional decisions</u> by providing information that has <i>only one factual inaccuracy</i> for all components of the following three elements: (1) explain <i>how</i> the data results were used to (a) monitor pupil progress, (b) identify achievement 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) <i>explain</i> the reporting methods for both pre-post assessments, and (3) <i>reflect</i> on the ethical issues of (a) evaluating student work fairly, (b)</p>	<p>The candidate demonstrated a distinguished level of knowledge of assessment <u>as a means of collecting evidence of student work and data to support instructional decisions</u> by providing <i>accurate</i> information for all components of the following three elements: (1) explain <i>how</i> the data results were used to (a) monitor pupil progress, (b) identify achievement 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) <i>explain</i> the reporting methods for both pre-post assessments, and (3) <i>reflect</i> on the ethical issues of (a) evaluating student work fairly, (b)</p>

	student work fairly, (b) reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.	<i>reflect</i> 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.	student work fairly, (b) reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.	reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.	reporting assessment results accurately, and (c) communicating results to the pupil, guardian or administrator.
<p>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</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated an unsatisfactory level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has <i>at least four factual inaccuracies</i> for all of the following three elements: (1) <i>explain</i> how the pre-assessment strategy was chosen to collect information about a student's prior knowledge and prerequisite skills, (2) <i>explain</i> how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) <i>reflect</i> on a teacher's professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</p>	<p>The candidate demonstrated an emerging level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has <i>only three factual inaccuracies</i> for all of the following three elements:(1) <i>explain</i> how the pre-assessment strategy was chosen to collect information about a student's prior knowledge and prerequisite skills, (2) <i>explain</i> how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) <i>reflect</i> on a teacher's professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</p>	<p>The candidate demonstrated a basic level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has <i>only two factual inaccuracies</i> for all of the following three elements: (1) <i>explain</i> how the pre-assessment strategy was chosen to collect information about a student's prior knowledge and prerequisite skills, (2) <i>explain</i> how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) <i>reflect</i> on a teacher's professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</p>	<p>The candidate demonstrated a proficient level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has <i>only one factual inaccuracy</i> for all of the following three elements: (1) <i>explain</i> how the pre-assessment strategy was chosen to collect information about a student's prior knowledge and prerequisite skills, (2) <i>explain</i> how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) <i>reflect</i> on a teacher's professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</p>	<p>The candidate demonstrated a distinguished level of knowledge of assessment strategies for diagnosis and evaluation by providing <i>accurate</i> information for all of the following three elements: (1) <i>explain</i> how the pre-assessment strategy was chosen to collect information about a student's prior knowledge and prerequisite skills, (2) <i>explain</i> how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) <i>reflect</i> on a teacher's professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies.</p>

<p>8.4 The candidate demonstrates knowledge of how to use the results of assessment to reflect on and modify teaching</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated an unsatisfactory level of knowledge of how to use assessment results by providing information that had <i>at least four factual or data inaccuracies</i> for all of the following three elements: (1) <i>explain</i> whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) <i>explain</i> student outcome on specific objectives, (describe strengths and needs on each objective); and (3) <i>reflect</i> on a teacher's professional responsibility for making appropriate decisions based on data results.</p>	<p>The candidate demonstrated an emerging level of knowledge of how to use assessment results by providing information that has <i>only three factual or data inaccuracies</i> for all of the following three elements: (1) <i>explain</i> whole class outcome on specific objectives, {describe strengths and needs on each objective); (2) <i>explain</i> student outcome on specific objectives, (describe strengths and needs on each objective); and (3) <i>reflect</i> on a teacher's professional responsibility for making appropriate decisions based on data results.</p>	<p>The candidate demonstrated a basic level of knowledge of how to use assessment results by providing information that had <i>only two factual or data inaccuracies</i> for all of the following three elements: (1) <i>explain</i> whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) <i>explain</i> student outcome on specific objectives, (describe strengths and needs on each objective); and (3) <i>reflect</i> on a teacher's professional responsibility for making appropriate decisions based on data results.</p>	<p>The candidate demonstrated a proficient level of knowledge of how to use assessment results by providing information and data results that had <i>only one factual or data inaccuracy</i> for all of the following three elements: (1) <i>explain</i> whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) <i>explain</i> student outcome on specific objectives, (describe strengths and needs on each objective); and (3) <i>reflect</i> on a teacher's professional responsibility for making appropriate decisions based on data results. .</p>	<p>The candidate demonstrated a distinguished level of knowledge of how to use assessment results by providing <i>accurate</i> information and data results for all of the following three elements: (1) <i>explain</i> the overall whole class outcome on specific objectives, (describe group strengths and needs on each learning outcome); (2) <i>explain</i> individual/student outcome on specific objectives, (describe student strengths and needs on each learning outcome); and (3) <i>reflect</i> on a teacher's professional responsibility for making appropriate decisions based on data results.</p>
<p>8.5 The candidate demonstrates knowledge of the purpose and characteristics of different kinds of assessments</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated an unsatisfactory level of knowledge of the <u>purpose</u> and <u>characteristics</u> of six assessment strategies by providing information that has <i>at least four factual inaccuracies</i> for the following items: (1) <i>performance-based assessments</i> (portfolio/rubric); (2) <i>pencil-paper activities</i></p>	<p>The candidate demonstrated an emerging level of knowledge of the <u>purpose</u> and <u>characteristics</u> of six assessment strategies by providing information that has <i>only three factual inaccuracies</i> for the following items: (1) <i>performance-based assessments</i> (portfolio/rubric); (2)</p>	<p>The candidate demonstrated a basic level of knowledge of the <u>purpose</u> and <u>characteristics</u> of six assessment strategies by providing information that has <i>only two factual inaccuracies</i> for the following items: (1) <i>performance-based assessments</i> (portfolio/rubric); (2) <i>pencil-paper activities</i></p>	<p>The candidate demonstrated a proficient level of knowledge of the <u>purpose</u> and <u>characteristics</u> of six assessment strategies by providing information that has <i>only one factual inaccuracies</i> for the following items: (1) <i>performance-based assessments</i> (portfolio/rubric); (2) <i>pencil-paper activities</i></p>	<p>The candidate demonstrated a distinguished level of knowledge by accurately explaining the <u>purpose</u> and <u>characteristics</u> of six different types of assessment strategies (e.g., (1) <i>performance-based assessments</i> (portfolio/rubric); (2) <i>pencil-paper activities</i> (teacher-designed); (3) <i>publisher-designed</i></p>

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

Mean Score: _____

Assessor: _____

(Print Name)

(Signature)

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 The Teacher Internship 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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
9.1 Understanding that reflective practice on teaching is an integral part of professional growth. Score: _____ (Whole #'s only)	Through the reflective practice activity, the candidate did not demonstrate an understanding that reflective practice is an integral part of professional growth in teaching.	Through the reflective practice activity, the candidate demonstrated a limited understanding that reflective practice is an integral part of professional growth in teaching.	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.	Through the reflective practice activity, the candidate demonstrated a strong understanding that reflective practice is an integral part of professional growth in teaching.	Through the reflective practice activity, the candidate demonstrated an excellent understanding that reflective practice is an integral part of professional growth in teaching.
9.2 Understanding of the implications of educational research for teaching practice. Score: _____ (Whole #'s only)	The candidate did not demonstrate an understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.	The candidate demonstrated a marginal understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.	The candidate demonstrated an appropriate understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.	The candidate demonstrated a thorough understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.	The candidate demonstrated a superior understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>9.3 Understanding of methods of inquiry that promote self-assessment and problem solving strategies for reflecting on practice.</p> <p>Score x 2: _____ (Whole #'s only)</p>	<p>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.</p>	<p>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 <u>three of six</u> questions required for analyzing and reflecting on the lesson.</p>	<p>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 <u>four of six</u> questions required for analyzing and reflecting on the lesson.</p>	<p>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 <u>five of six</u> questions required for analyzing and reflecting on the lesson.</p>	<p>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 <u>six</u> questions required for analyzing and reflecting on the lesson. (See Methods of Inquiry below.)</p>

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?**

Teacher Preparation Programs
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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>10.1 Understands school organization and operation as a collaborative construct designed to support student learning and well-being.</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated a limited understanding of cooperation with colleagues through a description of the use fewer than two skills (e.g. active listening, using “I” messages, sharing work load and strategies, serving on academic support teams, using team building strategies) in developing an effective learning climate.</p>	<p>The candidate demonstrated a marginal understanding of cooperation with colleagues through a description of the use of two various skills (e.g. active listening, using “I” messages, sharing work load and strategies, serving on academic support teams, using team building strategies) in developing an effective learning climate for problem solving and the promotion of student learning success.</p>	<p>The candidate demonstrated an appropriate understanding of cooperation with colleagues through a description of the use of three various skills (e.g. active listening, using “I” messages, sharing work load and strategies, serving on academic support teams, using team building strategies) in developing an effective learning climate for problem solving and the promotion of student learning success.</p>	<p>The candidate demonstrated a competent understanding of cooperation with colleagues through a description of the use of four various skills (e.g. active listening, using “I” messages, sharing work load and strategies, serving on academic support teams, using team building strategies) in developing an effective learning climate for problem solving and the promotion of student learning success.</p>	<p>The candidate demonstrated a high level understanding of cooperation with colleagues through a description of the use of five various skills (e.g. active listening, using “I” messages, sharing work load and strategies, serving on academic support teams, using team building strategies, etc.) in developing an effective learning climate for problem solving and the promotion of student learning success.</p>

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>10.2 Understands school interaction as a community and within the larger community</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated a limited understanding of the integral relationship between the school and the community at large with fewer than two 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.)</p>	<p>The candidate demonstrated a promising understanding of the integral relationship between the school and the community at large with two examples of school/community situations that support the promotion of student learning. (e.g. Open House, parent compacts, Family Nights, career events Parent Nights, PTA, home visits, conferences, etc.)</p>	<p>The candidate demonstrated a basic understanding of the integral relationship between the school and the community at large with three examples of school/community situations that support the promotion of student learning. (e.g. Open House, parent compacts, Family Nights, career events Parent Nights, PTA, home visits, conferences, etc.)</p>	<p>The candidate demonstrated a note worthy understanding of the integral relationship between the school and the community at large with four examples of school/community situations that support the promotion of student learning. (e.g. Open House, parent compacts, Family Nights, career events Parent Nights, PTA, home visits, conferences, etc.)</p>	<p>The candidate demonstrated an excellent understanding of the integral relationship between the school and the community at large by providing five examples of school/community situations that support the promotion of student learning. (e.g. Open House, parent compacts, Family Nights, career events, Parent Nights, PTA, home visits, conferences, etc.)</p>

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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>10.1 Understands school organization and operation as a collaborative construct designed to support student learning and well-being.</p> <p>Score: _____ (Whole #'s only)</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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,</p>	<p>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</p>

	strategies, equitably distributing response opportunities, etc.) for establishing an effective climate for problem solving and the promotion of student success in learning.	building strategies, equitably distributing response opportunities, etc.) for establishing an effective climate for problem solving and the promotion of student success in learning.	strategies, equitably distributing response opportunities, etc.) for establishing an effective climate for problem solving and the promotion of student success in learning.	using team building strategies, equitably distributing response opportunities, etc.) for establishing an effective climate for problem solving and the promotion of student success in learning.	strategies, equitably distributing response opportunities, etc.) for establishing an effective climate for problem solving and the promotion of student success in learning.
<p>10.2 Understands school interaction as a community and within the larger community</p> <p>Score: _____ (Whole #'s only)</p>	The candidate demonstrated a limited understanding of the integral relationship between the middle school and its community by describing fewer than <u>two</u> 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 <u>two</u> 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 <u>three</u> 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 note worthy understanding of the integral relationship between the middle school and its community by describing <u>four</u> 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 an excellent understanding of the integral relationship between the middle school and its community by describing <u>five</u> 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.)

Mean Score: _____

Assessor: _____

(Print Name)

(Signature)

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.\

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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>11.1 Understands how to use technological to access and manage information.</p> <p>Score: _____ (Whole #'s only)</p>	<p>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 <u>two</u> systems or software applications. (i.e. database attendance, grade book package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</p>	<p>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 <u>two</u> systems or software applications. (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</p>	<p>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 <u>three</u> systems or software applications. (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</p>	<p>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 <u>four</u> systems or software applications. (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</p>	<p>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 <u>five</u> systems or software applications. (i.e. database attendance, gradebook package, CSI, computer assessment reports, computer portfolios, Excel, Access applications, etc.)</p>

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>11.2 Understands how to integrate technology in instruction to address the needs of students</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated an inferior understanding of the use of technology in instruction to address student learning needs by giving fewer than <u>two</u> examples of instructional technology usage and its correlation to student learning needs.</p>	<p>The candidate demonstrated a promising understanding of the use of technology in instruction to address student learning needs by giving <u>two</u> examples of instructional technology usage and its correlation to student learning needs.</p>	<p>The candidate demonstrated an essential understanding of the use of technology in instruction to address student learning needs by giving <u>three</u> examples of instructional technology usage and its correlation to student learning needs.</p>	<p>The candidate demonstrated a skillful understanding of the use of technology in instruction to address student learning needs by giving <u>four</u> examples of instructional technology usage and its correlation to student learning needs.</p>	<p>The candidate demonstrated an excellent understanding of the use of technology in instruction to address student learning needs by giving <u>five</u> examples of instructional technology usage and its correlation to student learning needs.</p>
<p>11.3 Understands how to review and evaluate technology for instructional value</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated an incomplete understanding of the evaluation of technology for its instruction value based on fewer than <u>two</u> criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</p>	<p>The candidate demonstrated a growing understanding of the evaluation of technology for its instruction value based on at least <u>two</u> criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</p>	<p>The candidate demonstrated a capable understanding of the evaluation of technology for its instruction value based on at least <u>three</u> criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</p>	<p>The candidate demonstrated a skillful understanding of the evaluation of technology for its instruction value based on at least <u>four</u> criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</p>	<p>The candidate demonstrated an exceptional understanding of the evaluation of technology for its instruction value based on at least <u>five</u> criteria. (Ease of access to the user, content validity to the material, immediate scoring function, clarity of material, attractive presentation, etc.)</p>

Mean Score: _____

Assessor: _____

(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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>12.1 Understands school policies and procedures</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate demonstrated an insufficient understanding of school policies and procedures via an inferior description of at least one of the following: school and district handbooks or protocols, administrative bulletins or memoranda, and school board policy documents or meetings.</p>	<p>The candidate demonstrated a marginal understanding of school policies and procedures via a description of at least one of the following: school and district handbooks or protocols, administrative bulletins or memoranda, and school board policy documents or meetings.</p>	<p>The candidate demonstrated a adequate understanding of school policies and procedures via a description of at least two of the following: school and district handbooks or protocols, administrative bulletins or memoranda, and school board policy documents or meetings.</p>	<p>The candidate demonstrated a well-informed understanding of school policies and procedures via a description of at least three of the following: school and district handbooks or protocols, administrative bulletins or memoranda, and school board policy documents or meetings.</p>	<p>The candidate demonstrated an advanced understanding of school policies and procedures via a description of at least <u>four</u> of the following: school and district handbooks or protocols, administrative bulletins or memoranda, and school board policy documents or meetings.</p>

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.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
13.1 Candidate understands the importance of educators as learners. Score: ____	The candidate did not demonstrate an understanding of the importance of the educator as a continual, life-long learner.	The candidate demonstrated an understanding of the importance of the educator as a continual, life-long learner in a less than average way.	The candidate demonstrated an understanding of the importance of the educator as a continual, life-long learner in an average way.	The candidate demonstrated an understanding of the importance of the educator as a continual, lifelong learner in an above average way.	The candidate demonstrated an understanding of the importance of the educator as a continual, life-long learner in distinguished and exceptional ways.
13.2 Candidate understands the importance of sensitivity to context and culture in the school and classroom settings. Score: ____	The candidate did not demonstrate an understanding of the importance of context and culture in the school and classroom	The candidate demonstrated a below average understanding of the importance of context and culture in the school and classroom.	The candidate demonstrated an acceptable understanding of the importance of sensitivity to context and culture in the school and classroom.	The candidate demonstrated an above average understanding of the importance of sensitivity to context and culture in the school and classroom.	The candidate demonstrated a superior understanding of the importance of sensitivity to context and culture in the school and classroom.

13.3 Candidate understands the importance of inquiry, analysis, and reflection in the teaching process. Score: _____	The candidate did not demonstrate an understanding of 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)

**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.**

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
14.1 Understands the elements of a resume’ Score: _____ (Whole #'s only)	The candidate demonstrated an insufficient understanding of the elements of a resume’.	The candidate demonstrated a marginal understanding of the elements of a resume’.	The candidate demonstrated an adequate understanding of the elements of a resume’.	The candidate demonstrated a well-informed understanding of the elements of a resume’.	The candidate demonstrated an advanced understanding of the elements of a resume’.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
<p>14.2 Understands interview questions and responses</p> <p>Score: _____ (Whole #'s only)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The candidate provided five plausible questions. These questions were followed by responses which showed a sophisticated of depth and insight into the candidate's understanding of educational practice.</p>
<p>14.3 Understands the application of their portfolio to the hiring process</p> <p>Score: _____ (Whole #'s only)</p>	<p>The candidate shows an insufficient application of the Teacher Internship experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</p>	<p>The candidate shows a marginal application of the Teacher Internship experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</p>	<p>The candidate shows an ample application of the Teacher Internship experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</p>	<p>The candidate shows a knowledgeable application of the Teacher Internship experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</p>	<p>The candidate shows an advanced application of the Teacher Internship experience by thoroughly describing how he/she would use a program competency/teacher standard during an interview.</p>

Mean Score: _____

Assessor: _____

(Print Name)

(Signature)



WILMINGTON
UNIVERSITY

College of Education

**MASTER OF EDUCATION IN
SPECIAL EDUCATION (MSE)
THE TEACHER INTERNSHIP
PORTFOLIO INFORMATION**

**Professional Partners
Creating Environments for Learning**

8/08



WILMINGTON UNIVERSITY
MASTER IN SPECIAL EDUCATION (MSE)
THE TEACHER INTERNSHIP PORTFOLIO ASSIGNMENT

The Teacher Internship 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 *WilmU Lesson Plan Template* 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

ASSIGNMENT PARAMETERS	HOW PRESENTED IN RESEARCH PAPER	POINTS
<p>Select two (2) students whom have an IEP. Provide background information about student selected.</p> <ul style="list-style-type: none"> ○ Grade Level ○ Disability Classification ○ Reason for Placement 	<p>Students' first names ONLY are used. Describe background information.</p>	Three (3)
<p>Select two (2) IEP goals/objectives/benchmarks PER student.</p>	<p>Describe the IEP goals/objectives/benchmarks chosen in each student's IEP.</p>	Two (2)
<p>Data collection (pre-test) – Do a pre-test to determine students' present level of performance (PLOP) and/or knowledge on the selected goals/objectives.</p>	<p>Give the purpose for administering the assessment. Describe the assessment used. Use a variety of types. Describe when the assessments were administered. Describe how the assessments were administered. 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.</p>	Twenty (20)
<p>Select two (2) IEP goals/objectives/benchmarks PER student to focus on.</p>	<p>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.</p>	Four (4)
<p>Determine the “problem.” What can I as an educator do to (improve/decrease/increase, etc.) the selected learning targets for these students.</p>	<p>Provide a list of ideas you have considered.</p>	Six (6)
<p>Evaluate the ideas.</p>	<p>Provide pros and cons associated with the ideas considered.</p>	Six (6)
<p>Decide which strategies to use and convert them into your research question or hypothesis – “If I implement this strategy ... I anticipate ... will happen.”</p>	<p>Explain (using your pre-test data results) the instructional strategies chosen for each student.</p>	Seven (7)

Implement strategies towards assisting students achieve the selected targets.	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.	Fifteen (15)
Administer a Post-test – This will provide you data about the effectiveness of the strategies implemented. The post-test should use a variety of item types.	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/Were/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.	Fifteen (15)
Analysis/Reflection/Discussion – Did the implemented strategies make a difference (improve/increase/decrease, etc.) on the selected goals/objectives/benchmarks of the selected students?	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?”	Fifteen (15)
Action Plan – What recommendations will I make for the students to have success in the future?	List recommendations for the students' success in the future.	Seven (7)

STRUCTURED EXTERNAL ASSIGNMENT AND CECRAM DATA COLLECTION

COURSE: MSE 8802

TITLE: Student Teaching in Special Education

PROGRAM COMPETENCY 3: Analyze informal and formal assessments used in identifying students with special needs and develop plans to meet educational goals and objectives.

PROGRAM COMPETENCY 5: Plan and implement content lessons that accommodate or adapt for unique needs of individuals with severe and multiple disabilities

GRADUATION COMPETENCY 1: Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them appropriately to one’s field of study; 2: Utilize research methods and findings as they apply to one’s profession; 3: Demonstrate advanced oral and written communication skills; 4. Apply legal and ethical principles to guide professional behaviors and decision making.

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 2: Programs view educators as learners; 7: Programs are standards driven

DELAWARE 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.

COMPETENCY 5 RUBRIC

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
5.1 Understanding of major elements of instructional planning.	The candidate was able to accurately describe and give examples of how to incorporate fewer than	The candidate was able to accurately describe and give examples of how to incorporate two	The candidate was able to accurately describe and give examples of how to	The candidate was able to accurately describe and give examples of how to incorporate	The candidate was able to accurately describe and give examples (in the lesson plans) of how

<p>CEC Standard - Seven Instructional Planning</p> <p>Score: _____</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>5.2 Understanding that effective instructional planning requires alignment of instruction prior to lesson delivery.</p> <p>CEC Standard - Seven Instructional Planning</p> <p>Score: _____</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>5.3 Understanding of how to develop long (unit) and short range</p>	<p>The candidate demonstrated an unsatisfactory* level of</p>	<p>The candidate demonstrated an emerging* level of</p>	<p>The candidate demonstrated a basic* level of understanding</p>	<p>The candidate demonstrated a proficient* level of</p>	<p>The candidate demonstrated a distinguished* level of</p>

(lesson) plans. CEC Standard – Seven Instructional Planning Score:_____	understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.	understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.	of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.	understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.	understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.
5.4 Understanding of how to connect student experiences with education goals in planning. CEC Standard Seven Instructional Planning Score:_____	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.
5.5 The candidate demonstrated an understanding of how to maximize the participation and engagement of students with ELN in a general or expanded program.	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	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	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 three of the following areas: (1) providing equal	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	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, (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.	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.	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.	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.	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.
--	--	---	--	---	---

COMPETENCY 3 RUBRIC

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
3.1 The candidate demonstrates knowledge of measurement theory	The candidate demonstrated an unsatisfactory level of knowledge of	The candidate demonstrated an emerging level of knowledge about	The candidate demonstrated a basic level of knowledge about measurement	The candidate demonstrated a proficient level of knowledge about	The candidate demonstrated a distinguished level of knowledge about

<p>Score: _____</p> <p>CEC Standard Eight Assessment</p>	<p>measurement theory by providing information (relative to the plan) that has <i>at least four factual inaccuracies</i> for all components of the following two elements: (1) <i>explain</i> how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) <i>reflect</i> on the ethical issues of choosing appropriate assessments for measuring pupil progress.</p>	<p>measurement theory by providing information that has <i>only three factual inaccuracies</i> for all components of the following two elements: (1) <i>explain</i> how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) <i>reflect</i> on the ethical issues of choosing appropriate assessments for measuring pupil progress.</p>	<p>theory by providing information that has <i>only two factual inaccuracies</i> for all components of the following two elements: (1) <i>explain</i> how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes and (2) <i>reflect</i> on the ethical issues of choosing appropriate assessments for measuring pupil progress.</p>	<p>measurement theory by providing information that has <i>only one factual inaccuracy</i> for all components the following two elements: (1) <i>explain</i> how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes and (2) <i>reflect</i> on the ethical issues of choosing appropriate assessments for measuring pupil progress.</p>	<p>measurement theory by providing <i>accurate</i> information for all components of the following two elements: (1) <i>explain</i> how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes and (2) <i>reflect</i> on the ethical issues of choosing appropriate assessments for measuring pupil achievement.</p>
<p>3.2 The candidate demonstrates knowledge of assessment as <u><i>a means of collecting evidence of student work to support instructional decisions</i></u> and to report student progress.</p> <p>Score: _____</p> <p>CEC Standard Eight Assessment</p>	<p>The candidate demonstrated an unsatisfactory level of knowledge of assessment <u><i>as a means of collecting evidence of student work and data to support instructional decisions</i></u> by providing information that has <i>at least four factual inaccuracies</i> for all components of the following three elements: (1) <i>explain how</i> the data results were used to (a) monitor pupil progress, (b)</p>	<p>The candidate demonstrated an emerging level of knowledge of assessment <u><i>as a means of collecting evidence of student work and data to support instructional decisions</i></u> by providing information that has <i>only three factual inaccuracies</i> for all components of the following three elements: (1) <i>explain how</i> the data results were used to (a) monitor pupil progress, (b)</p>	<p>The candidate demonstrated a basic level of knowledge of assessment <u><i>as a means of collecting evidence of student work and data to support instructional decisions</i></u> by providing information that has <i>only two factual inaccuracies</i> for all components of the following three elements: (1) <i>explain how</i> the data results were used to (a) monitor pupil progress, (b) identify achievement</p>	<p>The candidate demonstrated a basic level of knowledge of assessment <u><i>as a means of collecting evidence of student work and data to support instructional decisions</i></u> by providing information that has <i>only one factual inaccuracy</i> for all components of the following three elements: (1) <i>explain how</i> the data results were used to (a) monitor pupil progress, (b) identify achievement</p>	<p>The candidate demonstrated a distinguished level of knowledge of assessment <u><i>as a means of collecting evidence of student work and data to support instructional decisions</i></u> by providing <i>accurate</i> information for all components of the following three elements: (1) <i>explain how</i> the data results were used to (a) monitor pupil progress, (b) identify achievement gain and difficulties</p>

	<p>identify achievement 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) <i>explain</i> the reporting methods for both pre-post assessments, and (3) <i>reflect</i> 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.</p>	<p>identify achievement 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) <i>explain</i> the reporting methods for both pre-post assessments, and (3) <i>reflect</i> 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.</p>	<p>gain and pupil difficulties, (c) adjust instruction, (d) provide 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) <i>explain</i> the reporting methods for both pre-post assessments, and (3) <i>reflect</i> 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.</p>	<p>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) <i>explain</i> the reporting methods for both pre-post assessments, and (3) <i>reflect</i> 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.</p>	<p>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) <i>explain</i> the reporting methods for both pre-post assessments, and (3) <i>reflect</i> 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.</p>
<p>3.3 The candidate demonstrates knowledge of assessment strategies for diagnosis and evaluation and reflects on professional responsibilities and practice for choosing appropriate assessment strategies</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

<p>CEC Standard Eight Assessment</p> <p>Score: _____</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>3.4 The candidate demonstrates knowledge of how to use the results of assessment to reflect on and modify teaching</p> <p>CEC Standard Eight Assessment</p> <p>Score: _____</p>	<p>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</p>	<p>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: (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</p>	<p>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)</p>	<p>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: (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</p>	<p>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 the 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</p>

	objective); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results.	objective); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results.	reflect on a teacher’s professional responsibility for making appropriate decisions based on data results.	needs on each objective); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results. .	needs on each learning outcome); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results.
<p>3.5 The candidate demonstrates knowledge of the purpose and characteristics of different kinds of assessments</p> <p>CEC Standard Eight Assessment</p> <p>Score: _____</p>	<p>The candidate demonstrated an unsatisfactory level of knowledge of the <u>purpose</u> and <u>characteristics</u> of six assessment strategies by providing information that has <i>at least four factual inaccuracies</i> for the following items: (1) <i>performance-based assessments</i> (portfolio/rubric); (2) <i>pencil-paper activities</i> (teacher-designed); (3) <i>publisher-designed activities</i> (curriculum-based); (4) <i>observations</i> (checklists, etc.); (5) <i>informal records</i> (anecdotal, narrative, interviews); and (6) <i>standardized assessment activities</i> (reading, language arts, science, or math). (Items are examples.)</p>	<p>The candidate demonstrated an emerging level of knowledge of the <u>purpose</u> and <u>characteristics</u> of six assessment strategies by providing information that has <i>only three factual inaccuracies</i> for the following items: (1) <i>performance-based assessments</i> (portfolio/rubric); (2) <i>pencil-paper activities</i> (teacher-designed); (3) <i>publisher-designed activities</i> (curriculum-based); (4) <i>observations</i> (checklists, etc.); (5) <i>informal records</i> (anecdotal, narrative, interviews); and (6) <i>standardized assessment activities</i> (reading, language arts, science, or math). (Items are examples.)</p>	<p>The candidate demonstrated a basic level of knowledge of the <u>purpose</u> and <u>characteristics</u> of six assessment strategies by providing information that has <i>only two factual inaccuracies</i> for the following items: (1) <i>performance-based assessments</i> (portfolio/rubric); (2) <i>pencil-paper activities</i> (teacher-designed); (3) <i>publisher-designed activities</i> (curriculum-based); (4) <i>observations</i> (checklists, etc.); (5) <i>informal records</i> (anecdotal, narrative, interviews); and (6) <i>standardized assessment activities</i> (reading, language arts, science, or math). (Items are examples.)</p>	<p>The candidate demonstrated a proficient level of knowledge of the <u>purpose</u> and <u>characteristics</u> of six assessment strategies by providing information that has <i>only one factual inaccuracies</i> for the following items: (1) <i>performance-based assessments</i> (portfolio/rubric); (2) <i>pencil-paper activities</i> (teacher-designed); (3) <i>publisher-designed activities</i> (curriculum-based); (4) <i>observations</i> (checklists, etc.); (5) <i>informal records</i> (anecdotal, narrative, interviews); and (6) <i>standardized assessment activities</i> (reading, language arts, science, or math). (Items are examples.)</p>	<p>The candidate demonstrated a distinguished level of knowledge by accurately explaining the <u>purpose</u> and <u>characteristics</u> of six different types of assessment strategies: (1) <i>performance-based assessments</i> (portfolio/rubric); (2) <i>pencil-paper activities</i> (teacher-designed); (3) <i>publisher-designed activities</i> (curriculum-based); (4) <i>observations</i> (checklists, etc.); (5) <i>informal records</i> (anecdotal, narrative, interviews); and (6) <i>standardized assessment activities</i> (reading, language arts, science, or math). (Items listed are examples.)</p>

***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.

**Wilmington University
Clinical Report----Lesson Analysis**

Teacher Intern: _____ **Prog:** _____ **Date:** _____ **Time:** _____

Cooperating Teacher: _____ **School:** _____ **Grade/Subject:** _____

Lesson/Activity: _____

- Distinguished (5) The candidate demonstrated an understanding or a working knowledge of this element 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 (4) The candidate demonstrated an understanding or a working knowledge of this element 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 (3) The candidate demonstrated an understanding or working knowledge of this element 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 (2) The candidate demonstrated an understanding or working knowledge of this element 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 (1) The candidate did not demonstrate an understanding or a working knowledge of this element 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.

DOMAIN	COMPONENT	RATING	COMMENTS
Context for Learning	What is important to know about the students? <ul style="list-style-type: none"> <input type="checkbox"/> Gender, age, diversity, socioeconomic, cultural and ethnic backgrounds? <input type="checkbox"/> Unique characteristics of learners? <input type="checkbox"/> Academic background, prior knowledge, performance levels? <input type="checkbox"/> Student readiness, interests, learning styles? <input type="checkbox"/> How might these factors influence your planning, teaching and assessment? 	1 2 3 4 5	

	(can involve from a few minutes to more than one day)	1 2 3 4 5	
Practice	Instructional Strategies <input type="checkbox"/> What opportunities will you provide for students to practice this new skill? <input type="checkbox"/> What will you have the students do to discover the answers to the Lesson's Essential Question(s)?	1 2 3 4 5	
	Formative Assessment (ongoing) <input type="checkbox"/> How will the students communicate their knowledge? Show what you know? <input type="checkbox"/> How will you use student performance information to modify your lesson? <input type="checkbox"/> How will you gather this information during the lesson?	1 2 3 4 5	
	Time Frame (can involve from a few minutes to more than one day)	1 2 3 4 5	
Closure and Summarizing	Instructional Strategies (Independent Practice, Summarizing Assignment, Independent Application) <input type="checkbox"/> What opportunities will you provide for ALL learners to articulate their learning? Differentiation? <input type="checkbox"/> How will the students reflect on their learning? <input type="checkbox"/> How will you have students answer the lesson's big ideas/essential question(s)? <input type="checkbox"/> How will you have students show their understanding and extend thinking?	1 2 3 4 5	
	Summative Assessment <input type="checkbox"/> What rubric(s) are you using in this lesson? <input type="checkbox"/> How will you ensure that students have a thorough understanding	1 2 3 4 5	

	of the elements in the rubric? Time Frame (can involve from a few minutes to more than one day)	1 2 3 4 5	
Analysis of data, reflections/ modifications for future lessons	How will you use the summative information to plan and make instructional decisions for the next lesson?	1 2 3 4 5	
Materials Needed for the Lesson	<input type="checkbox"/> All materials are listed in detail.	1 2 3 4 5	

_____ Intern's Self-Analysis Completed

University Supervisor's Signature _____ Date _____

Intern's Signature _____ Date _____

This form is completed by Clinical supervisor, Copy to Cooperating Teacher

Program: AS BS MEE MAT MSE

Area of Concentration: 0-2 K-6 6-8 7-12 MSE

Analysis Number: 1 2 3 4 5 6 7 8 9 10 11 12 13 14

**Wilmington University
College of Education
Weekly Clinical Report**

Teacher Intern Name _____ Date _____

School _____ Grade/Subject _____ Time _____

Yes	No	Item	Narrative Comments
		Description/Analysis/ Reflection (DAR) Written	
		Daily Log/Schedule Written	
		Daily Lesson Plans Written	

Description of Lesson/Activity

**Cooperating Teacher Conference/Comments about the Teacher Intern's Progress
(This section will be completed by the Cooperating Teacher)**

Strength(s)	
Area(s) of Focus	

**University Supervisor Comments about the Teacher Intern's Progress
(This section will be completed by the University Supervisor)**

Strength(s)	
Area(s) of Focus	

Cooperating Teacher's Signature _____ Date _____

University Supervisor's Signature _____ Date _____

Teacher Intern's Signature _____ Date _____

MID-TERM EVALUATION FOR TEACHER INTERNS

Intern _____ Date _____

School _____ Cooperating Teacher _____

Subject/Grade Level _____ University Supervisor _____

1 = Unsatisfactory. The Intern 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.

2= Emerging. The Intern 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.

3= Basic. The Intern 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.

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

5 = 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.

RATING*	DOMAIN
	Planning and Preparation Comments:
	The Classroom Environment Comments:
	Instruction Comments:
	Professional Dispositions and Responsibilities Comments:

Teacher Intern Signature

Date

Cooperating Teacher Signature

Date

University Supervisor Signature

Date

*This form is completed by the Cooperating Teacher and University Supervisor. After the form is completed, a three-way conference is held with the Cooperating Teacher, University Supervisor and Teacher Intern. A rating of 2 or below in any area requires an Improvement Plan.

ACTION PLAN FOR IMPROVEMENT

Intern _____ Date _____

School _____ Cooperating Teacher _____

Subject/Grade Level _____ University Supervisor _____

This plan of action is being developed collaboratively by the Intern, the Cooperating Teacher, and the University Supervisor whenever a Intern's performance has not met expectations. The goal is to assist the Intern 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:

Teacher Intern 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 Teacher Intern's progress toward mastery of essential professional competencies. It is expected that a Teacher Intern demonstrate basic levels of understanding and performance in each of the rated areas. The final evaluation form for The Teacher Internship 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**.

1 = Unsatisfactory. The Intern 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.

2= Emerging. The Intern 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.

3= Basic. The Intern 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.

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

5 = 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.

Final Report with Competencies

Teacher Intern _____ Date _____

Evaluator _____ Date _____

1 = Unsatisfactory. The Intern 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.

2= Emerging. The Intern 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.

3= Basic. The Intern 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.

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

5 = 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.

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 Intern ...

- 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 Intern ...

- 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 Intern ...

- 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

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

The Teacher Intern ...

- 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 Intern ...

- 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 Intern ...

- 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 Intern ...

- 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 Intern ...

- 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 Intern ...

- 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 Intern ...

- 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 Intern ...

- 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 Intern ...

- 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 Intern 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 Intern ...

- 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: _____

Teacher Intern's Signature: _____

Summary Report for Wilmington University Teacher Interns

Teacher Intern _____ Semester _____

Degree Program AS BS MEE MAT MSE

School _____ Grade Level/Content Area _____

TEACHING COMPETENCIES

Performance Level

	1	2	3	4	5
	<i>unsatisfactory</i>	<i>emerging</i>	<i>basic</i>	<i>proficient</i>	<i>distinguished</i>
1. Content	1	2	3	4	5
2. Human Development and Learning	1	2	3	4	5
3. Diverse Learners	1	2	3	4	5
4. Communication	1	2	3	4	5
5. Learning Environment	1	2	3	4	5
6. Planning for Instruction	1	2	3	4	5
7. Instructional Strategies	1	2	3	4	5
8. Assessment	1	2	3	4	5
9. Professional Growth	1	2	3	4	5
10. Professional Relationships	1	2	3	4	5
11. Educational Technology	1	2	3	4	5
12. Professional Conduct	1	2	3	4	5
13. Dispositions	1	2	3	4	5
14. Employment	1	2	3	4	5

Evaluator's Signature _____

Title _____ Date _____

Narrative Comments (Optional)

Teacher Intern _____ **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 _____

WILMU

College of Education

Lesson Plan Framework (with Guiding Questions)

This frame is designed to help you in the construction of your lesson plan. Since many schools approach lesson design utilizing various terminologies, this framework provides a structure based upon the College of Education's Program Competencies. The design is structured around carefully constructed questions meant to guide your thinking as you prepare for instruction. Although responding to each question is not essential, you should consider those that are appropriate, practical, and useful for your lesson. You do need to include the basic structures such as context for learning, lesson objectives, Delaware Standards, lesson rationale, instructional strategies, materials and technology, formative assessment, closure and summarizing strategies, summative assessment, analysis of data, reflections/modifications for future lessons.

Lesson Title:

Subject Area/Topic/Grade Level:

Author's Name:

Context for Learning:

What is important to know about the students?

- Gender, age, diversity, socioeconomic, cultural and ethnic backgrounds?
- Unique characteristics of learners?
- Academic background, prior knowledge, performance levels?
- Student readiness, interests, learning styles?

How might these factors influence your planning, teaching and assessment?

Delaware Standards:

- This should include DE Common Core Standards or DE Grade Level Expectations (GLE's).

Lesson Objectives:

- Students will be able to

Lesson Rationale:

Why are you teaching this lesson?

- What are the major concepts, “the big ideas,” the transferrable information in this lesson that makes it worth teaching?
- How does this lesson build on what students already know and are able to do?
- How does this lesson fit into the curriculum?

My classroom students will understand that they are learning these “big ideas” (concepts, transferrable information) because...

Lesson Essential Question(s):

- Open-ended questions designed to guide student thinking and focus instruction on the “big ideas.” **Begin with the Delaware state standards when framing your questions to allow the learner to be thinking about what it is he/she needs to know and be able to do.**

Example:

DE Standard - Photosynthesis and cellular respiration are complimentary processes to the flow of energy and the cycling of matter in ecosystems.

Lesson Essential Question - What is the relationship between photosynthesis and cellular respiration?

Beginning of the Lesson/Orientation:

Instructional Strategies

(Anticipatory Set, Activating Strategies, Mindset or warm-up, content introduction)

- How will you engage your students?
- How will you connect this information to previous experiences that links the concepts to prior knowledge?
- How will you make the lesson(s) relevant to life experiences of your students?
- How will you hold their interest?
- How will you provide them opportunities to think about the “big ideas” in this lesson?

<p>Formative Assessment (ongoing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How are the students demonstrating an understanding of working toward your introductory goals? <input type="checkbox"/> What specific actions do you expect from the students? <input type="checkbox"/> What data will indicate that the students understand? 	
<p>Time Frame</p> <ul style="list-style-type: none"> <input type="checkbox"/> (can involve from a few minutes to more than one day) 	
Presentation of the Lesson:	
<p>Instructional Strategies (Instructional Strategies, Learning Events, Lesson Map)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What new vocabulary, materials, technology resources are being used? <input type="checkbox"/> What learning activities will you have the students do? <input type="checkbox"/> What specific examples will you provide for your students? Scaffolding? Pacing? Scope and sequence? <input type="checkbox"/> What is your estimation of time? <input type="checkbox"/> How will you engage your students? <input type="checkbox"/> What interdisciplinary connections are you addressing? <input type="checkbox"/> How will you utilize technology to enhance your lesson? <input type="checkbox"/> How will you explicitly teach/model or demonstrate the skill/concept/strategy? <input type="checkbox"/> How will you adapt procedures to meet different student learning needs – differentiated instruction, developmental levels and accommodations? 	

Presentation of the Lesson (cont'd):

Formative Assessment (ongoing)

(K-W-L; K-U-D; Q&A; Signaling; EPRT; Think, Pair, Share; Collaborative Pairs; etc.)

- How will you check for understanding? Questioning techniques? Socratic Dialogue?
- How will you prompt your students for assessing their learning – assessment prompts?
- What graphic organizers/mind mapping will you be using?
- How will you organize your classroom learning teams/groups? Size? Roles?
- What rubric(s) will you be using for this lesson? What process will you use to ensure that the students understand the elements in the rubric? (student friendly language, student input in the design).

Time Frame

- (can involve from a few minutes to more than one day)

Practice:

Instructional Strategies

(Learning activities, Guided Practice, Distributed Guided Practice)

- What opportunities will you provide for students to practice this new skill?
- What will you have the students do to discover the answers to the Lesson's Essential Question(s)?

<p>Formative Assessment (ongoing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will the students communicate their knowledge? Show what you know? <input type="checkbox"/> How will you use student performance information to modify your lesson? <input type="checkbox"/> How will you gather this information during the lesson? 	
<p>Time Frame</p> <ul style="list-style-type: none"> <input type="checkbox"/> (can involve from a few minutes to more than one day) 	

Closure and Summarizing:	
<p>Instructional Strategies (Independent Practice, Summarizing Assignment, Independent Application)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What opportunities will you provide for ALL learners to articulate their learning? Differentiation? <input type="checkbox"/> How will the students reflect on their learning? <input type="checkbox"/> How will you have students answer the lesson's big ideas/essential question(s)? <input type="checkbox"/> How will you have students show their understanding and extend thinking? 	
<p>Summative Assessment (Exit Ticket; 3-2-1; Answer EQ)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What rubric(s) are you using in this lesson? <input type="checkbox"/> How will you ensure that students have a thorough understanding of the elements in the rubric? 	

Time Frame <input type="checkbox"/> (can involve from a few minutes to more than one day)	
---	--

Analysis of data, reflections/modifications for future	
How will you use the summative information to plan and make instructional decisions for the next lesson?	

Materials Needed for the Lesson:

REFLECTION SHEET

Teacher/Teacher Intern _____

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? What did they not learn?

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?

Copyright © 1999 by Educational Testing Service.

Permission is Given to photocopy this page for non-commercial, in school use only. Pages in this book without **Permission Given** may not be photocopied or otherwise reproduced in any form without the prior written permission of Educational Testing Service.

DAILY PLANS

Teacher Intern: _____ Date: _____

Cooperating Teacher: _____ Grade/Subject: _____

Content Area: _____

Objective/Essential Question:

Summary of Lesson: _____

Materials Needed: _____

Procedures:

Introduction/Motivation

Methodology

Closure

Assessment:



WILMINGTON UNIVERSITY

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

FOR OFFICE USE ONLY

EVAL RECEIVED: _____ **EVAL RECEIVED BY:** _____

Request for Taxpayer Identification Number and Certification

**Give Form to the
requester. Do not
send to the IRS.**

Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return)	
	Business name/disregarded entity name, if different from above	
	Check appropriate box for federal tax classification (required): <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate	
	<input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____	
	<input type="checkbox"/> Other (see instructions) ▶ _____	
Address (number, street, and apt. or suite no.)		Requester's name and address (optional)
City, state, and ZIP code		
List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number										
			-				-			
Employer identification number										
			-							

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here	Signature of U.S. person ▶	Date ▶
------------------	----------------------------	--------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business.

Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.