



Student Teaching Guide

2014-2015

Goshen College
and
Cooperating School Communities

School Communities

Concord • Bethany Christian • Elkhart • Fairfield • Goshen • Iowa City • Warsaw

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WELCOME TO STUDENT TEACHING!

For many pre-service teachers, this 12-week endeavor is both exciting and daunting. However, with the mentorship of the cooperating teacher and the oversight of the college supervisor, this semester will equip pre-service teachers for professional excellence in their own classrooms.

Collaboration between pre-service teacher, cooperating teacher, and college supervisor is essential for a successful semester. This handbook serves as a helpful guide to ensure understanding of each person's roles and responsibilities. Please review this guide prior to the start of the semester; for clarification on any responsibilities, contact Suzanne Ehst (secondary) or Kathy Meyer Reimer (elementary).

GUIDING PRINCIPLES FOR TEACHER EDUCATION AT GOSHEN COLLEGE

Our teacher education department faculty members seek to graduate teachers who interact with their students and the content they teach in order to construct meaning for living responsibly in a changing world. We therefore invite our teacher education students to...

1. Comprehend the content disciplines to be taught so as to draw relationships a) within disciplines, b) across disciplines, and c) to students' lives.
2. Communicate effectively in a variety of sign systems (e.g., oral, nonverbal, written, and media communication).
3. Build a learning community based on the diversity of students' backgrounds and their learning styles by a) starting from each individual's strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for all students.
4. Flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.
5. Manage a classroom effectively, incorporating principles of peacemaking and positive behavioral supports in a wide variety of settings.
6. Sense a strong call to serve and to nurture students from a social justice perspective.
7. Develop a sense of self as an educational facilitator and leader who continually reflects on their teaching in reference to Goshen College's guiding principles and their own emerging philosophy of education.
8. Establish working and collegial relationships with schools, families, and community agencies to strengthen the learning environment.

GOSHEN COLLEGE PROFESSIONAL EDUCATION UNIT CONCEPTUAL FRAME



**AREA SCHOOL CALENDARS
2014-2015**

School	Opening Workshops	Classes Begin	Fall Recess/ In Service Workshops	Parent-Teacher Conferences
Concord	August 11-12	August 13	October 29-31	Sep 24 - HS Oct 27, 28 – K-8
Bethany	August 5-7	August 8	October 20-24	Oct. 14, 15
Elkhart	August 13-14	August 15	October 20-24	Oct. 15
Fairfield	August 12-13	August 14	Oct. 31	Oct. 30
Goshen	August 5-6	August 7	October 21-25	Sept. 23 – GMS Oct. 7/9 – GMS/GHS Oct. 14, 16 – K-5
Iowa City	August 12-18	August 19		
Warsaw	August 11	August 12	October 23-24	Oct. 21

ASSIMILATION GUIDE

The following framework is only a guide. You will find it helpful in your planning. We expect you to make this schedule fit your context. We are working within a collaborative model where we want the students to benefit from having multiple teachers in the classroom, but keep in mind that we want to have the assurance by week 12 that the candidate can plan, instruct and manage on their own in a classroom.

Week 1	Plan norms, focus on how procedures are taught and community is established, learn about school and classroom environment, work with small groups, assist students, collaborate, evaluate data. Read aloud, walk students to cafeteria, music, etc. Candidate starts to take lead in planning one area of instruction
Week 2	Collaborative lesson planning and teaching with candidate taking the lead in planning and conducting one subject area or period of the day.
Weeks 3 – 6	Collaborative lesson planning and teaching with candidate taking the lead in planning and instructing an added subject area or period of the day each week.
Weeks 7 - 11	Cooperating teacher works as mentor and collaborator; pre-service teacher takes the lead in planning, conducting the day, management, and instruction.
Week 12	Cooperating teacher assumes primary role in planning and instructing. Candidate still plays an active role in classroom working with groups or other ways to support learners. Candidate observes cooperating teacher and other “best practice” teachers in building or in the system.

SUGGESTIONS FOR THE FIRST WEEK OF STUDENT TEACHING

1. Keep records of your preschool workshops and other functions you attend during your student teaching experience for your portfolio.
2. Observe classroom routines, school policies and practices, and instructional resources. Familiarize yourself with the books and materials the teacher and students use.
3. Prepare an introduction of yourself to use in the opening days of school.
4. With the counsel of your cooperating teacher and college supervisor, begin gathering resources for any units you will teach.
5. Learn the names of your students and become acquainted with their strengths and interests.
6. Take initiative to meet administrators and teachers. Toward the end of student teaching you may want to ask an administrator who has gotten to know you to write a reference.
7. Explore special education services available in your school. Will students be included in your classroom as a part of their placement into the least restrictive environment? During your weeks in the school, check to see if you might observe/participate in the special education program.
8. Note those things in writing that particularly interest or surprise you. You are only new to a context for a few days and you want to capture those thoughts. After the first few days it will seem routine and familiar and it will be hard to remember what surprised you.

PRE-SERVICE TEACHER TESTING REQUIREMENTS

You must successfully pass your content assessment test(s) and the appropriate pedagogy test to be eligible for student teaching. Please refer to the Indiana CORE Assessments for Educator Licensure program web site for registration information (www.in.nesinc.com). Questions about the tests should be directed to the administrative assistant in the Education office (535-7440).

ROLE OF THE PRE-SERVICE TEACHER

Welcome to student teaching. What pre-service teachers learn from student teaching depends upon their willingness to work, their eagerness to learn, and their approach to teaching. The following suggestions will increase the effectiveness of your pre-service teaching experience:

1. **Be well prepared by planning thoroughly and reflecting on your teaching.**

- a. **Lesson Planning.** Pre-service teachers are expected to regularly write out lessons and unit plans.
 - (1) Obtain a copy of the type of weekly lesson plan book used by your school. Most schools have extra plan books that they can give to pre-service teachers. This plan book is used to briefly indicate the lessons and plans for each week and to articulate the “big picture” for instructional units. Collaborate with your cooperating teacher to determine individual teaching responsibilities and team-teaching strategies.
 - (2) Each time the college supervisor visits, you must provide them with a focus for observation (page 22) and a copy of the typed plan for the lesson that the supervisor will observe. Prior to each observation visit, complete the Goshen College lesson plan form through the plan of action section. After your supervisor visits, complete the remaining sections of the lesson plan and email the entire form to your college supervisor within 24 hours of the observation. (Pages 20-21 contain the Goshen College lesson plan form.)
 - (3) During the SSTL, you must use the complete lesson plan form for all lessons planned within this unit. The teaching strategies, differentiation, assessment data, and reflections are essential information for your final project (completed during senior seminar).
 - (4) While you do not need to use the full Goshen College lesson plan form every day, you must write detailed plans of action for all lessons that you teach. These plans should be organized in a notebook along with a copy of materials used with students. Make these plans available to your college supervisor when s/he comes for observation visits.
 - (5) Keep your final portfolio in mind. Lesson plans completed in the full Goshen College format make stronger artifacts than mere plans of action.
- b. **Written Reflections.** One of the ways that you will communicate with your college supervisor and keep track of your thinking for your portfolio is via reflective writing. While you are welcome to keep a journal for yourself throughout the term, you will only be required to submit two reflective writings. These will be submitted to your college supervisor via email or as a hard copy. See the calendar for due dates and page 53 for prompts.
- c. **Systematic Study of Teaching and Learning (SSTL).** You will systematically reflect on your teaching and on student learning during a 2-4 week unit that you will teach sometime between September 29 and October 31. This assignment is detailed on page 54.

2. **Continued Development of Portfolio.** Your capstone project is a portfolio of your work that demonstrates your ability to meet Goshen College’s eight Guiding Principles for Teacher Education. **Throughout student teaching, it is your responsibility to gather data for this portfolio, namely Guiding Principles #1, 3, 5, and 8.** You should have submitted documentation for GP #2 in your curriculum studies classes. GP #6 will be met by successful completion of the blog, and GP #4 and #7 will be met through successful completion of the SSTL. You may contact your college supervisor or any teacher education department faculty if you have questions about what information is appropriate to include in the portfolio. This is an essential project in demonstrating your readiness for teacher licensure. A suggested artifact list is included on pages 46-49. A rubric for assessing the quality of your documentation begins on page 69.

3. **Pre-service Teacher/Cooperating Teacher Conferences.** It is expected that the cooperating teacher and the pre-service teacher arrange a regular conference time (e.g., daily or every other day) to discuss plans, student assessment, candidate performance, and problems. Pre-service teachers are to check their teaching plans with the

cooperating teacher in advance. If the cooperating teacher is not regularly observing your teaching, ask him/her to do so and provide feedback to you. Written feedback that focuses on GPs 1, 3, 5, and 8 will be especially helpful to you as you compile your portfolio.

4. **Three-Way Conference: Pre-service Teacher/Cooperating Teacher/College Supervisor.** After your midterm evaluation, you will meet with your cooperating teacher and college supervisor to discuss your progress and to set goals for the remainder of your teaching experience. Your college supervisor will initiate this meeting, which will happen during the week of September 29 – October 3. It is also recommended that a final three-way conference be arranged the week of October 27-31 to discuss your final evaluations.
5. **Preparation for Observations.** Your college supervisor will observe you at least four times. They will initiate contact; it is your responsibility to reply in a timely fashion and to work with your cooperating teacher to secure some time for debriefing after the observation visit. Each time your college supervisor visits, you must complete the **Focus for Observation Form** (page 22) suggesting 1-2 foci around which the college supervisor can concentrate the observation. The college supervisor will then give specific feedback in the written evaluation addressing what most concerns the pre-service teacher based on the information provided. A formal lesson plan should also be provided to the college supervisor the day before the observation, then resubmitted with assessment data and reflection after the observation.
6. **Be informed about your responsibilities.**
 - a. **School and Classroom Policies.** Acquaint yourself with the policies and procedures of the school in general and of the classrooms to which you are assigned.
 - b. **Discipline.** Your disciplinary measures should conform to the instructions of the cooperating teacher and school administrators. As a pre-service teacher, you should recognize the final authority of the cooperating teacher in all matters of classroom procedures.
 - c. **Parent Contact.** As you take over primary teaching responsibilities, parents may contact you with concerns about their students' performance. Respond to parents in a professional and timely manner, and consult with your cooperating teacher about such interactions. Keep track of all contact that you have with parents (by phone or email, in person, at parent/teacher conferences) as portfolio documentation.
7. **Be professional.** As a pre-service teacher, you are a representative of Goshen College and a guest of the cooperating school. Promote desirable public relations between your school and the college.
 - a. **Absences.** If you need to miss a day because of illness, notify both your cooperating teacher and your college supervisor. If you are ill on a day when you have primary teaching responsibilities, provide appropriate sub plans. Absences for personal reasons are discouraged. If it is absolutely necessary to miss for personal reasons, discuss your plans well in advance with your cooperating teacher and college supervisor. Excessive absence for any reason may result in the need to teach beyond the official end date.
 - b. **Time Spent in School.** Most schools require teachers to be at school at specified times before school begins and after pupil dismissal. Often this time is one-half hour. Pre-service teachers are expected to follow the same time schedule as the teachers in the school and are expected to attend faculty meetings and assist in any routine duties of the school for which the cooperating teacher has responsibilities. You are strongly encouraged to engage in extracurricular activities expected of teachers, involving yourself in as many different experiences as possible. If you carpool, arrange your travel times to avoid late arrivals and early departures. Goshen College expects pre-service teachers to arrange and pay for their own transportation.
 - c. **School Calendar.** During the student teaching semester, all pre-service teachers are expected to **observe their school's calendar**. If the college has a day off when schools are in session, you are to report to your school. When classes in the schools are suspended for in-service workshops, teacher work sessions, teacher-parent conferences, etc., all pre-service teachers are expected to participate in the activities planned for teachers.

- d. **Outside Activities.** Your student teaching work takes priority during the semester. Outside activities such as employment or college extra-curricular activities are inadequate excuses for not performing the functions expected of you in your pre-service teacher role. Keep such obligations to a minimum so they do not interfere with optimal pre-service teacher performance. From past experience, we recommend that pre-service teachers take on **no more than 10 hours of co-curriculars per week**. We have found that it is difficult to be successful in your placement if you do so. Coaching contracts and employment opportunities over 10 hours a week must receive written permission from the Director of Secondary or Elementary Student Teaching. You must complete the outside employment/coaching form (page 11) and return it to your Director of Student Teaching by the orientation meeting in August.
 - e. **Substitute Teaching.** If your cooperating teacher is absent during your student teaching, you may not substitute or receive pay for your work. Even if you have primary teaching responsibilities during this time, there must be a paid substitute teacher in the room. The state of Indiana makes exceptions to this policy for non-traditional students in the Transition to Teaching program.
 - f. **Professional Dress.** Pre-service teachers' dress and grooming are to be consistent with the standards established in their assigned schools. Usually these standards are different from college campus standards. It is the responsibility of each pre-service teacher to be sensitive to the standards at her/his particular school. You want to establish yourself as a professional. You also want to represent Goshen College well in the community. We strongly recommend that you remove non-traditional body piercings and cover up tattoos during your student teaching placements.
 - g. **Confidentiality.** You will be privy to confidential information as you teach. It is your responsibility to see that it remains confidential. Do not discuss confidential information (such as grades, student behaviors, IEPs) with those who have no need for it or who might use it improperly. Be aware that even students' family members may not have access to some information about a student. Make home contacts only with the counsel of school personnel.
8. **Make it clear to all that you want to be there!**

PRE-SERVICE TEACHER CALENDAR/CHECKLIST, 2014

August

- ❑ August 1 – By this date, email your cooperating teacher about beginning details; offer to help with preparations prior to any teacher in-service workshops. Confirm dates and times for school responsibilities. If you do not already have a copy of *Teach Like a Champion* by Doug Lemov (required for your two reflective journals), buy this from the campus bookstore.
- ❑ August 5-18 – Teacher in-service workshops. These dates vary with the school communities as do the first days of school. Pre-service teachers are to attend all in-service workshops at their assigned schools.
- ❑ August 18 - Orientation meeting, 4:30-7:00 p.m. in the Koinonia Room (CC 300). College supervisors will meet each pre-service teacher and her/his cooperating teacher to discuss schedules, Goshen College assignments, and communication strategies.
- ❑ August 25 - Final check-in at Goshen College. Look for an email in August from the registrar, confirming check-in times. You must come to campus to physically check in.
- ❑ August 25 - By this point you should have set up a time for daily conferences with your cooperating teacher.
- ❑ Review Guiding Principles #1, 3, 5, and 8 (page 66) and keep them in mind as you continue to collect data for your final portfolio.
- ❑ Organize all lesson plans and copies of materials in a loose-leaf notebook for your cooperating teacher and college supervisor to look over.
- ❑ Arrange your first observation visit with your college supervisor. Submit your written lesson plan (page 20) prior to the visit along with the Focus for Observation form (page 22). Submit a complete Goshen College lesson plan, including data and reflection, after the visit.

September

- ❑ September 2 – Read/review chapters 5-7 in *Teach Like a Champion*. E-mail Journal 1 (page 53) to your college supervisor by this date.
- ❑ September 9 – Systematic Study of Teaching and Learning work session, 4:30-6:00 p.m. in CC 110. This workshop is required and will help you plan your SSTL project.
- ❑ September 23 – Classroom management workshop in Gathering Rooms CC 141-144, 1:00-4:00 p.m. Readings will be posted on Moodle. Bring SSTL pre- and post-tests to Kathy or Suzanne for approval.
- ❑ September 29 – October 31 – Gather data for your Systematic Study of Teaching and Learning (page 54).
- ❑ September 30 – Midterm evaluations due from cooperating teachers and college supervisors. You will be sent evaluation forms via email to complete as a self-evaluation. Return the completed forms electronically to education@goshen.edu.
- ❑ Continue to schedule visits with your college supervisor.

October

- ❑ October 3 – Journal 2 due (page 53) to college supervisor.
- ❑ October 27-31 – Recommended three-way conference to discuss final evaluations.
- ❑ Attend parent/teacher conferences. Continue to keep track of all parent contacts in a parent contact log.
- ❑ Continue to schedule visits with your college supervisor.

November

- ❑ November 3-7 – Work with your cooperating teacher to arrange observations of at least four other teachers in the building. Keep notes on your observations as they will be the substance of a final blog entry.
- ❑ November 7 – Last day in classrooms. Submit final self-evaluations and exit survey. You'll be sent a link to the online survey. You'll be sent an electronic version of the evaluation forms to complete and return electronically to education@goshen.edu.
- ❑ November 10 – TtT licensure workshop in Education Department conference room, 1:00-2:00 p.m.
- ❑ November 10-November 26 – Elementary and Secondary Education Seminars in Gathering Rooms CC 141-144. Reserve 8:00-3:00 daily (exact daily schedule TBA).
- ❑ November 13 – SSTL due.
- ❑ November 18 – Portfolio due.



Outside Employment/Coaching Form

Pre-service teacher _____ Date _____
Supervisor _____ Grade _____
School _____
Cooperating Teacher _____

Place of Employment: _____

Job Title and Brief Description: _____

Specific Work Schedule and Number of Hours Per Week:

I understand that student teaching is a time consuming and stressful experience. I recognize that I must devote significant time and energy fulfilling the duties of my cooperating teacher. Furthermore, I understand that my outside employment/activities may not be used as an excuse for not performing any function expected of me in my student teaching role. (For example, I may not use my work schedule as a reason to not participate in parent/teacher conferences or any mandatory school event for teachers.) Optimal student teaching performance is my goal and I will not let my outside work interfere with student teaching responsibilities; I understand that to do so may seriously jeopardize my ability to complete my portfolio successfully and/or secure a teaching position if licensed.

Pre-service teacher's Signature

Date

The following request has been

_____ approved

_____ denied

_____ approved conditionally with the following conditions:

Director of Student Teaching's Signature

TRANSITION TO TEACHING (TtT)

TtT candidates are not part of the Senior Seminar class from November 10-26. Even so, TtT candidates complete an SSTL and the final capstone portfolio (which includes the SSTL).

The following sessions are required for TtT candidates, as they relate to the SSTL and the portfolio.

1. **Tuesday, September 9** from 4:30-6:30 p.m.: SSTL work session.
2. **Tuesday, September 23** from 1:00-4:00 p.m.: workshop on classroom management, bullying, and GP #5.
3. **Monday, November 10** from 1:00-2:00 p.m: TtT candidates will meet with Kathy Meyer Reimer to talk about licensure.
4. **Friday, November 13** at 9:00 a.m.: submit SSTL pdf report on Moodle. The faculty will assess the SSTLs on Friday afternoon and email you your results over the weekend so you can include the SSTL in your portfolio the following week.
5. **Tuesday, November 18** at 9:00 am: submit portfolio on a flash drive to Barb Swartzendruber in the Teacher Education Office. The faculty will assess the portfolio on Tuesday afternoon and evening and will email your results that evening.

In addition, students in Senior Seminar submit a curriculum and instruction statement (GP#3), classroom management statement (GP#5), and assessment statement (GP#4) for feedback from peers and professors at various points in the seminar. We encourage you to create your own TtT study group and get feedback from each other on those statements prior to including them in your portfolio.

All TtT candidates are welcome to attend any session of our Senior Seminar. The full schedule will be posted on Moodle. Please realize that it is subject to change. Many TtT candidates enjoy participating in the mock interviews with area administrators, tentatively scheduled for Monday afternoon, November 24.

ROLE OF THE COOPERATING TEACHER

We at Goshen College appreciate the willingness of experienced teachers to assume the added responsibilities of mentoring pre-service teachers. You are essential partners in the candidate's professional and personal growth. The following list defines the roles and expectations for the cooperating teacher:

- 1. Atmosphere.**
Create an atmosphere of welcome and cooperation for the "second" teacher in your classroom. Create desk space in your classroom for the pre-service teacher and consider additional tangible ways that you can welcome her/him.
- 2. Orientation to Building, Personnel, Technology, and Procedures.**
Orient the pre-service teacher to the building layout, the staff, and essential school policies. The pre-service teacher should become familiar with the information or procedures for media center materials and equipment, school and classroom technology, teacher's file and guidance office files on students, discipline procedures and attendance responsibilities.
- 3. Materials.**
Provide the pre-service teacher with textbooks, class and school schedules, plan books, handbooks, courses of study, faculty bulletins, and any other relevant materials.
- 4. First Days of Class.**
At the beginning of the semester, allow observation time in order to acclimate the pre-service teacher to the school and students. At the same time, help to establish the pre-service teacher as "the second teacher" in the room. It is advisable to involve the pre-service teacher in assisting and/or assuming some teaching responsibilities during the first week.
- 5. Establishing Expectations.**
At the outset of the student teaching experience, the cooperating teacher and pre-service teacher should discuss questions such as the following:
 - a. In what activities should the pre-service teacher participate while the cooperating teacher is teaching the class?
 - b. How, when, and where should conferences and cooperative planning take place?
 - c. What are the teaching practices that are important to the cooperating teacher and what is negotiable?
 - d. How does the cooperating teacher handle discipline/classroom management?
 - e. What accommodations and services are provided for students with special needs?
 - f. Outside of school, what is each person's preferred method of contact?
- 6. Adding Responsibilities.**
Add teaching responsibilities as the candidate develops poise, confidence, and competence in handling routine matters in the classroom and shows proficiency in teaching. Reference the assimilation guide (page 5), and adapt it to your specific situation, making sure that the pre-service teacher has **at least five weeks of full-time teaching**. During the five full-time weeks, you may still be involved in your classes; however, the pre-service teacher should clearly take the lead on planning and student assessment. During the last week of student teaching, you will gradually resume full teaching responsibilities and provide your pre-service teacher with an opportunity to observe your teaching in light of their experience. During the final week, assist the pre-service teacher in arranging observations of other outstanding teachers in the building or school district.
- 7. Lesson Planning.**
Discuss lesson plans during the first days of student teaching. Agree on the form to be used and on the amount of lead time you would like for lesson plans to be presented to you for review. Then check the pre-service teacher's lesson plans as they come to you, indicating approval or necessary changes. The Goshen College Teacher Education Department has a lesson plan form and a rubric that the pre-service teacher must complete for their formal observation visits (pages 20-21); for daily planning, other lesson plan formats may be used as appropriate.
- 8. Teacher Observations.**
Much learning will happen through daily, informal observations and conversations. However, we strongly encourage you to occasionally make written observations while the pre-service teacher is teaching and to then share them with the pre-service teacher. In addition to candidate learning, these written observations can become

valuable documentation for the pre-service teacher's capstone portfolio. (Observations of Guiding Principles 1, 3, 5, and 8 are especially helpful. See details on pages 46-49.)

9. **Conferences.**

Hold regular conferences with the pre-service teacher. This time is extremely valuable to the pre-service teacher and may include discussing lesson plans; evaluating the pre-service teacher's progress, including guiding the pre-service teacher in achieving competencies and eliminating weaknesses; and encouraging the pre-service teacher to discuss any phase of the student teaching experience. Pre-service teachers expect and value constructive criticism; the cooperating teacher should not hesitate to offer it or make any suggestions for outside reading.

You will also participate in two meetings with your pre-service teacher and the college supervisor. The first will be held as part of the orientation meeting on August 18 and will include time to clarify expectations, establish communication strategies, and discuss assignments. The second conference will occur at midterm after you, the college supervisor, and the pre-service teacher have completed midterm evaluations. This meeting, initiated by the college supervisor, is a time to compare observations about the pre-service teacher's strengths and areas for growth. It is also recommended that a final three-way conference be arranged the week of October 27-31 to discuss your final evaluations. If at any time you think an additional three-way meeting would be useful, please initiate that with the college supervisor and/or the pre-service teacher.

10. **Evaluation.**

In addition to regular, informal feedback, the cooperating teacher provides a formal evaluation two times throughout the semester. Around midterm, you will be prompted to complete a **formative evaluation** of your pre-service teacher using the forms on pages 27-44. Areas marked as "below expectations" or "emerging" become target growth areas for the pre-service teacher.

At the end of the student teaching experience, the cooperating teacher is responsible for three forms of **summative evaluation**. The first is a letter of reference (see page 16). Please type your statement on your school letterhead. The second form of evaluation involves the completion of a checklist and comments regarding the eight Guiding Principles (page 27). The third is a content assessment checklist (pages 29-44). In order to pass student teaching, the candidate must achieve an "on target" level of performance in each area of the final evaluation. Any area marked as "below expectations" or "emerging" will require additional remediation. A rubric to help you further understand characteristics for each of the assessment levels is included on page 69.

11. **Portfolio Artifacts**

The pre-service teacher will be collecting artifacts for her/his licensure portfolio. This is the pre-service teacher's responsibility, but brainstorming, advice, or suggestions of artifacts are always welcomed by the pre-service teacher. Especially helpful is your attestation of the candidate's classroom management ability as described in guiding principle #5.

12. **College Supervisor Visits**

In the beginning, you may choose whether to remain in the room during college supervisor observations. It is advisable to leave during all or part of the latter two visits so that the pre-service teacher can be observed in the solo teaching role. Immediately following the observations, please plan to take over the class so the pre-service teacher and college supervisor have a chance to discuss the observed lesson. This should be between 15-30 minutes. If you have any concerns or questions, please feel free to talk to the college supervisor while she/he is in your building or contact the supervisor via email or phone.

COOPERATING TEACHER CALENDAR/CHECKLIST, 2014

August

- ❑ August 18 – Orientation Meeting, 4:30-7:00 pm in College Mennonite Church, room 300.
- ❑ August 25 – By this point you should have set up a time for daily conferences with your pre-service teacher.

September

- ❑ September 23 – Release pre-service teachers for workshop on campus, 1:00-4:00 pm.
- ❑ September 29 – October 3 – Midterm conference with cooperating teacher, college supervisor and pre-service teacher, initiated by the college supervisor.
- ❑ September 30 - Midterm evaluation due. You will receive a prompt from the Education Department with the appropriate forms to complete and return via email attachment.

October

- ❑ October 27-31 – Recommended three-way conference to discuss final evaluations.

November

- ❑ November 3-7 – Resume full teaching responsibilities.
- ❑ November 7 – Last day in classroom for pre-service teachers.
- ❑ November 14 – Final evaluations and letter of recommendation due. You will receive a prompt from the Education Department with the following forms to complete and return via email attachment:
 - Final evaluation
 - Final content evaluation
 - Student teaching survey (you'll receive a link to this online form)
 - Write a reference letter on your school letterhead (pg. 16) and send it to: Education Department, Goshen College, 1700 S. Main St., Goshen, IN 46526. The reference may be submitted via email attachment as long as the document includes your school's letterhead.

**GUIDELINES FOR COOPERATING TEACHERS
WRITING REFERENCES FOR
PRE-SERVICE TEACHER'S PLACEMENT CREDENTIALS**

The Goshen College Teacher Education faculty requests that each cooperating teacher and college supervisor write a summary statement of his/her pre-service teacher's performance and potential for success as a classroom teacher. Because your statement will become a permanent part of your pre-service teacher's file, it is important that you focus on points of interest to prospective employers. Although constructive criticism is legitimate to include in the reference, it is advisable to only include criticisms that you and your pre-service teacher have discussed in the course of student teaching.

If you wish, you may base your written reference on the Guiding Principles as abbreviated below:

1. Making content connections
2. Communicating effectively
3. Building a learning community
4. Flexibly employing teaching and evaluation strategies
5. Managing a classroom
6. Building a sense of call
7. Reflecting on teaching and learning
8. Establishing community relationships

Please print your statement on your school letterhead and send it to: Teacher Education Department, Goshen College, 1700 S. Main St., Goshen, IN 46526. Alternately, you may email the letter to the department at education@goshen.edu. The statement will go into the pre-service teacher's file as you write it. Student files are open to candidates for review. We strongly recommend that you discuss your reference letter with the candidate.

ROLE OF THE COLLEGE SUPERVISOR

As a college supervisor, you serve as a co-mentor to the teacher education candidate. Additionally, you oversee the relationships between cooperating teachers and candidates and serve as a bridge between the area schools and the Education Department.

1. Observation Visits:

You will formally observe each pre-service teacher at least four times during student teaching. Arrange these visits with the pre-service teacher ahead of time in order to assure that the class periods you visit will provide maximum opportunities to observe the candidate's teaching. It is the pre-service teacher's job to clear the scheduled observations with the cooperating teacher. Whenever possible, request that the cooperating teacher cover class for 15-30 minutes after your visit so that you can debrief with the pre-service teacher immediately following the observation.

For each visit, complete the observation forms on pages 23-24. **After each evaluation, email your completed form to the pre-service teacher, the cooperating teacher, and Barb Swartzendruber (barbjs@goshen.edu) in the teacher education office.** Emailing your form to the cooperating teacher facilitates co-mentoring of the pre-service teacher and fosters conversation in the event that your assessments differ vastly from the cooperating teacher's evaluations.

College supervisor visits often raise pre-service teachers' anxiety. Following are suggestions for managing that anxiety:

- a. Pre-service teachers can view the college supervisor's role as providing information that the pre-service teacher alone may miss. The college supervisor, in this view, is primarily an observer rather than a judge.
- b. If pre-service teachers suggest foci for the college supervisor's visit (page 22) they assume a collaborative role in evaluating their own teaching effectiveness.
- c. Both the pre-service teacher and the college supervisor can use the pre-service teacher's strengths as a starting point for thinking about and discussing teaching effectiveness. College supervisors can also deal directly with needed improvements, but in the context of what the pre-service teacher is already doing well.

2. Lesson Plans and Observation Foci:

Prior to each observation visit, your pre-service teacher should provide you with a copy of her/his lesson, completed in the Goshen College lesson plan format. S/he should also provide you with suggested observation foci (see form on page 22). After each observation, the pre-service teacher will complete the data and reflection sections within 24 hours of the observation and will submit the entire lesson to you for grading. Grade each lesson using the provided rubric.

Each pre-service teacher must also keep a binder of plans for all lessons taught. While these do not need to follow the GC lesson plan form, they should clearly demonstrate consistent planning and thoughtfully sequenced instruction. College supervisors are expected to review lesson plan binders each time they visit. Concerns about daily planning should be raised with the pre-service teacher and/or the cooperating teacher. **The candidate who does not adequately complete these requirements will not pass GP #4.**

3. Collaboration with Cooperating Teacher:

In early August, email the cooperating teacher(s) to introduce yourself, establish an initial connection as co-mentors, and thank them for their work. You will hold a three-way meeting with the cooperating teacher(s) and pre-service teacher(s) twice during the semester. At the orientation meeting in August, you will discuss schedules and clarify Goshen College assignments. At midterm, you will initiate a three-way meeting to discuss the pre-service teacher's progress and to set goals for the second half of the student teaching experience. It is also recommended that a three-way conference be initiated the week of October 27-31 to reflect on the student teaching experience. The cooperating teacher and pre-service candidate should have thoughts about their final evaluations ready for this discussion.

In addition to these meetings, check in informally with the cooperating teacher throughout the semester. This might take the form of brief conversations when you are in the schools, or you might email the cooperating teacher to check in. If you have cause for concern about either the pre-service teacher's performance or the

relationship with the cooperating teacher, please report these to the Director of Secondary or Elementary Education. Timely intervention can keep problems from escalating and can help pre-service teachers make focused improvements toward “on target” teaching practices.

4. **Maximizing Learning through Reflection:**

Student teaching provides numerous opportunities to learn about best ways to teach, about the subjects taught, about oneself, about how religious faith and teaching mesh, and much more. However, pre-service teachers do not learn to teach simply from experiencing teaching. How the pre-service teachers think about and act on those thoughts determines the amount and speed of learning from experience.

To facilitate such reflection and growth, pre-service teachers will complete written reflections as part of each observed lesson (detailed above) and will complete two journals detailed on page 53. These journals should be submitted to you for evaluation by the dates indicated on the calendar, and your responses should affirm, question, and further complicate the candidate’s reflections. While the student teaching semester is graded pass/fail, you are encouraged to request resubmission of journals that do not meet your idea of B-level reflection .

5. **Evaluation:**

In addition to the observation visits, the college supervisor provides a formal evaluation two times throughout the semester. Around midterm, you will be prompted to complete a **formative evaluation** of your pre-service teacher using the forms on pages 27-44. Areas marked as “below expectations” or “emerging” become target growth areas for the pre-service teacher.

At the end of the student teaching experience, the college supervisor is responsible for three forms of **summative evaluation**. The first is a letter of reference (see page 16). Please type your statement on Goshen College letterhead. The second form of evaluation involves the completion of a checklist and comments regarding the eight Guiding Principles (page 27). The third is a content assessment checklist (pages 29-44). In order to pass student teaching, the candidate must achieve an “on target” level of performance in each area of the final evaluation. Any area marked as “below expectations” or “emerging” will require additional remediation. A rubric to help you further understand characteristics for each of the assessment levels is included on page 69.

Throughout the semester, the college supervisor should provide assistance to the candidate in choosing appropriate evidence to be included in the candidate’s licensure portfolio created around the eight Guiding Principles (page 46). Making suggestions regarding items to be included in the portfolio and providing feedback on current entries are both appropriate means of providing this feedback. This assistance is particularly important because it is through the student’s documentation of their performance of the eight Guiding Principles that their licensure will be granted.

Tuesday, November 18 has been scheduled for the reading of portfolios in Schertz Computer Lab, beginning at 4:00 pm. Those who teach in the public school setting should plan to arrive directly after school dismisses. Those who teach on campus should arrange schedules to accommodate the 4:00 time.

At the end of the student teaching semester, please ensure that all electronic student teaching documentation (written observations, graded lesson plans, etc.) has been submitted to the Teacher Education administrative assistant.

COLLEGE SUPERVISOR'S CALENDAR/CHECKLIST, 2014

August

- ❑ August 1-5 – Send introductory e-mail to cooperating teacher(s).
- ❑ August 14 – Secondary college supervisors meeting with Suzanne Ehst, 1:00 p.m., CC 112
- ❑ August 18 – Orientation meeting, 4:30-7:00 p.m. in the Koinonia Room, CC 300.
- ❑ August 25-29 – Make up three-way conference for those who did not attend orientation.
- ❑ By the end of the month, make contact with your pre-service teacher(s) to arrange the first observation.

September

- ❑ September 2 – Receive Journal 1 (page 53).
- ❑ September 8 – Response to Journal 1 due.
- ❑ September 29 – October 3 – Initiate midterm three-way conference between cooperating teacher, college supervisor and pre-service teacher.
- ❑ September 30 – Midterm evaluations due – You'll receive an email prompt with the appropriate forms to complete and return via email. See assessment forms on pages 27-44.
- ❑ Complete Observation Visits #1 & #2 – Check in with cooperating teacher to discuss strengths and areas that may need improvement. Prior to your visit, request lesson plan and observation focus from pre-service teacher. Following your visit, receive and grade the student's lesson plan, complete with data and reflection.
- ❑ Email or phone cooperating teacher for check-in.

October

- ❑ October 3 – Receive Journal 2 (page 53).
- ❑ October 10 – Response to Journal 2 due.
- ❑ October 27-31 – Recommended three-way conference to discuss final evaluations.
- ❑ Check in with candidates to make sure they are on track with their Systematic Study of Teaching and Learning. Ask them if the cooperating teacher is regularly observing them and providing feedback. Plan at least one observation of an SSTL lesson and document target students' responses to instruction.
- ❑ Observation Visits #3 & #4 – Check in with cooperating teacher. Prior to your visit, request lesson plan and observation focus from pre-service teacher. Following your visit, receive and grade the student's lesson plan, complete with data and reflection.

November

- ❑ November 7 – Last day of student teaching. Make sure all observation forms are submitted to the Teacher Education Office. You'll receive an email from the education office with the appropriate final assessment forms. You'll also receive a link to the online exit survey for college supervisors.
- ❑ November 14 – Write a reference letter on GC letterhead for the candidate's placement file and give to the education department administrative assistant.
- ❑ November 14 – Write thank you notes for cooperating teachers and give them to the education department to be sent with the teachers' check.
- ❑ November 18 – Portfolio grading day in Schertz computer lab, starting at 4:00 pm. Read portfolios of candidates in your field.

Lesson Plan for Instruction

Teacher Candidate:
Cooperating Teacher:
College Supervisor:
Date:

I. Contextual Considerations: What do you know about the context: the students, the classroom, the school, the community? Reference academics, socio-economic status, culture, behaviors and/or dispositions. How do these considerations influence your instruction in this particular plan?

II. Student Impact

A. Goal:

- i. Copy and paste the appropriate state or Common Core standards here.
- ii. Micro: **In your own words**, describe 1-2 of your learning objectives or goals. If applicable, identify and summarize alternate IEP goals.
- iii. Macro: Identify the context or larger idea that these smaller objectives connect to or fit within.

B. Assessment:

- i. Formal: How will you know if your students achieved the learning goals? Explain how you will assess this. For example, a pre-quiz or a question series at the beginning, or a post-quiz to illustrate comprehension at the end? Include progress monitoring when applicable.
- AND/OR
- ii. Informal: Explain how you will gauge student learning along the way. Socratic question and answer, walking around to check in with groups, etc.

III. Methods and Instructional Techniques:

- A. Plan of action:** Spell out in great detail your every move, including what you will be doing or saying and what the students will be doing or what will engage the students. Number each of your steps and include time estimations for each step. Attach supplementary materials such as power points, worksheets, quizzes, etc.

In 3-4 sentences explain how your lesson is framed in light of Universal Design for Learning (providing multiple means of representation, expression, engagement) and Response to Intervention (RTI):

- B. Differentiation/Modifications:** Note differentiation and/or modifications you plan to make or had to make for individual students (IEPs, English learners, challenging students, gifted students, etc.). As every class includes some degree of student diversity, this section MAY NOT be left blank.

IV. Data Collection & Analysis of Student Learning:

- A. Data Collected:** What are your data from the assessment in student impact? Include measurable data that indicate student learning or lack thereof to inform your decisions for next steps. If using a data chart, include here.

- B. Data-Based Decision Making:** Based on your data, evaluate what students learned. What might you have done or what will you do differently to increase student learning?

V. Critical Reflection

Reflection: What did you learn from planning, teaching, and assessing this lesson? How will it shape future planning? What organization, management, or instructional approaches might you consider?

Lesson Plan Assessment Rubric

Criteria

I. Contextual Consideration: Include academics, dispositions, behaviors, SES, culture, language issues. How does your contextual information influence your teaching?	Records little to no relevant information. Includes broad general information addressing one factor. No direct connection between contextual variables and how it informs teaching.	Refers in general to students' knowledge, development, experiences or structure of classroom. General connection. No strategic plan.	Identifies specifics about knowledge, development, experiences, and classroom structure. Addresses behaviors and dynamics related to academic engagement, which affect learning. Specific and clear evidence of influence. Direct connection between contextual variables and the lesson plan.
	Not Apparent—0	Present w/Reservations—1	Present-2
II. A. Student impact: Goals and standards. What skills/content will students achieve or work towards?	Vague goals; inappropriate/ irrelevant. No documentation of standards, etc.	Goals are general, yet relevant. Standards included but there is minimal link to macro-learning or macro objective is vague.	Clear, specific and relevant student impact goals are presented. Standards are included with clear micro and macro objectives noted.
	Not Apparent—0	Present w/Reservations—1	Present-2
B. Student Impact: Assessment: formal or informal.	Assessment not related to goals.	General assessments related. Not quantitatively measurable.	Assessments are specific. Constructs are quantitatively measurable and are linked to goals.
	Not Apparent 0	Present w/Reservations 1	Present 2
III.A. Plan of Action: Instruction uses multiple, research-based teaching strategies congruent with understanding and appropriate learning activities.	Insufficient evidence of planning congruent with goals and understanding. Developmentally inappropriate.	General partial planning congruent w/understandings and/or appropriate practice. Lacks managerial details & plans for checking understanding.	Clear, logically organized plan. Content and instructional strategies are clear and congruent with planned understandings and learning goals. Managerial details, as well as plans for checking student understanding included.
	Not Apparent 0-2	Present w/Reservations 3-4	Present 5-6
B. Differentiation & Modifications: Levels of achievement planned; language, culture, exceptionalities considered.	No alternative plan.	Differentiations/modifications exist; Lack connection to student needs or lack relevance.	Differentiations/modifications anticipate possible needs/problems; alternative strategies assist student understanding; plans realistic/relevant. Language, culture, & exceptionalities addressed.
	Not Apparent 0	Present w/Reservations 1	Present 2
IV.A. Data Collection & Analysis of Student Learning: Data collected related to student impact.	No data collected or general, informal data. No measurable outcomes.	Limited data and/or assessment tools do not produce measurable outcomes.	Assessment tools match instructional method and data collected support instruction. Data are observable, measurable, and provide evidence for decision-making.
	Not Apparent 0	Present w/Reservations 1	Present 2
B. Data Analysis and Decision Making. Data informs instruction.	No ideas for instructional change or impact based on irrelevant data.	General description of next steps. Not clear whether decisions are driven by collected data.	Clear, specific detailed description of instructional change or impact based on data.
	Not Apparent 0	Present w/Reservations 1	Present 2
V. Reflection: Includes planning, teaching & assessing, organization & management.	Reflection not specific to lesson. Does not address 3 components.	Limited and general reflections on lesson. Includes 3 components.	Thoughtful ideas or reflection on planning, teaching and assessing. Specific strategies and clear direction.
	Not Apparent 0	Present w/Reservations 1	Present 2

____/20 points

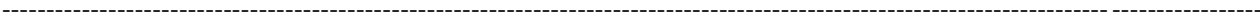


Focus for Observation

Pre-service teacher _____ Date _____
Cooperating Teacher _____ Visit # _____
School _____ Grade Level _____
College Supervisor _____ Subject _____

Area for observation focus: (On what specific guiding principle, which specific students, and/or which specific behaviors should the observer focus?)

List any helpful background information needed:



Focus for Observation

Pre-service teacher _____ Date _____
Cooperating Teacher _____ Grade Level _____
School _____
College Supervisor _____

Area for observation focus: (On what specific guiding principle, which specific students, and/or which specific behaviors should the observer focus?)

List any helpful background information needed:



Pre-Service Teacher Observation

Pre-Service Teacher:
 Cooperating Teacher:
 School:
 College Supervisor:

Date:
 Visit #:
 Grade Level:
 Subject:

Please complete the assessment below. Note that this is not an exhaustive list of performance standards. Please refer to the Goshen College Alignment Matrix and Student Teaching Rubric for assistance with performance standards.

Guiding Principle	Key to Ratings Exemplary = Professional level performance – Beyond expectation and requirements On Target = Meets expectations for pre-professional level Emerging = Indicators present; further growth needed to achieve pre- service level Below expectations = Performance does not meet expectations	Exemplary	On Target	Emerging	Below Expectations	Comments:
#1	Making Content Connections <ul style="list-style-type: none"> Displays solid content knowledge Connects ideas within and between content areas Selects appropriate curricular materials 					
#2	Communicating Effectively <ul style="list-style-type: none"> Models effective verbal communication Exhibits appropriate non-verbal communication Incorporates effective media communication 					
#3	Building a Learning Community <ul style="list-style-type: none"> Shows respect toward student differences Provides for active student engagement Advocates for all students 					
#4	Flexibly Employing Tchg and Eval Strategies <ul style="list-style-type: none"> Varies instructional strategies and teacher’s instructional role Employs student-centered, differentiated instruction Uses formal and informal assessment to inform instruction Utilizes technology to aid instruction Demonstrates careful short- and long-term planning 					
#5	Managing a Classroom <ul style="list-style-type: none"> Creates a positive classroom climate Establishes and communicates clear behavioral expectations Manages, monitors, and responds to the learning environment 					
#6	Building a Sense of Calling <ul style="list-style-type: none"> Provides evidence of multicultural awareness and sensitivity Creates a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation, or disability Displays a spirit of service to students and colleagues 					
#7	Reflecting on Teaching and Learning <ul style="list-style-type: none"> Reflects on teaching to improve performance Seeks out opportunities to grow professionally Collaborates with colleagues to share ideas and support professional growth 					
#8	Establishing Community Relationships <ul style="list-style-type: none"> Fosters collegial relationships with others in the school Establishes respectful communication with families Upholds legal and ethical principles 					

Observation Narrative

Area of focus falls into standard number(s):

1. Making Content Connections
2. Communicating Effectively
3. Building a Learning Community
4. Flexibly Employing Teaching and Evaluation Strategies
5. Managing a Classroom
6. Building a Sense of Calling
7. Reflecting on Teaching and Learning
8. Establishing Community Relationships

ASSESSMENT FOR THE STUDENT TEACHING SEMESTER

The student teaching experience is graded on a pass/fail basis. Evaluation is an integral and continuous experience cooperatively shared by the pre-service teacher, cooperating teacher, and college supervisor. Evaluation takes place in daily and longer range planning and in the final evaluation.

1. Self-Evaluation

The pre-service teacher is to assume responsibility for self-evaluation. The pre-service teacher needs to identify goals for areas where he/she wants to grow during student teaching and then seek feedback from students and supervisors about how adequately these goals are being met. Some find it helpful to film themselves. You are welcome to do this (and you can borrow equipment from ITS-media), but it is not required other than as part of the SSTL project.

Pre-service teachers are to take initiative in asking for feedback from supervisors on their lessons and on the areas that the pre-service teacher has selected as goals for improvement.

Pre-service teachers are to actively participate in the midterm and final evaluation conferences.

Sometime between September 29 and October 31 pre-service teachers are to complete a systematic study of a unit that they teach.

At the end of student teaching, pre-service teachers will complete self-assessments on content knowledge and dispositions, as well as an exit survey. The appropriate forms will be sent from the education office.

2. Evaluation by Cooperating Teachers

Although pre-service teachers are to take initiative in evaluating performance, there will be many times when it is appropriate for supervisors to offer unsolicited information and opinions.

It is important that each supervisor make clear to each pre-service teacher the criteria by which she/he is evaluating the pre-service teacher and how the pre-service teacher stands on these criteria. To be most helpful this should be done formatively throughout the course of the semester, rather than only on the final summative written reference. Regular informal pre-service teacher/cooperating teacher conferences will give ample opportunity for such evaluation. In addition, there are two points of formal evaluation:

Midterm Evaluation: The cooperating teacher will complete a midterm evaluation form (pages 27-44) by September 30 and submit it to the Teacher Education office. A three-way conference will be held to review the written documents.

Final Evaluation: At the end of the semester the cooperating teacher will write a letter of reference (page 16), complete a checklist based on the eight Guiding Principles (page 66-68), and complete a content-area check. This may be shared with the pre-service teacher as a way of reflecting on the semester. The rubric on page 69 will be helpful in assessing the pre-service teacher's performance on the Guiding Principles. **In order for the pre-service teacher to pass student teaching without remediation, the cooperating teacher must be able to confidently mark the pre-service teacher "exemplary" or "on target" in each area of the final assessment.**

3. **Evaluation by College Supervisor**

The college supervisor will confer with the pre-service teacher during or shortly after each school visit. When schedules permit the college supervisor will have a three-way conference with the pre-service teacher and cooperating teacher. In these conferences the college supervisor will seek to help the pre-service teacher evaluate her/himself. At midterm, the college supervisor will complete a formative evaluation and will initiate a three-way conference with the cooperating teacher and pre-service teacher. At the end of the semester the college supervisor will write a letter of reference (page 16), complete a checklist based on the eight Guiding Principles (page 66-68), and complete a content-area check. This may be shared with the pre-service teacher as a way of reflecting on the semester. The rubric on page 69 will be helpful in assessing the pre-service teacher's performance on the Guiding Principles. **In order for the pre-service teacher to pass student teaching without remediation, the college supervisor must be able to confidently mark the pre-service teacher "exemplary" or "on target" in each area of the final assessment.**

4. **Portfolio**

Each pre-service teacher will gather artifacts to document their ability to meet the Education Department's eight guiding principles (page 66-68). An "artifact" is a tangible piece of evidence that demonstrates the candidate's skill and growth in each area. It is recommended that the pre-service teacher provide TWO artifacts for each subpoint. Guiding Principle #2 was completed successfully by most candidates in their curriculum studies courses, and GP #6 will be documented by successful completion of the blog. GPs #4 and #7 will be met through a passing SSTL. Therefore, throughout student teaching, each pre-service teacher should focus on gathering artifacts for GPs #1, 3, 5, and 7. Pre-service teachers may contact the college supervisor or any teacher education department faculty if they have questions about what information is appropriate to include in the portfolio. (See also the suggested artifacts document on page 46-49.) **In order to be eligible for licensure, all pre-service teachers must be marked "exemplary" or "on target" by two raters in each of the eight Guiding Principles.**

Student Teaching Assessment

Your Name: _____ Please Check : Midterm _____ Final _____
 Please Check One: Self-Report _____ College Supervisor _____ Cooperating Teacher _____
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

Please complete the assessment below. Note that this is not an exhaustive list of performance standards and dispositions. Please refer to the Goshen College Alignment Matrix and Student Teaching Rubric for assistance with performance standards and dispositions. For each guiding principle below, please issue two marks: The first evaluates the candidate's knowledge and skill, and the second evaluates the candidate's attitudes and beliefs.

Guiding Principles	Exemplary = <i>In-service performance; beyond expectations</i> On Target = <i>Meets expectations for pre-professional level</i> Emerging = <i>Indicators present; further growth needed to achieve pre-service level</i> Below expectations = <i>Performance below expectations</i>	Exemplary	On Target	Emerging	Below Expectations	Comments: Please include any specific comments about the candidate's skills or dispositions.
#1	Making Content Connections <ul style="list-style-type: none"> • Displays solid content knowledge • Connects ideas within and between content areas • Selects appropriate curricular materials 					
	Candidate values/believes in: <ul style="list-style-type: none"> • Research and theory to inform practice • Remaining abreast of current knowledge 					
#2	Communicating Effectively <ul style="list-style-type: none"> • Models effective verbal communication • Exhibits appropriate non-verbal communication • Incorporates effective media communication 					
	Candidate values/believes in: <ul style="list-style-type: none"> • The importance of communication with families • Timely, professional communication 					
#3	Building a Learning Community <ul style="list-style-type: none"> • Shows respect toward student differences • Provides for active student engagement • Advocates for all students 					
	Candidate values/believes in: <ul style="list-style-type: none"> • Respect for cultural diversity and individual difference • Building on students' strengths 					
#4	Flexibly Employing Teaching and Evaluation Strategies <ul style="list-style-type: none"> • Varies instructional strategies and teacher's instructional role • Employs student-centered, differentiated instruction • Uses formal and informal assessment to inform instruction • Utilizes technology to aid instruction • Demonstrates careful short- and long-term planning 					
	Candidate values/believes in: <ul style="list-style-type: none"> • The need to make curriculum relevant to the learner • Setting high expectations for students • Basing instruction on individual and developmental needs 					
#5	Managing a Classroom <ul style="list-style-type: none"> • Creates a positive classroom climate • Establishes and communicates clear behavioral expectations • Manages, monitors, and responds to the learning environment 					
	Candidate values/believes in: <ul style="list-style-type: none"> • An environment that supports healthy development • The importance of all students' contributions to the classroom 					

Guiding Principles	Exemplary = <i>In-service performance; beyond expectations</i> On Target = <i>Meets expectations for pre-professional level</i> Emerging = <i>Indicators present; further growth needed to achieve pre-service level</i> Below expectations = <i>Performance below expectations</i>	Exemplary	On Target	Emerging	Below Expectations	Comments: Please include any specific comments about the candidate's skills or dispositions.
#6	Building a Sense of Calling <ul style="list-style-type: none"> Provides evidence of multicultural awareness and sensitivity Creates a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability Displays a spirit of service to students and colleagues 					
#7	Reflecting on Teaching and Learning <ul style="list-style-type: none"> Reflects on teaching to improve performance Seeks out opportunities to grow professionally Collaborates with colleagues to share ideas and support professional growth 					
#8	Establishing Community Relationships <ul style="list-style-type: none"> Fosters collegial relationships with others in the school Establishes respectful communication with families Upholds legal and ethical principles 					

Student Teaching Assessment

ASL Secondary Education

Your Name: _____ Please Check : Midterm _____ Final _____
 Please Check One: _____ Self-Report _____ College Supervisor _____ Cooperating Teacher _____
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses <http://www.actfl.org/i4a/pages/index.cfm?pageid=3384>

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	<i>Exemplary = In-Service performance – Beyond expectations</i> <i>On Target = Meets expectations for pre-professional level</i> <i>Emerging = Indicators present; further growth needed to achieve pre-service level</i> <i>Below expectations = Performance below expectations</i>	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The ASL teacher education candidate...</i>					
#1	demonstrates proficiency in the target language; understands the linguistic elements and is able to identify the similarities and differences with other languages. (ACTFL 1)					
#2	understands the cultural underpinnings and integrates this into instructional practice; recognizes the role of literary and cultural texts and is able to interpret such perspectives. (ACTFL 2)					
#3	demonstrates knowledge of language acquisition and the various theories/strategies involved in teaching a foreign language; instructional practices are varied depending on the diverse needs of the learner. (ACTFL 3)					
#4	effectively plans and instructs lessons that are congruent with standards; selects appropriate strategies, content, and technology that meets the needs of all learners. (ACTFL 4)					
#5	organizes the content to engage all students while using the data to effectively create instruction; models appropriate assessment strategies given the content; reflects on student data to drive instruction and reports the data efficiently. (ACTFL 5)					

Signature: _____

Your Name: _____ Please Check : Midterm _____ Final _____
 Please Check One: _____ Self-Report _____ College Supervisor _____ Cooperating Teacher _____
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (<http://www.doe.in.gov/improvement/educator-effectiveness/repa-teacher-standards>)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = In-Service performance – Beyond expectations On Target = Meets expectations for pre-professional level Emerging = Indicators present; further growth needed to achieve pre-service level Below expectations = Performance below expectations	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Business teacher education candidate...</i>					
#1	knows and utilizes a variety of theories and strategies surrounding business, economics, entrepreneurship, and human resources; effectively models and communicates these strategies to facilitate students’ own understanding. (IDOE 1.1, 1.5, 2.1, 2.2, 3.2, 7.1)					
#2	effectively instructs the principles and methods of financial management, accounting, and business math; understands and communicates legal and ethical issues regarding business and personal law. (IDOE 4.1, 4.3, 4.4, 4.10)					
#3	uses various strategies to analyze financial information; effectively implements assessment and analysis in evaluating business, finance, marketing, and economic theories (IDOE 4.4, 4.8, 4.10, 5.10, 6.1, 6.3, 6.6, 7.3, 7.8, 8.1, 8.9)					
#4	develops students’ ability to connect business ideas to other concepts within the field, to other fields, and to real-world situations. Engages students in career development (IDOE 10.1, 10.2, 10.3, 10.4, 10.5)					
#5	selects and uses appropriate technological tools such as spreadsheets, dynamic graphing tools, graphing calculators, data-management software, etc.; helps students effectively and appropriately use such tools. (IDOE 3.4, 3.6, 4.6, 4.8, 5.9, 6.8, 8.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.10, 9.11, 9.12)					

Signature: _____

Student Teaching Assessment Elementary Education

Your Name: _____ Please Check : Midterm Final _____
 Please Check One: Self-Report College Supervisor Cooperating Teacher
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (<http://acei.org/wp-content/uploads/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = <i>In-Service performance – Beyond expectations</i> On Target = <i>Meets expectations for pre-professional level</i> Emerging = <i>Indicators present; further growth needed to achieve pre-service level</i> Below expectations = <i>Performance below expectations</i>	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Elementary education candidate...</i>					
#1	demonstrates competence in reading, writing, and oral language; uses scientifically-based reading research, an understanding of child development, collaborative methods, and an understanding of the needs of English learners to develop students’ language skills. (ACEI 1.0, 2.1, 3.2, 3.5)					
#2	understands and applies mathematical concepts; teaches strategies that develop problem solving and critical thinking and provides many active contexts for children to practice and apply mathematical concepts. . (ACEI 2.3, 3.3, 3.4)					
#3	understands the fundamental concepts of physical, life, and earth/space science; designs and implements age-appropriate inquiry lessons, integrates science concepts across content areas, and helps students apply their knowledge to real-life situations. (ACEI 2.2, 3.1)					
#4	is familiar with the major concepts and modes of inquiry from history, social sciences and geography; models and helps students understand the concepts of democracy, interdependence, and cultural diversity; collaborates with families, colleagues, and agencies outside the school to promote social and civic development for children. (ACEI 2.4, 5.2)					
#5	knows and understands the content and function of the performing and visual arts, human movement, and activity practices of a healthy lifestyle; fosters in students an active and healthy lifestyle and appreciation for, interest in, and participation in the arts. (ACEI 2.5, 2.6, 2.7)					

Signature: _____



Student Teaching Assessment English Secondary Education

Your Name: _____ Please Check : Midterm _____ Final _____
 Please Check One: _____ Self-Report _____ College Supervisor _____ Cooperating Teacher _____
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = <i>In-Service performance – Beyond expectations</i> On Target = <i>Meets expectations for pre-professional level</i> Emerging = <i>Indicators present; further growth needed to achieve pre-service level</i> Below expectations = <i>Performance below expectations</i>	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The English/Language Arts teacher education candidate...</i>					
#1	assists students in analyzing and responding to a variety of texts, including text from multiple genres, time periods, and geographic locations. (NCTE 3.3, 3.5, 4.8, 4.9)					
#2	develops students’ ability to write and speak effectively for a range of purposes and audiences. (NCTE 3.1, 3.2, 3.4, 4.7)					
#3	both models and facilitates the use of standard English grammar while also valuing linguistic diversity in students and promoting respect for cultural differences in language. (NCTE 3.1, 4.4, 4.4)					
#4	teaches students to gather information from a variety of print and non-print sources, critically evaluate sources, synthesize information, and communicate their learning using proper citations. (NCTE 3.4, 3.6)					
#5	promotes positive literacy habits such as delight in language, pleasure reading, reading to inform oneself, critical consumption of media, and communicating in contextually appropriate ways. (NCTE 2.4, 2.6, 3.6, 4.2, 4.6)					

Signature: _____

Student Teaching Assessment Health Secondary Education

Your Name: _____ Please Check : Midterm _____ Final _____
 Please Check One: _____ Self-Report _____ College Supervisor _____ Cooperating Teacher _____
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses <http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#AAHE>

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = In-Service performance – Beyond expectations On Target = Meets expectations for pre-professional level Emerging = Indicators present; further growth needed to achieve pre-service level Below expectations = Performance below expectations	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Health teacher education candidate...</i>					
#1	knows the theoretical foundations of health behavior and promotes health and safety; understands behaviors that compromise health and demonstrates the knowledge of disease etiology and prevention. (AAHE I)					
#2	understands and collects the necessary data to create school health curriculum; is able to collect and analyze student data to provide valid and reliable instruction. (AAHE II, III)					
#3	designs a logical scope and sequencing of curriculum using multiple strategies for diverse learners; learning objectives are measurable with accurate scoring rubrics, instructional strategies promote (AAHE III, IV, V)					
#4	advocates for health education; communicates clearly in language consistent with health terminology; effectively demonstrates professionalism in the field. (AAHE VIII)					
#5	demonstrate the ability to be a resource to the academic environment for health issues; have the ability to plan and coordinate a program that is conducive to the school and/or populations served. (AAHE VI, VII)					

Signature: _____

Student Teaching Assessment

Instrumental and General Music K-12 Education

Your Name: _____ Please Check : Midterm Final
 Please Check One: Self-Report College Supervisor Cooperating Teacher
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (<http://www.doe.in.gov/educatorlicensing/pdf/FineArtsInstrumentalandGeneral.pdf>)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate's content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = <i>In-Service performance – Beyond expectations</i> On Target = <i>Meets expectations for pre-professional level</i> Emerging = <i>Indicators present; further growth needed to achieve pre-service level</i> Below expectations = <i>Performance below expectations</i>	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Instrumental and General Music teacher education candidate...</i>					
#1	prepares thoroughly for rehearsals and classes by selecting appropriate warm-ups, studying repertoire, planning technique-building exercises that are related to the repertoire, and planning for assessment of individual and group performance. (Indiana Music Standard 7)					
#2	incorporates various age-appropriate rehearsal methods that address technique, musicianship, music history and theory, and expression/interpretation. (Standards 1, 2, 5, and 9)					
#3	effectively models and coaches musical skills, including vocal performance, instrumental performance, reading music, notating music, and improvisation. (Standards 1-5)					
#4	selects and effectively conducts/teaches varied repertoire from a variety of cultures, time periods, and styles. (Standards 6, 9)					
#5	demonstrates competence in music history and theory and conveys their importance to students. (Standards 5, 9)					

Signature: _____

Student Teaching Assessment

Journalism Secondary Education

Your Name: _____ Please Check : Midterm Final _____
 Please Check One: Self-Report College Supervisor Cooperating Teacher
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses <http://www.doe.in.gov/improvement/educator-effectiveness/rep-a-teacher-standards>

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

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Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = In-Service performance – Beyond expectations On Target = Meets expectations for pre-professional level Emerging = Indicators present; further growth needed to achieve pre-service level Below expectations = Performance below expectations	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Journalism teacher education candidate...</i>					
#1	understands the history of media, speech, legal policies and issues surrounding the media in society; possesses the skills for analyzing and evaluating media based on behaviors, opinions, and cultural/social norms. (IDOE 1, 2, 3)					
#2	possesses a comprehensive skillset for gathering and evaluating information; understands credibility, motives, reliability, etc.; effectively integrates and organizes information in a coherent means. (IDOE 3, 4)					
#3	understands and communicates effectively the various skills needed for journalism; clearly instructs on forms and functions of writing, methods of organization, approaches to topics, and editing of material; encompasses areas of student media to engage students (IDOE 5, 6, 8)					
#4	knows and instructs appropriate design and production of media, including photography, technology, art, and written components (IDOE 7)					
#5	possesses strategies to support inclusive instruction for diverse learners; able to effectively differentiate and foster student learning; uses multiple assessments to ascertain learning. (IDOE 9)					

Signature: _____



Student Teaching Assessment

Mathematics Secondary Education

Your Name: _____ Please Check : Midterm _____ Final _____
 Please Check One: _____ Self-Report _____ College Supervisor _____ Cooperating Teacher _____
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (<http://www.ncate.org/LinkClick.aspx?fileticket=ePLYvZRCuLg%3d&tabid=676>)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = <i>In-Service performance – Beyond expectations</i> On Target = <i>Meets expectations for pre-professional level</i> Emerging = <i>Indicators present; further growth needed to achieve pre-service level</i> Below expectations = <i>Performance below expectations</i>	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Mathematics teacher education candidate...</i>					
#1	knows and utilizes a variety of strategies to solve mathematical problems; effectively models and communicates these strategies to facilitate students’ own problem-solving abilities. (NCTM 1.1, 1.2, 3.1, 8.8)					
#2	uses the language of the field fluently to express ideas; deliberately fosters students’ ability to explain their mathematical reasoning using appropriate terminology. (NCTM 3.2, 3.4)					
#3	uses various types of mathematical representations and instructional strategies to develop and deepen students’ mathematical understanding. (NCTM 5.1, 5.2, 5.3, 8.7)					
#4	develops students’ ability to connect mathematical ideas to other concepts within the field, to other fields, and to real-world situations. (NCTM 1.3, 4.1, 4.2)					
#5	selects and uses appropriate technological tools such as spreadsheets, dynamic graphing tools, graphing calculators, data-management software, etc.; helps students effectively and appropriately use such tools. (NCTM 6.1)					

Signature: _____

Your Name: _____ **Please Check :** Midterm _____ Final _____
Please Check One: _____ Self-Report _____ College Supervisor _____ Cooperating Teacher _____
Grade Level: _____ **School:** _____
Pre-Service Teacher: _____ **Date:** _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (<http://www.ncate.org/LinkClick.aspx?fileticket=97DXdjAmO48%3d&tabid=676>)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate's content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = In-Service performance – Beyond expectations On Target = Meets expectations for pre-professional level Emerging = Indicators present; further growth needed to achieve pre-service level Below expectations = Performance below expectations	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Physical Education teacher education candidate...</i>					
#1	plans instruction to include a high degree of physical activity time and/or high opportunities to respond; plans all elements of lessons carefully to maximize student participation (e.g., equipment is ready, transitions are thought through, groupings and teams are intentionally planned). (NASPE 3.1, 3.2, 3.3, 3.4)					
#2	coaches all students in physical activity using effective instructional cues, questioning techniques, and demonstrations; is able to teach a variety of physical activities—including both physical skill and strategy—effectively. Applies relevant concepts from physiology, biomechanics, motor learning and development when instructing/coaching students. (NASPE 1.1, 1.2, 1.3, 2.1, 2.3, 4.2)					
#3	provides accurate, prescriptive feedback on critical elements related to motor skills, strategy, and fitness activities. (NASPE 1.2, 1.3, 1.5, 4.3)					
#4	monitors and manages the class with students' emotional and physical safety at the fore. (NASPE 4.4, 4.5, 4.6)					
#5	motivates students to understand and value personal health and wellness; believes that all students deserve equal opportunity to improve their fitness and skill levels. (NASPE 2.2, 3.4, 3.5, 3.6, 6.1)					

Signature: _____

Student Teaching Assessment Science Secondary Education

Your Name: _____ Please Check : Midterm _____ Final _____
 Please Check One: _____ Self-Report _____ College Supervisor _____ Cooperating Teacher _____
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (www.nsta.org)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	<i>Exemplary = In-Service performance – Beyond expectations</i> <i>On Target = Meets expectations for pre-professional level</i> <i>Emerging = Indicators present; further growth needed to achieve pre-service level</i> <i>Below expectations = Performance below expectations</i>	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Science teacher education candidate...</i>					
#1	knows and utilizes a variety of strategies to articulate science concepts and applications; effectively models and communicates these strategies to facilitate students’ own inquiry abilities. (NSTA 1, 3, 5)					
#2	uses the concepts of the field fluently to express ideas; deliberately fosters students’ ability to effectively distinguish between science and non-scientific issues enabling them to make decisions and take actions regarding global issues related to the field of science and technology. (NSTA 2, 4)					
#3	develops and implements effective curriculum that incorporates contemporary practices to effectively engage diverse learners in the exploration of science content. (NSTA 1, 5, 6)					
#4	develops students’ ability to connect scientific ideas to other concepts within the field, to other fields, and to real-world situations. (NSTA 2, 4)					
#5	organizes safe and effective learning environments that promote the welfare and respect of living things. (NSTA 9)					

Signature: _____

Student Teaching Assessment

Social Studies Secondary Education

Your Name: _____ Please Check : Midterm Final _____
 Please Check One: Self-Report College Supervisor Cooperating Teacher
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = <i>In-Service performance – Beyond expectations</i> On Target = <i>Meets expectations for pre-professional level</i> Emerging = <i>Indicators present; further growth needed to achieve pre-service level</i> Below expectations = <i>Performance below expectations</i>	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Social Studies teacher education candidate...</i>					
#1	ensures that the historical information they present is accurate, according to the standards of the profession; presents various perspectives on the same aspect of history; references the sources of the information presented and prompts students to critically evaluate the reliability of source material. (NSCC 1-5)					
#2	helps students understand and apply key historic concepts such as chronology, causality, change, and conflict; guides students in using processes of historical inquiry to better understand the past and its relationship to the present. (NCSS II)					
#3	demonstrates understanding of and models respect for diverse cultures both within the United States and around the world; fosters in students an understanding of culture as a system of knowledge, values, traditions, and beliefs that is often manifested in behaviors, foods, arts, and customs. (NCSS I, IX)					
#4	develops students’ understanding of a range of economic and socio-political systems with appropriate emphasis on domestic institutions, government, and economy. (NCSS V, VI, VII, X)					
#5	elps students conceptualize the world in spatial terms and enables students to use and interpret various representations of the earth’s physical features, resources, and regions. (NCSS III)					

Signature: _____

Student Teaching Assessment

Spanish Secondary Education

Your Name: _____ Please Check : Midterm _____ Final _____
 Please Check One: _____ Self-Report _____ College Supervisor _____ Cooperating Teacher _____
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses <http://www.actfl.org/i4a/pages/index.cfm?pageid=3384>

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = In-Service performance – Beyond expectations On Target = Meets expectations for pre-professional level Emerging = Indicators present; further growth needed to achieve pre-service level Below expectations = Performance below expectations	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The SPANISH teacher education candidate...</i>					
#1	demonstrates proficiency in the target language; understands the linguistic elements and is able to identify the similarities and differences with other languages. (ACTFL 1)					
#2	understands the cultural underpinnings and integrates this into instructional practice; recognizes the role of literary and cultural texts and is able to interpret such perspectives. (ACTFL 2)					
#3	demonstrates knowledge of language acquisition and the various theories/strategies involved in teaching a foreign language; instructional practices are varied depending on the diverse needs of the learner. (ACTFL 3)					
#4	effectively plans and instructs lessons that are congruent with standards; selects appropriate strategies, content, and technology that meets the needs of all learners. (ACTFL 4)					
#5	organizes the content to engage all students while using the data to effectively create instruction; models appropriate assessment strategies given the content; reflects on student data to drive instruction and reports the data efficiently. (ACTFL 5)					

Signature: _____



Student Teaching Assessment TESOL K-12 Education

Your Name: _____ Please Check : Midterm _____ Final _____
 Please Check One: _____ Self-Report _____ College Supervisor _____ Cooperating Teacher _____
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (http://www.tesol.org/s_tesol/bin.asp?CID=219&DID=13040&DOC=FILE.PDF)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = In-Service performance – Beyond expectations On Target = Meets expectations for pre-professional level Emerging = Indicators present; further growth needed to achieve pre-service level Below expectations = Performance below expectations	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The TESOL teacher education candidate...</i>					
#1	knows major theories and instructional practices related to language acquisition and uses this knowledge to facilitate English language learning among students. (TESOL 1.b)					
#2	demonstrates mastery of the English language, including standard grammar, syntax, and phonology, and is able to model and communicate this understanding effectively to students. (TESOL 1.a)					
#3	uses multiple, effective instructional strategies and resources to facilitate students’ development of reading, writing, listening, and speaking skills; is able to differentiate instruction for various levels, from beginner to advanced. (TESOL 3.a, 3.b, 3.c)					
#4	plans and implements culturally sensitive instruction; helps students understand United States’ cultural and educational norms while valuing the diverse cultures of students. (TESOL 2.a)					
#5	uses a variety of valid assessment tools and techniques to measure students’ language development and to inform instruction. (TESOL 4.b, 4.c)					

Signature: _____

Student Teaching Assessment Theater Secondary Education

Your Name: _____ Please Check : Midterm _____ Final _____
 Please Check One: _____ Self-Report _____ College Supervisor _____ Cooperating Teacher _____
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (<http://www.doe.in.gov/improvement/educator-effectiveness/repa-teacher-standards>)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = In-Service performance – Beyond expectations On Target = Meets expectations for pre-professional level Emerging = Indicators present; further growth needed to achieve pre-service level Below expectations = Performance below expectations	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Theater teacher education candidate...</i>					
#1	knows and utilizes a variety of techniques to write and analyze scripts; effectively communicates using theater terminology in a way that engages students in inquiry surrounding the history and cultural contexts of theater. (IDOE 1, 5)					
#2	understands and instructs multiple methods of acting including vocal and physical techniques; utilizes the fundamental methods when casting and coaching wherein students effectively direct theatrical performances in safe and positive environments (IDOE 2, 3)					
#3	develops and implements effective curriculum that incorporates contemporary practices to effectively engage diverse learners in the exploration of theatrical performance, stage design, and directing. (IDOE 2, 3, 4, 7)					
#4	engages students in the process of inquiring and discovery understanding the multiple roles that theater occurs in everyday life; models effective skills in communication, collaboration, and critical thinking. (IDOE 6)					
#5	organizes and implements instruction that promotes student understanding and effectively assesses theater content; effectively instructs techniques for technology and activities that promote student understanding of content (IDOE 7)					

Signature: _____

Student Teaching Assessment

Vocal and General Music K-12 Education

Your Name: _____ Please Check : Midterm Final _____
 Please Check One: Self-Report College Supervisor Cooperating Teacher
 Grade Level: _____ School: _____
 Pre-Service Teacher: _____ Date: _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (<http://www.doe.in.gov/educatorlicensing/pdf/FineArtsVocalandGeneralMusic.pdf>)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = <i>In-Service performance – Beyond expectations</i> On Target = <i>Meets expectations for pre-professional level</i> Emerging = <i>Indicators present; further growth needed to achieve pre-service level</i> Below expectations = <i>Performance below expectations</i>	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Vocal and General Music teacher education candidate...</i>					
#1	prepares thoroughly for rehearsals and classes by selecting appropriate warm-ups, studying repertoire, planning technique-building exercises that are related to the repertoire, and planning for assessment of individual and group performance. (Indiana Music Standard 7)					
#2	incorporates various age-appropriate rehearsal methods that address technique, musicianship, music history and theory, and expression/interpretation. (Standards 1, 2, 5, and 9)					
#3	effectively models and coaches musical skills, including vocal performance, instrumental performance, reading music, notating music, and improvisation. (Standards 1-5)					
#4	selects and effectively conducts/teaches varied repertoire from a variety of cultures, time periods, and styles. (Standards 6, 9)					
#5	demonstrates competence in music history and theory and conveys their importance to students. (Standards 5, 9)					

Signature: _____

Student Teaching Assessment

Visual Art K-12 Education

Your Name: _____ **Please Check :** Midterm _____ Final _____
Please Check One: _____ *Self-Report* _____ *College Supervisor* _____ *Cooperating Teacher* _____
Grade Level: _____ **School:** _____
Pre-Service Teacher: _____ **Date:** _____

When completing the content-area assessment, please reference the description of the four-point evaluation scale below. For more information on the five criteria for assessment, please reference the related standards in parentheses (<http://www.doe.in.gov/educatorlicensing/pdf/FineArtsVisualArts.pdf>)

Exemplary: Candidate demonstrates outstanding content knowledge and resourcefulness in the stated area. Related instructional strategies are innovative and expertly selected and implemented to facilitate student learning. Overall performance in this area is at the level of an in-service teacher.

On-Target: Candidate demonstrates content knowledge that is accurate, broad, and deep. Related instructional strategies are valid, diverse, and generally lead to valuable student learning. Overall performance in this area is not at in-service level but clearly shows competence.

Emerging: Candidate’s content knowledge in this area may be flawed or insufficient, though there is some evidence of knowledge and understanding. Related instructional strategies may be insufficiently conceptualized and yield limited evidence of authentic student learning. Overall performance in this area needs improvement to be at target level.

Below Expectations: Candidate demonstrates little understanding of the content to be taught and shows minimal initiative to address her/his own knowledge gaps in this area. Instructional strategies are poorly planned and delivered, and likely yield student disengagement. Overall performance in this area is unacceptable.

	Exemplary = <i>In-Service performance – Beyond expectations</i> On Target = <i>Meets expectations for pre-professional level</i> Emerging = <i>Indicators present; further growth needed to achieve pre-service level</i> Below expectations = <i>Performance below expectations</i>	Exemplary	Target	Emerging	Below Expectations	Comments:
	<i>The Visual Art teacher education candidate...</i>					
#1	exposes students to significant works of art from a variety of eras and cultures and effectively describes the works’ relationship to history and culture. (IDOE 3.1, 3.2, 3.3, 3.4)					
#2	effectively describes, analyzes, and interprets works of art using the language of the discipline and facilitates in students the ability to do the same. (IDOE 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4)					
#3	demonstrates competence and understanding in a variety of media and nurtures students’ ability to create artwork that adheres to principles of design and self-expression. (IDOE 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)					
#4	builds students’ skills through sequenced instruction/assignments and through teacher-, peer-, and self-evaluation. (IDOE 2.1, 2.2, 2.3, 2.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)					
#5	helps students connect the visual arts to other content areas and real-world situations; promotes the arts as a valuable discipline. (IDOE 4.1, 4.2, 4.3, 4.4, 4.5)					

Signature: _____

PORTFOLIO GUIDANCE SHEET

The purpose of your final teaching portfolio is to demonstrate to an outside group of raters (composed of experienced educators) that you have achieved a significant measure of competence as outlined by Goshen College’s Eight Guiding Principles for Teacher Education. It is the capstone project towards obtaining a teacher’s license. Raters will carefully evaluate your rationales and artifacts, determining whether or not you have reached the required on-target rating for each Guiding Principle.

The following are requirements for successfully demonstrating competency for each sub-point:

1. Each sub-point should include one rationale and two pieces of evidence. It is advisable that one piece of evidence be something you have generated (a lesson plan, a unit plan, an assessment, etc.). It is usually best if the other piece of evidence is an attestation from someone else, noting your competence in the particular area. These usually include evaluations from your cooperating teacher, college supervisor, or former professors.
Outside attestation is especially crucial for documentation of GP #5, classroom management.
2. Your rationale statements should demonstrate your best professional writing. Aim for about two paragraphs in length, and attend to both concision and precision in your language. Incorporate language from the sub-point into your rationale and bold any relevant key words. Think of your rationale statements as brief arguments for your competence in each given area.
3. Clearly label your artifacts, and on longer documents highlight the relevant sections referenced in your rationale. Remove all identifying information of both you and all students from each artifact.
4. Your two artifacts should immediately follow the related rationale statement. Convert your entire document into a PDF. (If needed, you can scan documents to a digital file in the education office.) When you submit your portfolio on a flash drive there should be eight separate folders, one for each guiding principle. For example, the folder labeled GP#1 should have just four PDF documents labeled 1a, 1b, 1c, and 1d.

	Guiding Principle	Notes
GP # 1	Making Content Connections	See “Suggested Artifacts for Portfolios,” Student Teaching Guide, pp.46-49.
GP # 2	Communicating Effectively	Completed in spring curriculum class. Consult with Barb to be sure you received an on-target rating.
GP # 3	Building a Learning Community	See “Suggested Artifacts for Portfolios,” Student Teaching Guide, pp. 46-49.
GP # 4	Flexibly Employing Teaching and Evaluation Strategies	Include a copy of your SSTL report. The SSTL shows evidence of meeting both GP#4 and GP#7.
GP # 5	Managing a Classroom	Use data from SSTL as evidence, as well as survey data from journal #2. This GP requires attestation from your cooperating teacher and/or college supervisor.
GP # 6	Building a Sense of Calling	This is your blog, started in earlier education courses. All blog postings must have received a B or higher. Your last blog entry should be completed during the last week of student teaching: Observe four master teachers and reflect on what is masterful about their teaching practice in a minimum of 500 words total. Include your blog URL.
GP # 7	Reflecting on Teaching and Learning	The SSTL is your evidence of meeting GP#7. See guidelines for GP #4, above.
GP # 8	Establishing Community Relationships	See “Suggested Artifacts for Portfolios,” Student Teaching Guide, pp. 46-49.



Suggested Artifacts for Portfolios Demonstrating Competence on Guiding Principles

WHAT IS AN ARTIFACT?

An artifact is any piece of evidence that can be used to document an acceptable level of competence for a guiding principle. Most items you use will come from your student teaching experience (lesson plans, observations, learner work samples, etc.), but you may also use prior graded coursework. Save everything. A letter from a parent, a handout from a workshop, or a note from a colleague can be valuable documentation for your portfolio.

Confidentiality

When including student work, please black out or delete learners' names. Confidentiality should be maintained as defined by FERPA (Family Education Rights and Privacy Act of 1974). If you identify learners in photos, reflections, journals, etc. use first names only. Do not include pre-service teachers' names on artifacts for anonymity and confidentiality.

Evidence Tips

- **Lesson Plans:** Highlight areas of evidence that you are addressing in your rationale.
- **Student Work Samples:** Include the lesson plan or directions for the assignment.
- **Field Trips and Assemblies:** Taking leadership in planning a field trip or assembly can be strong evidence. If your primary role is to chaperone, there will most likely be little valuable documentation for your portfolio.
- **Anecdotal Observations:** Do not solicit informal written anecdotes from your colleagues. If someone provides you with a note or you have written professional communication generated by your daily teaching duties, this may be used. Third party attestations of your competence are especially strong when coupled with a second artifact that you have generated.
- **Observations from Cooperating Teacher:** If you establish a regular written communication system (dialogue journal, etc.) evidence may be taken from the teacher's written comments to you. If your cooperating teacher offers oral feedback on a lesson, you may ask her/him to write this down and sign it as evidence.

GUIDING PRINCIPLE #1 - (INTASC Standard #1)

Making Content Connections – We seek to graduate teachers who comprehend the content disciplines to be taught in order to draw relationships a) within disciplines, b) between disciplines, and c) to students' lives.

Element	Possible Evidence
a. Displays solid content knowledge	College transcripts Praxis I and II scores
b. Understands learning differences and selects developmentally appropriate content for instruction.	Lesson plans Lit II tutoring plans RTI
c. Approaches content through multiple representations and sequences appropriately. Links ideas to prior learning and to learners' experiences	Lesson plans and unit plans Presentations and labs Concept map Observations from cooperating teacher and college supervisor
d. Evaluates resources/curriculum materials for accuracy, comprehensiveness and usefulness for representing ideas and concept.	Lesson plans – materials used Unit plans List of resources evaluated for SSTL Curriculum evaluation completed during coursework

GUIDING PRINCIPLE #2 - (INTASC Standard #6)

Communicating Effectively – We seek to graduate teachers who communicate effectively in a variety of sign systems; e.g. oral, nonverbal, written, and media communication.

Element	Possible Evidence
a. Models effective oral and written communication skills	Videotape of your teaching Graded papers from previous coursework Graded feedback from an Oral Comm speech or other speech Observation notes from college supervisor and cooperating teacher
b. Utilizes nonverbal communication effectively to manage and instruct.	Videotape of your teaching Attestation from cooperating teacher or college supervisor
c. Facilitates discussion and uses questioning	Lesson plans with questions used or planning for discussion

techniques to stimulate learning.	Videotape of small group discussion with students
d. Respects cultural and gender differences in language, communication styles, and nonverbal teaching behaviors	Lesson plan detailing material selection that breaks down stereotypes Observation notes from cooperating teacher Journal discussing incident in classroom related to culture or gender difference and how it was handled Lesson plans that show particular awareness of EL/cultural issues Case study Video/audiotape and analysis of class
e. Uses a variety of media and technology to enhance learning	Lesson plans detailing effective use of technology Observation notes from college supervisor and cooperating teacher Products created by candidates for student learning use

GUIDING PRINCIPLE #3 - (INTASC Standards #2, 3, 7)

Building a Learning Community—We seek to graduate teachers who build a learning community based on the diversity of students’ backgrounds and their learning styles by a) starting from each individual’s strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for all students.

Element	Possible Evidence
a. Creates an environment where differences are respected.	Attestation from cooperating teacher or college supervisor Lesson plans IEP or individual behavior plans
b. Facilitates learner interactions with local and global issues.	Attestation from cooperating teacher or college supervisor Lesson plans Unit plans
c. Provides for active engagement, manipulation and evaluation of ideas and materials. Encourages learners to assume responsibility for shaping their learning tasks.	Lesson plans illustrating hands-on learning Unit plan Projects showing student inquiry Videotape analysis of teaching Student work samples
d. Plans instruction to include learners from all backgrounds to facilitate success. Advocates to meet the needs of learners and to enact systemic changes.	Lesson plans Attestation from cooperating teacher or college supervisor Correspondence with school personnel Notes from IEP or parent meeting

GUIDING PRINCIPLE #4 - (INTASC Standard #4, 8)

Flexibly Employing Teaching and Evaluation Strategies – We seek to graduate teachers who flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.

Element	Possible Evidence
a. Employs short- and long-term planning to appropriately sequence experiences in multiple modes of instruction to meet students’ needs.	SSTL (if passed) will cover this
b. Carefully chooses/evaluates alternative teaching strategies/materials that achieve different instructional purposes and meet students’ needs.	
c. Selects and implements research-based best practice to enhance learning.	
d. Links developmental characteristics to instructional strategies that meet learners’ current needs in each domain (cognitive, social, emotional, moral, cultural and physical).	
e. Teaches to individual learning aptitudes and understands how to access appropriate services/resources to meet individual learning needs.	
f. Adequately accommodates, differentiates, and modifies instruction for diverse learners in diverse settings.	
g. Seeks appropriate and engaging ways to utilize technology to support the instructional process.	
h. Varies role in the instructional process (instructor,	

facilitator, coach and audience)	
i. Uses a variety of formal and informal assessment techniques to collect formative and summative evaluation data.	
j. Collects information about students from parents, other colleagues, and students to make data-based decisions to inform instruction.	
k. Communicates and maintains assessment information effectively and ethically.	

Guiding Principle #5

(INTASC Standard #5)

Managing a Classroom – We seek to graduate teachers who manage a classroom effectively, incorporating principles of peacemaking and positive behavioral supports in a wide variety of setting.

Element	Possible Evidence
a. Creates a positive classroom climate that is open to learner input and provides choices.	Attestation from cooperating teacher or college supervisor Graded journals Lesson plans Classroom management plan Evidence of community building activities Documentation of opportunities for learners to share Student/parent surveys Videotape with analysis
b. Establishes and communicates clear expectations for behavior in a learning environment that promotes respect and is conducive to achieving academic and behavioral goals.	Example of rule-setting or clarifying experiences Graded journals Evidence of consequences related to behavior choices Videotape with analysis Attestation from cooperating teacher or college supervisor
c. Proactively manages the classroom through carefully selected, well-planned instructional strategies and through attention to organizational details.	SSTL Individual behavior plans Attestation from cooperating teacher or college supervisor Lesson plans
d. Monitors and responds appropriately to classroom management issues including positive affirmation for acceptable and desired behaviors.	SSTL Student/parent surveys Videotape with analysis Observation notes from college supervisor/cooperating teacher Evidence of collaboration or mediation skills being taught to learners

GUIDING PRINCIPLE #6

Building a Sense of Calling - We seek to graduate teachers who sense a strong call to serve and nurture students from a social justice perspective.

Element	Possible Evidence
a. Provides evidence of multicultural awareness and sensitivity.	Blog assignments (if passed) will cover this
b. Provides a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability.	
c. Conveys concern about all aspects of students' well-being (i.e., talks with and listens to students' needs and is sensitive and responsive to clues of distress).	
d. Reflects on personal biases and accesses resources to remediate such biases.	
e. Demonstrates respect and responsiveness to differing perspectives and cultural backgrounds.	
f. Displays a spirit of service to students & colleagues.	

GUIDING PRINCIPLE #7

(INTASC Standard #9)

Reflecting on Teaching and Learning – We seek to graduate teachers who develop a sense of self as an educational facilitator and leader who continually reflects on their own teaching in reference to Goshen College’s guiding principles and their own emerging philosophy of education.

Element	Possible Evidence
a. Engages in ongoing learning to develop knowledge and skills based on state, professional, and national standards.	SSTL (if passed) will cover this
b. Remains current in scientifically based best practice by reading professional literature, discussing trends and issues with colleagues and attending professional development activities.	
c. Reflects on teaching experiences to evaluate and improve practices.	
d. Collaborates with professional colleagues to share ideas and to support learning, reflection, and feedback.	
e. Utilizes technological tools to obtain local and global perspectives on teaching and learning in a diverse world.	

GUIDING PRINCIPLE #8

(INTASC Standard #10)

Establishing Community Relationships – We seek to graduate teachers who establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment.

Element	Possible Evidence
a. Collaborates in planning, teaching, learning, and administrative activities to make the entire school a productive learning environment.	Handouts/artifacts from events Observations from staff or administrators Evidence of school committee work Lesson/unit plans identifying use of community resources Evidence of contact with support services from within the school
b. Establishes respectful and productive communication with students and families that conveys an appreciation for their involvement in the learning experience.	Newsletters and invitations Formal and informal communication with parents Family learning projects Materials prepared for parent conferences Logs of parent contacts and subsequent actions
c. Upholds legal and ethical principles to respect the rights of students, families, and colleagues	Signed ethical release form from school Attestation from cooperating teacher or college supervisor Documentation of appropriate handling of student issues
d. Utilizes technological tools to communicate with learners, colleagues, and families.	Copy of newsletter Parent contact log Electronic gradebook Email correspondence with other stakeholders

SAMPLE RATIONALE FOR ELEMENTARY PORTFOLIO

Guiding Principle #3c: The candidate provides for active engagement, manipulation and evaluation of ideas and materials. Encourages learners to assume responsibility for shaping their learning tasks.

Artifact 1: Attestation from cooperating teacher: student-selected activities in math group.

Date: November 20, 2013

Course: Student Teaching

Artifact 2: Student work sample of a graphing activity

Date: October 2013

Course: Student Teaching

Artifact 1: I encouraged my students **to assume responsibility for shaping their learning tasks** on a regular basis in my classroom. For example, in my multiplication fact fluency math group, I had each student select which set of multiplication facts he/she wanted to master. Each day, I **provided my students with choice** by setting up six stations where they could choose to practice the math facts in one of a variety of ways: making flashcards, practicing flashcards alone or with a partner, drawing arrays, making groups of drawings, finding patterns, and playing a multiplication game with a partner. The **structure of these activities provided opportunities for active engagement and self-direction**. When they felt they were ready to pass that multiplication set, they took a timed test, which ensured the accountability of their progress check. They kept track of the multiplication sets by coloring in that block in the number line at the bottom of the self-monitoring sheet.

Artifact 2: A second example of how **I naturally integrated learning structures that provide students with choice in their learning** was in a lesson near the end of a graphing unit in math. I created an activity where they practiced their graphing skills by creating their own graph from start to finish. I gave them **choice** in the question they asked, their interviewing method, their answer choices, the graph format, and follow-up questions from the graph. From start to finish, this activity required students to **interact with and manipulate ideas** at the center of the curriculum.

SAMPLE RATIONALE FOR SECONDARY PORTFOLIO

Guiding Principle #3

3d. Plans instruction to include learners from all backgrounds to facilitate success

Artifact 1: Character Journal and Rubric

Date: Fall 2011

Course: Student Teaching

Artifact 2: Bell Work

Date: September 26, 2011

Course: Student Teaching

The two artifacts I have included demonstrate that I **design learning experiences to include all students in some way**. The first artifact is a writing project I did with my 9th grade lab class. This class was a group of 9th graders that were selected by their middle school teachers to receive additional help in English in high school. As the final project of the unit on the historical fiction novel, *The Coffin Quilt*, the students created a “character journal” in which they wrote about specific events in the book from a particular character’s perspective. The narrator of the book is Fanny, the youngest child in the family. As a class, we discussed how the events of the story would change if the book were written from another character’s perspective. In this project, students could choose any character they wanted and write a diary-like entry in the voice of this person. Although most students in this class struggled with the mechanics and structure of formal writing, all of them completed this project and came up with wonderful journals. They captured the voice, personality, and perspective of their characters very well. Students were able to do numerous drafts of this assignment and I met with each student individually to revise their rough drafts. As seen on the rubric, the majority of their grade came from the content, rather than mechanics, of their writing. This allowed for all students to **experience success** on this project.

The second artifact, a sample of bell work that I used with my 9th grade lab class, demonstrates that I **design learning experiences where all students can experience some degree of success**. I used Bell Work with all of my classes as a way to engage students in the content of that class period through questions or writing assignments that every student would be able to respond to. In other words, I brought up issues and experiences that every student would have some knowledge of or thoughts about so that every student could have something to share and a way to connect with the lesson. This particular example of bell work was also used at the beginning of the unit on *The Coffin Quilt*. This book explores the famous feud between the Hatfield and McCoy families. I wanted to make sure that all students understood what a “feud” was and that they could tie the historical information of the text to their own experiences and knowledge. In this prompt, students were asked to list feuds that they were familiar with and to explore why feuds exist. In addition to this, they were asked to do a short writing piece on a feud of their choice. Some students focused on gangs they knew about, others wrote about famous rivalries in sports, and some wrote about feuds they had read about or seen in movies. Every student was able to complete this bell work and gain a better understanding “feuds” by connecting the term with their prior experience.

NOTES ON GUIDING PRINCIPLE #5: CLASSROOM MANAGEMENT

Classroom management is often the area that pre-service teachers struggle with the most, and it is a challenging part of the teaching profession for veteran teachers as well. Several assignments throughout the semester encourage you to think both proactively and reflectively on classroom management.

Both of your journal entries (detailed on the next page) ask you to pay careful attention to aspects of classroom management that you witness in your cooperating teacher and that you experience as you take a lead teacher role. The journals also ask you to draw on a professional resource, *Teach Like A Champion*, as a resource to improve in this area. The journal assignments encompass professional dispositions that make for a successful teacher: observation of master teachers, reflection on your own practice, and the use of professional resources.

Secondly, you will return to campus for a classroom management workshop on Tuesday, September 23. The purpose of this workshop is to reflect with your peers on classroom management, problem solve together, and discuss professional resources. Additionally, you will bring your in-process documentation for GP #5, successfully managing a classroom.

Throughout your student teaching, pay special attention to the way in which you are documenting Guiding Principle #5. Because successful classroom management depends largely on your activity in the classroom, outside attestation is especially important for this GP. Ask your college supervisor or cooperating teacher to watch for aspects of GP #5 in your teaching and document them appropriately. Signed notes, descriptions, and observation forms are especially strong.

JOURNAL REFLECTIONS ON CLASSROOM MANAGEMENT*

Please send electronic copies to your college supervisor. You may write in a journal-type of narrative voice or more formally.

Journal Reflection #1

Due September 2

Read **Chapters 5-7** of Lemov's *Teach Like A Champion* **prior** to writing this journal.

1. Discuss how your student teaching placement utilizes essential techniques to create and maintain a strong classroom culture. What techniques are in place for setting and maintaining high behavioral expectations? How were those communicated to students at the beginning of the year? What teaching procedures, routines, and expectations are established by your cooperating teacher? How were classroom rules devised and taught?
2. An effective teacher understands how classroom culture affects student/teacher relationships. Reflect on the following five principles of classroom culture (Lemov, page 145):
 - Engagement
 - Discipline
 - Management
 - Control
 - Influence

Discuss each principle in the context of your present placement, writing about a paragraph for each area. How do these principles play out in your specific context? Include examples that support your perceptions.

3. Discuss a difficult student you've encountered in your student teaching placement in relationship to the techniques Lemov outlines in these chapters. What have you tried (or seen your cooperating teacher try) to improve the situation? What ideas from Lemov might you try?

Journal Reflection #2

Due October 3

Read **Chapters 1-4, 8-9** of Lemov's *Teach Like A Champion* and administer your questionnaire from the workshop** **prior** to writing this journal.

1. Document your attempts at one technique from each of the first four chapters in Lemov. Briefly note what strategy you tried, in what context, and how it worked. (A short note on each is fine.) Pick ONE of the four techniques you have attempted and reflect on how that technique influenced: 1) the classroom dynamic, 2) the student/teacher relationship, and 3) student learning.
2. How are you helping your students to think critically? Describe how you used one of the techniques from ch. 9 (Lemov, pgs. 235-245) to foster critical thinking in your classroom. What evidence do you have of students' critical thinking? What challenges have you faced?
3. Compile the data from administering your questionnaire and report the data in your journal. Reflect on your strengths and areas for growth as perceived by your students.

*** Note:** These reflections, especially journal #2, should count as artifacts for Guiding Principle #5.

****Note:** This is the classroom management workshop on campus, Sept. 23, 1:00-4:00 p.m. The questionnaire will be discussed at that time.

A SYSTEMATIC STUDY OF TEACHING AND LEARNING

Fall 2014

Purpose :

Key to your success as a teacher is careful observation and assessment of your students' work and interactions in the classroom and your ability to strategically use this information to nurture the growth and learning of your students. This study is designed to help you continue your development as a reflective practitioner by systematically documenting and analyzing student learning (Guiding Principle #7). It is also a chance to practice the kind of data collection and analysis that many school systems are asking of their teachers. The SSTL will serve to document Guiding Principles #4 and #7.

Keep in mind as you prepare for this project that you will be submitting everything electronically; therefore, you may find it easier to prepare and document it electronically as the project unfolds rather than upon completion. If you will need to scan documents, ensure that they are legible.

Task:

During a 2 – 4 week period between September 29 and October 31, you will be documenting how you nurture and assess the growth and learning of your students as you teach a thematic unit or extended topic in one class or subject. This particular slice of teaching may be part of a longer unit for which you have primary responsibility. Review Guiding Principles #4, #5, and #7 before you begin the SSTL and periodically as you conduct your study and complete your paper. You will collect pre- and post-assessment data on all students, but you will focus primarily on the learning of 3-5 target students in your class.

At the same time, you will be documenting the behavior and disposition of one student. This should be one of your target students. You will gather data, decide on an intervention (or interventions) you would like to implement, and monitor and record whether the intervention has shifted the behavior you hoped to shift. You may document any behavior that inhibits student learning.

During Senior Seminar you will analyze and reflect on the documentation you have gathered. The analysis and reflection will particularly focus on the following Guiding Principles: #4 Flexibly Employing Teaching and Evaluation Strategies, #7 Reflecting on Teaching and Learning, and #5 Managing a Classroom. Presentation of your findings will be conveyed in two forms: (1) a written analysis and reflection paper, and (2) a brief conference-style presentation with power point that will include findings and artifacts from your SSTL.

PORTION TO BE COMPLETED DURING STUDENT TEACHING:

1. Collect data during a 2– 4 week period in the context of a thematic unit or an extended topic you are teaching. The data will show students' learning and growth toward two identified Indiana or Common Core State Standards. Choose 3–5 students who represent a variety of learning styles, strengths, and needs for observation and documentation during this study.
2. During this period, write up all of your lesson plans formally, including clear objectives, assessment plans, differentiation, and reflection. Document the adaptations you make during the lesson based on the response of students, the student learning data from the 3-5 chosen students, and other reflections on the lesson's influence on the students.
3. Choose one of the 3-5 target students who have behaviors that inhibit the student's learning (disruptive, off-task, unmotivated, etc.). Identify and operationally define the behavior, determine how you will measure it, and choose an intervention that will address the behavior. Collect base-line data (for example, how many times the student did the disruptive behavior, how many times you had to prompt the student, etc.) before you implement research-based strategies to decrease the behavior. Continue to progress monitor, collecting behavioral data throughout the unit to examine the effects of your intervention. If the behavior is not decreasing, the data will help you decide when to change your intervention strategies. You might try more than one intervention in which case you will have multiple rounds of assessment data.
4. Choose two Indiana Academic Standards or Common Core Standards that you are planning to address during your unit that you will document. Standards vary: some set out macro expectations that require several parts; others lay

out micro expectations that involve minimal instruction. You may find two standards that work well for your purposes, or you might need to adapt standards for your purposes, either limiting them in the case of a macro-standard or expanding upon them in the case of a micro-standard. Make sure the standards lead to strategies or skills that are measurable. Recalling Bloom's taxonomy, aim for standards that include application or analysis, rather than simply memorizing new material.

5. Choose an academic assessment tool (either one that is available or one that you create) that is valid and aligns with your two chosen standards. Make sure you are assessing what you want students to know and be able to do at the end of your unit of study. **This assessment will be used as a pre- and post-test** to measure whether your students have achieved the learning goals. Administer the pre- and post-test to the entire class. Consider how you will report data based on the assessment selected (e.g., % correct). Note: your pre-and post-test can be part of a larger test. Though it may be short, make sure you include questions that address both of your selected standards and related learning goals.
6. As you are planning and responding to student behavior, draw on professional resources to influence your instruction. Keep a reference page of all the resources you use.
7. For each of your goals, collect data in such a way that you will be able to look across the class as well as at the individual students you have selected. The data you report should be observable and measurable to ensure that student growth has occurred. Keep copies of any handouts, quizzes or other teaching materials that you use. Write notes or comments on the materials about their effectiveness in relationship to your intended outcomes. Keep systematic data of student outcomes (either academic or behavioral) as you monitor their progress over time.
8. Keep copies of the work submitted by your 3–5 focus students throughout the unit; date each piece.
9. **Videotape** a key lesson from the unit. Watch this videotape; critically reflect on key actions and comments of the selected students and of you, the teacher, that provide important information on what is being taught and learned related to the outcomes for the lesson and unit. Record any evidence of learning from the 3–5 chosen students, and continue to measure the behavior of your one student.
10. **Ask your cooperating teacher** to observe you teaching at least one (other than the one you videotaped) key lesson from this unit and record what took place during the lessons including content taught, methods of instruction used, interactions with students and assessment strategies. *Ask your cooperating teacher to record any evidence of learning from the 3–5 chosen students.*
11. **Arrange for your college supervisor** to visit at least once when you are teaching a key lesson from this unit and record what took place during the lessons including content taught, methods of instruction used, interactions with students and assessment strategies. *Ask your supervisor to keep any evidence of learning from the 3–5 chosen students.*
12. Organize all gathered data for analysis and reflection (e.g. notebook, folder, box...)
13. Keep a parent contact and collaboration log. This should include any contact you have with any of your students' parents outside of parent conferences. Specifically, record contact with each of your target students' parents via phone, e-mail, or note. For each of your target students you must record some contact with parents or collaboration with other school staff. Seek advice from your cooperating teacher on what type of contact is most appropriate.

SSTL GUIDELINES FOR WRITTEN ANALYSIS AND REFLECTION
(Completed During Senior Seminar)

A major assignment for successful completion of senior seminar will be a written analysis and reflection paper based on the data you collected from your SSTL. This will also be used as your Guiding Principle #4 and #7 documentation in your licensure portfolio, meaning no additional document for GP #4 and #7 is required. You may use the behavior portion of the study as an artifact for GP #5.

Write your SSTL analysis using a concise, professional voice. Attach your supporting documents (lesson plans, observation notes, student work, etc.) as appendices and refer to the appendices by letter or number throughout your analysis. The SSTL paper will follow this outline:

A. Introduction to the Study

1. A brief description of the theme or topic of your unit in which these lessons took place and relevant features of your teaching setting.
2. A brief description of each of the 3–5 selected students observed during the study including why you chose each one. Remember to give pseudonyms to these students to protect confidentiality. Indicate which student you focused on for behavioral reasons.

An example of one format you might use:

The students I chose for this study are Kara, Sam, Philip and Alyssa.

<u>Student</u>	<u>Why Chosen</u>
Kara	Kara is 13 years old and seems to be socially isolated from her peers. She rarely speaks in class and often does not do her homework. I have a difficult time connecting with her and in trying to draw her into the curriculum. I do not know what she is interested in and very little about her previous knowledge and experiences related to the content of the thematic unit I am teaching.

3. Include your list of professional resources and describe how they influenced your planning and delivery, exhibiting how you *remain current in scientifically based best practice by reading professional literature, discussing trends and issues with colleagues and attending professional development activities (GP 7b) and how you utilize technology tools to obtain local and global perspectives on teaching and learning in a diverse world. (GP7e)*

B. Analysis of Assessment and Learning Experiences: A Closer Look

Review data you have from these lessons that provide evidence of your teaching skills in the context of each of the following Guiding Principles: #4 Flexibly Employing Teaching and Evaluation Strategies; #7 Reflecting on Teaching and Learning; #5 Managing a Classroom.

Write the following sections succinctly and refer to labeled artifacts to supplement your overview:

1. First, describe the outcomes for the learning experiences, based upon Indiana Academic Standards or Common Core Standards and how you chose those outcomes for the unit, demonstrating *engaging in ongoing learning to develop knowledge and skills based on state, professional and national standards. (GP 7a)*
2. Second, provide a unit calendar of learning experiences. Also provide the plans of action as appendices and describe how your instructional strategies related to your goals, *indicating how you employ short- and long-term planning to appropriately sequence experiences in multiple modes of instruction to meet students' needs (GP 4a) and link developmental characteristics to instructional strategies that meet learner's needs in each domain (cognitive, social, emotional, moral, cultural and physical) (GP4d)*. Give a brief rationale for the selected learning activities to show you *select and implement research-based best practice to enhance learning (GP4c)*
3. Third, describe the assessment tool you used for the pre- and post-tests. Make sure you note how it assessed the outcomes and standards you chose for your students and report the reliability, validity and potential biases of the tool. Also list other kinds of assessments that you used throughout the unit and describe how they

measured students' achievement of your stated goals. This should indicate that *you use a variety of formal and informal assessment techniques to collect formative and summative evaluation data (GP4i)*.

4. Fourth, cite your assessment data for examples of how you used this information to make instructional decisions and monitor engagement while the unit was in process to show how you *carefully choose/evaluate alternative teaching strategies/materials to achieve different instructional purposes and meet student needs (GP4b) and how you collect data from students to make data-based decisions to inform practice (GP4j)*. Describe any adjustments you made to your original plans during the course of the unit and the reasons that you made those decisions to demonstrate that you *taught to individual learning aptitudes and understood how to access appropriate services/resources for students with special needs (GP4f) and adequately accommodated, differentiated and modified instruction for diverse learners (GP4f)*. Include a description of adjustments made for your target students and describe how you monitored progress (showing your student learning data in a graph form).
5. Fifth, describe the intervention/s you implemented to shift the behavior of your target student with behavioral issues. Report the findings including your graph of how you monitored progress to show you *established and communicated clear expectations for behavior in a learning environment that promotes respect and is conducive to achieving academic and behavioral goals (GP5b) and managed the learning environment by organizing time, space, and resources to facilitate successful instruction. (GP5c)*
6. Sixth, with excel create a graph of the results of the pre- and post-test data for the entire class. Analyze and note trends that are broader than your 3-5 students in a way that demonstrates you *maintain assessment information effectively and ethically (GP4k)*.
7. Seventh, note the participation of the selected students, your interaction with them and the interaction with their peers during the learning experience. Be sure to refer to your cooperating teacher's and college supervisor's observations. Based on the assessment, collected evidence, and level of engagement, discuss student learning for each of the selected students during this sequence of lessons to show how you *reflect on teaching experiences to evaluate and improve practice (GP7c) and how you varied your role in the instructional process (instructor, facilitator, coach and audience). (GP4h)*
8. Finally, note any interaction you had with parents (general or specific communication) and others in the school setting during this unit. This is where you include your parent and collaboration log to provide evidence that you *collaborate with professional colleagues to share ideas and to support learning, reflection, and feedback (GP7d)*.

C. Reflections on the Systematic Teaching and Learning Study

After considering the above evidence related to your teaching and student learning, reflect on the following:

1. What can you conclude about whether or not the outcomes for the unit or extended topic were met? Describe features of it that were most successful and those that were less successful in helping you meet these goals. On what do you base this evaluation? What does your data say *as you reflect on teaching experiences to evaluate and improve practice? (GP7c)*
2. Describe how feedback from others (cooperating teacher, college supervisor) informed your ideas and supported reflection and feedback as you *collaborate with professional colleagues to share ideas and to support learning, reflection, and feedback. (GP7d)*
3. What did you find out from your students that helped you assess your practice?
4. How did you use technology to support your teaching or the student's learning? Or how might technology have been inappropriately used in a way that hindered student learning? *Seeks appropriate and engaging ways to utilize technology to support the instructional process (GP 4g)*
5. Reflect on your intervention/s with your selected student. What worked effectively? What might you do different or the same next time?

6. Describe how your overall evaluation of this study might influence your teaching in the future.

Format Specifications:

Double space your text, number the pages, leave one-inch margins on all sides and use a font that is no smaller than 10 characters per inch. Remember that projects will be submitted electronically in PDF format.

Appendices of Artifacts Cited as Evidence:

Label each artifact with a number or letter and use this in the written commentary to supplement your reflections.

Appendices should include the following:

- Lesson plans used in your study
- Observation notes from cooperating teacher and college supervisor on lessons taught during the study
- Transcriptions from key interactions recorded by video that you use as evidence for the study and/or submit the notes you take as you review the video; do not submit the actual video.
- Assessment tools: teacher-made exams, portfolio documents, student work (label with student name and your name)
- Parent/collaborator contact log

If the outlined format for this systematic study does not work well for your content area or particular unit, you may formally submit an alternative format for approval by seminar instructors.

Evaluation of Systematic Study of Teaching and Learning

This written analysis and reflection paper on your systematic study of teaching will be evaluated according to the criteria listed in the attached rubric. The study will be evaluated by a seminar instructor and will be presented to your peers in a conference format via a PowerPoint presentation.

Checklist of required components of SSTL

Pre-service teacher _____ Topic or Theme _____

Two State/Common Core Standards Addressed:

DURING STUDENT TEACHING

- 3–5 names of students representing different learning styles, strengths and needs:

_____, _____, _____, _____, _____

- Name of student chosen for behavior reasons: _____
- Written unit calendar including major learning activities based on clear goals for student learning, aligned with Indiana State standards or Common Core standards.
- Unit assessment to be used as pre- & post-test based on goals for student learning.
- Documentation of informal and formal assessment strategies used during the study.
- Records of how you monitored progress on 3-5 focus student/s.
- Detailed lesson plans including reflections for each day of the unit taught during the study.
- Tape one lesson; review tape (notes from review of tapes, transcribed conversation, etc.).
- Cooperating teacher observation documentation.
- College supervisor observation documentation.
- Samples of selected students' work.
- Keep a parent / collaborator log and record any forms of communication with parents or other adults in the building—you must communicate with target student parents at least once.
- Keep a reference sheet of materials used. Reflection/review of professional literature, discussion of trends with colleagues, or professional development activity related to unit of study.

DURING SENIOR SEMINAR

- Writing a paper and giving a conference presentation, utilizing power point, that includes your excel diagrams for analysis.
- Clear explanation of how collected documents show skill in addressing instructional goals within the context of the Guiding Principles #4 Flexibly Employing Teaching and Evaluation Strategies and #7 Reflecting on Teaching and Learning.
- Documentation on intervention and progress with student with behavior you addressed.
- Clear explanation of how assessment information was used to monitor your own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- Thoughtful reflection on how you used the documentation collected during this study to evaluate student learning and to revise your teaching practice including how the study might influence your teaching in the future.

Evaluation of a Systematic Study of Teaching and Learning

Total Pts. Possible = 42
Minimum Pts. Needed To Pass = 26

Name _____

Sections of Paper with Guiding Principles Aligned	EXEMPLARY 3	ON TARGET 2	EMERGING 1	BELOW EXPECTATIONS 0
Introduction 1. Description of theme and context	Engaging and clear focus with thoughtful explanation of the context for the unit, providing the reader with a vivid sense of the classroom environment.	Clear thematic focus and explanation of the context for the unit plan, providing the reader with a sense of the classroom environment.	Thematic focus somewhat but not fully identified. Minimal description about context provided.	No clear thematic focus provided and little or no description about context provided.
2. Description of students and why each was chosen	Thorough, focused description on why each student was chosen, covering a range of cognitive and social abilities. Rich anecdotal details about each student offered.	Thorough, focused description on why each student was chosen, covering a range of cognitive and social abilities.	Limited rationale offered for why each student was chosen. Diverse spread of students not included.	Little or no rationale offered for why each student was chosen. Diverse spread of students not included and/or minimum number of students not included.
3. Description of professional resources used (<i>remains current in scientifically based best practice by reading professional literature, discussing trends and issues with colleagues and attending professional development activities (GP 7b) and how you utilize technology tools to obtain local and global perspectives on teaching and learning in a diverse world. (GP7e)</i>)	7b. Remains current in scientifically based best practice by reading professional literature, discussing trends and issues with colleagues and attending professional development activities 7e. Utilizes technological tools to obtain local and global perspectives on teaching and learning in a diverse world.	7b. Regularly reads professional literature and processes pedagogical ideas with cooperating teacher, professors, and colleagues. Understands and critically evaluates the most current research in best practice. 7e Regularly and critically uses tools such as the internet, online databases, podcasts, and webinars to obtain and reflect on diverse, informed perspectives on teaching and learning.	7b. Reads professional literature and processes pedagogical ideas with cooperating teacher, professors, and colleagues. Understands and evaluates current research in best practice. 7e Uses tools such as the internet, online databases, podcasts, and webinars to obtain diverse perspectives on teaching and learning.	7b. Is aware of some scientifically based teaching practices and willingly gleans knowledge and insight from colleagues. May not critically evaluate the research methods behind some practice. 7e Occasionally uses tools such as the internet, online databases, podcasts, or webinars to obtain others' perspectives on teaching and learning. Should be a more critical consumer of information.

<p>Analysis of Assessment and Learning Experiences</p> <p>1. Description of goals based on Indiana Academic Standards, Common Core or school curriculum demonstrating engagement in ongoing learning to develop knowledge and skills based on state, professional and national standards. (GP7a)</p>	<p>Stays current in content, pedagogy, standards, and educational legislation. Eagerly participates in professional organizations, school-wide learning opportunities, and conferences to continually develop knowledge and skills.</p>	<p>Seeks out literature, colleagues, conferences, mentors, etc. to grow professionally and to continually develop knowledge and skill.</p>	<p>Participates willingly in required professional activities. Demonstrates openness to growth and learning. Would benefit from additional professional development opportunities.</p>	<p>Participates only in professional activities that are required. Ideas about teaching and learning are fixed and may not be based on current state, professional, and national standards.</p>
<p>2. Description of the learning experiences and plan of action indicating how you employ short- and long-term planning to appropriately sequence experiences in multiple modes of instruction to meet students' needs(GP 4a)and you link developmental characteristics to instructional strategies that meet learner's needs in each domain (cognitive, social, emotional, moral, cultural and physical). (GP4d)</p> <p>For the learning activities state how and why you chose them to show you select and implement research-based best practice to enhance learning (GP4c)</p>	<p>4a. Employs short- and long-term planning to appropriately sequence experiences in multiple modes of instruction to meet students' needs</p> <p>4d. Strategies always show awareness of and sensitivity to students' developmental phase. Content is thematically appropriate with regard to cognitive, emotional, and moral development. Candidate nurtures holistic student development through content and instruction.</p> <p>4c. Uses reliable professional resources to keep up-to-date on current, research-based methodology. Critically assesses strategies in light of her/his teaching environment; appropriates strategies with the needs of the particular class and students in mind.</p>	<p>4a. Daily plans show attention to detail and variety and are grounded in an overarching sequential framework. Learning activities are highly relevant to daily and unit objectives. Activities provide for differentiation, are well organized, and align with state standards.</p> <p>4d. Strategies show awareness of and sensitivity to students' developmental phase. Content is thematically appropriate with regard to cognitive, emotional, and moral development. Candidate uses instruction to nurture more than the cognitive domain.</p> <p>4c. Uses reliable professional resources to keep up-to-date on current, research-based methodology. Adopts and implements strategies that meet the learning needs of the particular class.</p>	<p>4a. Daily plans show some attention to detail and are generally grounded in objectives. Some attention is given to state standards and long-term goals. Candidate could devote more attention to one or more of the following: daily details, long-term objectives, differentiation, state standards, or learning goals.</p> <p>4d. Occasionally makes poor decisions about developmental appropriateness of content and instruction. Attempts to nurture students in more than the cognitive domain. Could incorporate various additional strategies to further nurture holistic student development.</p> <p>4c. Shows some awareness of current methodology and educational research. Needs improvement on one or more of the following: seeking out research-based methodology, selecting methods appropriate for the class, or owning and implementing new knowledge from research.</p>	<p>4a. Learning activities often lack clear objectives and do not follow an organized progression. Short-term planning is inconsistent and there is minimal evidence of long-term planning. Little to no evidence of differentiation and instructional variety.</p> <p>4d. Instructional strategies frequently do not meet the developmental needs and level of the students. Candidate approaches teaching and learning as a largely cognitive endeavor.</p> <p>4c. Demonstrates little awareness of research on best instructional practices. Does not take initiative to increase understanding of researched methodologies.</p>

<p>3. Description of pre/post assessment tool, as well as other forms of assessment used during the unit showing <i>use of a variety of formal and informal assessment techniques to collect formative and summative evaluation data. (GP4i)</i></p>	<p>Plans a system of assessment that uses a variety of formal and informal assessments and has a systematic plan for analysis and application of the data. Data are used consistently to drive instructional decisions.</p>	<p>Uses a variety of formal and informal assessments (observation, portfolios, tests, performance-based tasks, projects, self-assessment, etc.) to evaluate student learning and to inform instructional decisions.</p>	<p>Assessment strategies include more than traditional quizzes and tests. Assessment tools may not always give the clearest picture of authentic student learning.</p>	<p>Assessment strategies do not give an accurate picture of student learning and/or test only rote learning. Assessment data are rarely used to inform instruction.</p>
<p>4. Examples of how your assessment data influenced your instructional decision making and how you monitored engagement <i>carefully choosing/evaluating alternative teaching strategies/materials to achieve different instructional purposes and meeting student needs (GP4b) and how you collected data from students to make data-based decisions to inform practice (GP4j).</i></p> <p>Note adjustments you made to your original plans during the course of the unit and the reasons that you made those decisions to demonstrate that you <i>taught to individual learning aptitudes and understood how to access appropriate services/resources for students with special needs (GP4e) and adequately accommodated, differentiated and modified instruction for diverse learners (GP4f).</i></p>	<p>4b. Actively seeks out and uses resources from professional organizations, community resources, colleagues, etc. Successfully plans and uses a variety of effective, engaging strategies in instruction. Learners also choose from a collection of strategies to support their own academic growth.</p> <p>4j. Understands each individual student's needs as much as possible through communication with parents/guardians and colleagues and through intentional conversations with the students themselves.</p> <p>4e. Diligently nurtures the learning potential of each student by accessing adaptive technology, special education support staff, and other available services as needed.</p> <p>4f. Plans of action are always attentive to inclusion. Candidate differentiates instruction to include students with diverse academic, social, emotional, physical, and linguistic needs.</p>	<p>4b. Regularly uses multiple resources and inventive strategies for teaching. Deliberately acknowledges and validates multiple ways of knowing. Instructional materials match instructional goals and support learners' academic growth.</p> <p>4j. Gathers information about individual student's needs from appropriate sources such as parents/guardians and colleagues and through conversations with the students themselves.</p> <p>4e. Includes students with special needs in the learning process by accessing adaptive technology, special education support staff, and other available services as needed.</p> <p>4f. Plans of action are generally inclusive. Candidate often differentiates instruction to include students with diverse academic, social, emotional, physical, and linguistic needs.</p>	<p>4b. Exhibits some awareness and/or use of creative, innovative teaching resources. Beginning to find ways to support learning with varied instructional materials.</p> <p>4j. Has gleaned some information about individual student needs from appropriate sources. Could be more intentional about communicating with parents, colleagues, and/or the students themselves to fully understand the particular needs of each individual.</p> <p>4e. Accesses some external services and resources to meet the needs of individual students. Could make better use of the resources available within the school and district.</p> <p>4f. Candidate is able to differentiate instruction to include students with diverse academic, social, emotional, physical, and linguistic needs. Could differentiate and modify more effectively and/or regularly.</p>	<p>4b. Exhibits limited awareness and/or use of curricular resources. Rarely supports student learning with varied instructional materials</p> <p>4j. Little communication with sources outside of the classroom to understand the needs of individual students. Candidate also does not communicate with students directly regarding their particular needs in the learning environment.</p> <p>4e. Rarely makes use of the resources and support staff available to meet the special needs of students.</p> <p>4f. Teaches in a "one size fits all" manner. Some students have difficulty learning because of the absence of differentiation and modification.</p>
<p>5. Description of behavior interventions and findings from when you monitored the progress of the student to show you <i>established and communicated clear expectations for behavior in a learning environment that promotes respect and is conducive to achieving</i></p>	<p>5b. Reasonable, but high expectations for conduct and academic achievement are evident and clear to all students, as is the rationale behind them. Candidate establishes standards consistently through reviewing, modeling, and prompting behaviors as appropriate.</p>	<p>5b. Reasonable, but high expectations for conduct and academic achievement are evident and clear to all students. Candidate regularly reviews expectations and prompts behaviors as necessary.</p> <p>5c. The physical learning environment is organized so that all</p>	<p>5b. Reasonable expectations for conduct and academic achievement are clear to most students. Candidate could create a stronger learning environment by reviewing and reiterating classroom expectations more frequently.</p>	<p>5b. Students may be confused about expectations. Classroom rules are not consistently or fairly applied. Communicates, either explicitly or implicitly, low expectations for some learners.</p> <p>5c. The physical learning environment</p>

<p><i>academic and behavioral goals (GP5b) and managed the learning environment by organizing time, space, and resources to facilitate successful instruction. (GP5c)</i></p>	<p>5c. The physical learning environment is thoughtfully designed so that all students can experience the maximum degree of success and access. Candidate is thoughtful and intentional about administrative tasks so that learning time is maximized.</p>	<p>students can experience success and access. Candidate is efficient with administrative tasks so that learning time is maximized.</p>	<p>5c. The physical learning environment is generally safe but may at times impede student access and academic success. Candidate could better organize resources & time to increase the amount of time for learning. May overlook administrative details.</p>	<p>appears disorganized and/or not conducive to learning. Candidate must improve attention to administrative tasks and resource organization.</p>
<p>6. Graph or grid for pre/post results for class; note and analyze trends from data for entire class as you <i>maintain assessment information effectively and ethically. (GP4k)</i></p>	<p>Assignments are always assessed and returned in a timely manner; assessment aligns with pre-determined criteria. Regular, qualitative feedback on assignments is clear and helpful to student learning. Grades are a confidential matter among the student, candidate, parents, and appropriate colleagues.</p>	<p>Assignments are usually assessed and returned in a timely manner; assessment aligns with pre-determined criteria. Candidate gives adequate qualitative feedback to enhance future student learning. Grades are a confidential matter among the student, candidate, parents, and appropriate colleagues.</p>	<p>Assignments are regularly assessed, though are not always helpful to future student learning due to lag time, unclear criteria, and/or absence of meaningful feedback. Grades are a confidential matter among the student, candidate, parents, and appropriate colleagues.</p>	<p>Feedback to students is often not timely. Minimal qualitative feedback is included. Students are not aware of scoring criteria prior to submission of assignment. Candidate may breach confidentiality.</p>
<p>7. Analysis of participation of selected students showing you <i>reflect on teaching experiences to evaluate and improve practice (GP7c) and how you varied your role in the instructional process (instructor, facilitator, coach and audience). (GP4h).</i></p>	<p>7c. Improves practice based on evaluation outcomes and student responses. Critically analyzes lessons and classroom interactions for strengths and weaknesses. Articulates alternative plans of action based on reflection. Actively seeks and responds to constructive criticism.</p> <p>4h. Effectively moves through multiple roles as needed. Expertly decides when to assume what type of role. Learners are often actively engaged.</p>	<p>7c. Uses classroom observation and assessment data to reflect on practice. Can accurately determine if a lesson met stated goals. Able to articulate how lessons may be improved. Committed to reflections, self-assessment, and learning as part of the teaching process. Welcomes constructive criticism.</p> <p>4h. Is able to assume multiple roles as called for by different instructional strategies. Balances the amount of student-centered and teacher-directed instruction.</p>	<p>7c. Reflects on teaching and learning. May base reflections more on personal emotions than on student learning data and student responses. Attempts to improve practice. Is open to constructive criticism but could more consistently implement feedback.</p> <p>4h. Assumes different roles in the instructional process, but could make better decisions about which role would yield the best student learning.</p>	<p>7c. Infrequently reflects on teaching and learning. Difficulty accurately determining if a lesson was effective or if it achieved learning goals. May misjudge the success of a lesson. Difficulty accepting and applying constructive criticism.</p> <p>4h. Primary role is transmitter of knowledge. Limited use of student-directed learning. Candidate often problem-solves for the learners.</p>
<p>8. Parent and collaborator communication as evidence you <i>collaborate with professional colleagues to share ideas and to support learning, reflection, and feedback (GP7d).</i></p>	<p>Initiates conversations with colleagues about educational issues. Seeks to further knowledge and competence in the immediate environment and beyond through ongoing collegial relationships. Routinely shares resources & ideas.</p>	<p>Interactions with colleagues are positive and respectful. Openly shares ideas and collaborates with cooperating teacher. Seeks opportunities to work with colleagues to learn and grow professionally.</p>	<p>Interactions with colleagues are mostly positive but may be more social than professional. Has a collegial relationship with cooperating teacher but may show either too much dependence or independence.</p>	<p>Keeps to self. Reluctant to share ideas or discuss problems with cooperating teacher, college supervisor and/or peers. Interactions with colleagues may seem self-serving.</p>

<p>Reflection -- Considering all evidence</p> <p>1. Conclusions about your teaching and student learning, noting what worked well and what could be improved upon based on outcomes and data <i>as you reflect on teaching experiences to evaluate and improve practice ? (GP7c)</i></p>	<p>Improves practice based on evaluation outcomes and student responses. Critically analyzes lessons and classroom interactions for strengths and weaknesses. Articulates alternative plans of action based on reflection. Actively seeks and responds to constructive criticism.</p>	<p>Uses classroom observation and assessment data to reflect on practice. Can accurately determine if a lesson met stated goals. Able to articulate how lessons may be improved. Committed to reflections, self-assessment, and learning as part of the teaching process. Welcomes constructive criticism.</p>	<p>Reflects on teaching and learning. May base reflections more on personal emotions than on student learning data and student responses. Attempts to improve practice. Is open to constructive criticism but could more consistently implement feedback.</p>	<p>Infrequently reflects on teaching and learning. Difficulty accurately determining if a lesson was effective or if it achieved learning goals. May misjudge the success of a lesson. Difficulty accepting and applying constructive criticism.</p>
<p>2. Description of how feedback from others (CT, CS, peer observation) informed your understandings as you <i>collaborate with professional colleagues to share ideas and to support learning, reflection, and feedback. (GP7d)</i></p>	<p>Initiates conversations with colleagues about educational issues. Seeks to further knowledge and competence in the immediate environment and beyond through ongoing collegial relationships. Routinely shares resources and ideas.</p>	<p>Interactions with colleagues are positive and respectful. Openly shares ideas and collaborates with cooperating teacher. Seeks opportunities to work with colleagues to learn and grow professionally.</p>	<p>Interactions with colleagues are mostly positive but may be more social than professional. Has a collegial relationship with cooperating teacher but may show either too much dependence or independence.</p>	<p>Keeps to self. Reluctant to share ideas or discuss problems with cooperating teacher, college supervisor and/or peers. Interactions with colleagues may seem self-serving.</p>
<p>3. Uses student feedback to evaluate practice to <i>reflect on teaching experiences to evaluate and improve practice? (GP7c)</i></p>	<p>Improves practice based on evaluation outcomes and student responses. Critically analyzes lessons and classroom interactions for strengths and weaknesses. Articulates alternative plans of action based on reflection. Actively seeks and responds to constructive criticism.</p>	<p>Uses classroom observation and assessment data to reflect on practice. Can accurately determine if a lesson met stated goals. Able to articulate how lessons may be improved. Committed to reflections, self-assessment, and learning as part of the teaching process. Welcomes constructive criticism.</p>	<p>Reflects on teaching and learning. May base reflections more on personal emotions than on student learning data and student responses. Attempts to improve practice. Is open to constructive criticism but could more consistently implement feedback.</p>	<p>Infrequently reflects on teaching and learning. Difficulty accurately determining if a lesson was effective or if it achieved learning goals. May misjudge the success of a lesson. Difficulty accepting and applying constructive criticism.</p>
<p>4. Use of technology to support student learning as you <i>seek appropriate and engaging ways to utilize technology to support the instructional process (GP 4g)</i></p>	<p>Shows excellent technological competence. Is aware of a broad variety of educational technology and critically selects, evaluates, and implements technology to enhance instruction and support student learning.</p>	<p>Is competent in basic technology such as word processing, internet usage, and electronic grade books; is able to learn and utilize new technological tools. Critically selects, evaluates, and implements technology to enhance instruction.</p>	<p>Shows some competence in basic technology such as word processing, internet usage, and electronic grade books. Could better use technology to achieve ends such as student engagement, differentiation, or effective modification.</p>	<p>Use of technology is noticeably lacking in one or more of the following ways: ethical use, basic competence, critical selection of tools, use of tools for education and not entertainment, desire to learn.</p>

5. Description of how study might influence your teaching in the future to <i>reflect on teaching experiences to evaluate and improve practice?</i> (GP7c).	Improves practice based on evaluation outcomes and student responses. Critically analyzes lessons and classroom interactions for strengths and weaknesses. Articulates alternative plans of action based on reflection. Actively seeks and responds to constructive criticism.	Uses classroom observation and assessment data to reflect on practice. Can accurately determine if a lesson met stated goals. Able to articulate how lessons may be improved. Committed to reflections, self-assessment, and learning as part of the teaching process. Welcomes constructive criticism.	Reflects on teaching and learning. May base reflections more on personal emotions than on student learning data and student responses. Attempts to improve practice. Is open to constructive criticism but could more consistently implement feedback.	Infrequently reflects on teaching and learning. Difficulty accurately determining if a lesson was effective or if it achieved learning goals. May misjudge the success of a lesson. Difficulty accepting and applying constructive criticism.
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OVERALL EVALUATION OF SYSTEMATIC STUDY OF TEACHING AND LEARNING

EXEMPLARY	ON TARGET	EMERGING	BELOW EXPECTATIONS
Exemplary indicates the teacher candidate exceeds expectations for a beginning teacher in using classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.	Satisfactory evidence that teacher candidate meets expectations for a beginning teacher in using classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.	Developing evidence that teacher candidate meets expectations for a beginning teacher in using classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.	Minimal evidence that teacher candidate meets expectations for a beginning teacher in using classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

Guiding Principle #4 EXEMPLARY ON TARGET EMERGING BELOW EXPECTATIONS

Guiding Principle #7 EXEMPLARY ON TARGET EMERGING BELOW EXPECTATIONS



GOSHEN
COLLEGE

TEACHER EDUCATION PERFORMANCE STANDARDS

(INTASC Standard #1, 4, & 5)

Making Content Connections – We seek to graduate teachers who comprehend the content disciplines to be taught in order to draw relationships a) within disciplines, b) between disciplines, and c) to students’ lives.

- a. Displays solid content knowledge.
- b. Understands learning differences and selects developmentally appropriate content for instruction.
- c. Approaches content through multiple representations and sequences appropriately; links ideas to prior learning and learner’s experiences.
- d. Evaluates resources/curriculum materials for accuracy, comprehensiveness and usefulness for representing ideas and concepts.

GUIDING PRINCIPLE #2

(INTASC Standard #5, 8)

Communicating Effectively – We seek to graduate teachers who communicate effectively in a variety of sign systems (e.g. oral, nonverbal, written, and media communication).

- a. Models effective oral and written communication skills.
- b. Utilizes nonverbal communication effectively to manage and instruct.
- c. Facilitates discussion and uses questioning techniques to stimulate learning.
- d. Respects cultural and gender differences in language, communication styles, and nonverbal teaching behaviors.
- e. Uses a variety of media/technology to enhance learning.

GUIDING PRINCIPLE #3

(INTASC Standards #1, 2, & 3)

Building a Learning Community—We seek to graduate teachers who build a learning community based on the diversity of students’ backgrounds and their learning styles by a) starting from each individual’s strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for all students.

- a. Creates an environment where differences are respected.
- b. Facilitates learner interactions with local and global issues.
- c. Provides for active engagement, manipulation and evaluation of ideas and materials; encourages learners to assume responsibility for shaping their learning tasks.
- d. Plans instruction to include learners from all backgrounds to facilitate success; advocates to meet the needs of learners and enact systemic changes.

GUIDING PRINCIPLE #4

(INTASC Standard #6 & 7)

Flexibly Employing Teaching and Evaluation Strategies – We seek to graduate teachers who flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.

- a. Employs short- and long-term planning to appropriately sequence experiences in multiple modes of instruction to meet students’ needs.
- b. Carefully chooses/evaluates alternative teaching strategies/materials that achieve different instructional purposes and meet students’ needs.
- c. Selects and implements research-based best practice to enhance learning.

- d. Links developmental characteristics to instructional strategies that meet learners' current needs in each domain (cognitive, social, emotional, moral, cultural and physical).
- e. Teaches to individual learning aptitudes and understands how to access appropriate services/resources to meet individual learning needs.
- f. Adequately accommodates, differentiates, and modifies instruction for diverse learners in diverse settings.
- g. Seeks appropriate and engaging ways to utilize technology to support the instructional process.
- h. Varies role in the instructional process (instructor, facilitator, coach, and audience).
- i. Uses a variety of formal and informal assessment techniques to collect formative and summative evaluation data.
- j. Collects information about students from parents, other colleagues, and students to make data-based decisions to inform instruction.
- k. Communicates and maintains assessment information effectively and ethically.

GUIDING PRINCIPLE #5

(INTASC Standard #3)

Managing a Classroom – We seek to graduate teachers who manage a classroom effectively, incorporating principles of peacemaking and positive behavioral supports in a wide variety of settings.

- a. Creates a positive classroom climate that is open to learner input and provides choices.
- b. Establishes and communicates clear expectations for behavior in a learning environment that promotes respect and is conducive to achieving academic and behavioral goals.
- c. Manages the learning environment by organizing time, space, and resources to facilitate successful instruction; proactively manages the classroom through carefully selected, well-planned instructional strategies.
- d. Monitors and responds appropriately to classroom management issues including positive affirmation for acceptable and desired behaviors.

GUIDING PRINCIPLE #6

(INTASC Standard #9)

Building a Sense of Calling - We seek to graduate teachers who sense a strong call to serve and to nurture students from a social justice perspective.

- a. Provides evidence of multicultural awareness and sensitivity.
- b. Provides a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability.
- c. Conveys concern about all aspects of students' well being (i.e., talks with and listens to students' needs and is sensitive and responsive to clues of distress).
- d. Reflects on personal biases and accesses resources to remediate such biases.
- e. Demonstrates respect and responsiveness to differing perspectives and cultural backgrounds.
- f. Displays a spirit of service to students & colleagues

GUIDING PRINCIPLE #7

(INTASC Standard #9)

Reflecting on Teaching and Learning – We seek to graduate teachers who develop a sense of self as an educational facilitator and leader who continually reflect on their own teaching in reference to Goshen College's guiding principles and their own emerging philosophy of education.

- a. Engages in ongoing learning to develop knowledge and skills based on state, professional, and national standards.
- b. Remains current in scientifically based best practice by reading professional literature, discussing trends and issues with colleagues and attending professional development activities.
- c. Reflects on teaching experiences to evaluate and improve practice.
- d. Collaborates with professional colleagues to share ideas and to support learning, reflection, and feedback.
- e. Utilizes technological tools to obtain local and global perspectives on teaching and learning in a diverse world.

GUIDING PRINCIPLE #8

(INTASC Standard #10)

Establishing Community Relationships – We seek to graduate teachers who establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment.

- a. Collaborates in planning, teaching, learning, and administrative activities to make the entire school a productive learning environment.
- b. Establishes respectful and productive communication with students and families that conveys an appreciation for their involvement in the learning experience.
- c. Upholds legal and ethical principles to respect the rights of students, families, and colleagues.
- d. Utilizes technological tools to communicate with learners, colleagues, and families.



Guiding Principles Assessment Rubric

GUIDING PRINCIPLE #1 (InTASC Standards #1, 4, and 5)

Making Content Connections – We seek to graduate teachers who comprehend the content disciplines to be taught so as to draw relationships a) within disciplines, b) between disciplines, and c) to students’ lives.

Element	Exemplary (4pts)	On Target (3 pts)	Emerging (2 pts)	Below Expectations (1 pt)
1a. Displays solid content knowledge	Displays depth and breadth of content knowledge and is reading and applying current research regarding best practice for the content area.	Displays accurate content knowledge and broad understanding within the field. Is aware of best practice approaches for content area.	Shows some evidence of content knowledge but may make content errors. Depth of understanding and breadth of knowledge are somewhat limited.	Makes content errors and generally does not self-correct. Does not take initiative to improve content knowledge through reading and research.
1b. Understands learning differences and selects developmentally appropriate content for instruction	Consistently matches content to the general developmental level of the class and to the particular developmental needs of all students.	Content selected for instruction is appropriate for the developmental level of the class. Some differentiation of content for learning differences.	Does not consistently meet the academic needs of the class and students; some content is too difficult, too simple, or insufficiently differentiated.	Does not meet the academic needs of the class and students; most content is too difficult, too simple, or insufficiently differentiated.
1c. Approaches content through multiple representations and sequences appropriately; links to learners’ prior experiences	Consistently incorporates interdisciplinary approaches to teaching and learning. Plans for active learning that promotes higher-order thinking skills and student inquiry. Incorporates multiple perspectives about subject matter. Integrates multiple intelligences into content representations. Effectively sequences content for student mastery.	Incorporates some interdisciplinary learning experiences. Plans for active learning that promotes higher-order thinking skills and student inquiry. Shows some understanding of multiple intelligences in the way that content is represented. Logically sequences content to promote student learning.	Moderate variation in the way that content is presented, though candidate does include some hands-on learning and/or attention to multiple intelligences. Content is somewhat organized, though more attention to sequencing would yield greater student learning.	Displays limited awareness of how to plan to present content in different ways. Most content is presented as rote learning. Content is not sequenced to build student mastery of the discipline.

1d. Evaluates resources/curriculum materials for accuracy, comprehensiveness, usefulness for representing ideas and concepts	Independently selects resources and materials for their comprehensiveness, accuracy and usefulness. Effectively utilizes and adapts resources to maximize student learning. Considers developmental needs of students when selecting resources. Demonstrates ability to locate innovative resources and spends time and attention in selection.	Selects resources and materials for their comprehensiveness, accuracy and usefulness. Utilizes resources to maximize student learning. Considers developmental needs of students when selecting resources. Demonstrates ability to locate appropriate resources and spends time and attention in selection.	Supplements provided curriculum with some additional resources. Avoids inaccurate and unhelpful materials. Most materials are developmentally appropriate. Could spend more time locating additional resources to enrich curriculum.	Uses primarily texts and resources readily at hand. Shows little initiative to evaluate resources or seek out additional materials to enrich the provided curriculum.
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GUIDING PRINCIPLE #2 (InTASC Standards #5 and 8)

Communicating Effectively – We seek to graduate teachers who communicate effectively in a variety of sign systems (e.g. oral, nonverbal, written, and media communication).

Element	Exemplary (4 pts)	On Target (3 pts)	Emerging (2pts)	Below Expectations (1 pt)
2a. Models effective oral and written communication skills	Oral and written language is grammatically correct and concise. An expressive, well-chosen vocabulary enriches lessons and written materials. Models excellent language usage for students.	Oral and written language is clear and correct. Vocabulary is appropriate to the context. Models solid command of the English language for students.	May be working on grammar or word choice issues. Language is at times too informal for context. Written language likely includes spelling, syntactical, or grammatical errors. Candidate demonstrates awareness of her/his language issues.	Communication skills severely lacking in areas of clarity, grammatical correctness, or formality. Shows minimal self-awareness regarding linguistic issues.
2b. Utilizes nonverbal communication effectively to manage and instruct	Masterfully utilizes nonverbal tools such as eye contact, proximity, gestures, facial expression, and intonation to engage students in content and to communicate behavioral expectations.	Understands how to use nonverbal tools such as eye contact, proximity, gestures, facial expression, and intonation to engage students in content and to communicate behavioral expectations.	Occasionally uses tools such as eye contact, proximity, and “wait time” to manage the class. Could further enhance instruction through attention to gestures, body language, and expression.	Shows little awareness of the impact of nonverbal communication on the learning environment. May send negative messages through body language, facial expression, posture, etc.
2c. Facilitates discussion and uses questioning techniques to stimulate learning	Knows how to ask questions and stimulate discussion for particular purposes. Promotes risk-taking, divergent thinking and curiosity. Ensures that all voices are heard. Students learn to question and assume considerable responsibility for the success of a discussion.	Asks high-quality questions that challenge students to justify responses, demonstrate their understandings, and articulate their ideas. Uses appropriate wait time in discussions. Candidate facilitates true discussion, not mere question and answer.	Implements questioning techniques into lesson plans on a somewhat regular basis. Many questions require lower-level thinking and discussion may need more parameters or direction. May miss opportunities to encourage student exchange of ideas.	Questions are usually lower level, if used at all. Limited participation from learners is evident. Candidate regularly misses opportunities to solicit students’ thoughts and encourage student exchange of ideas.

2d. Respects cultural and gender differences in language, communication styles, and nonverbal teaching behaviors	Conducts discussions and plans instruction with consistent attention to equity. Actively seeks to further develop her/his understanding of cultural and gender differences in communication. Teaches students assume responsibility for equitable communication.	Attends to equity issues when facilitating discussions and planning instruction. Reflections document a growing understanding of diversity in classroom communication. Promotes respect for differences among students.	Shows some awareness of gender and cultural differences in communication styles. Models respect and inclusion but could more consistently promote respect among students.	Little attention to or understanding of cultural and gender differences is evidenced. May communicate the attitude that such attention is unimportant. May intentionally or unintentionally demonstrate disrespect through her/his communication style.
2e. Uses a variety of media/ technology to enhance learning	Plans opportunities for learners to use a variety of media in their own learning and inquiry. Has consistent, thoughtful technology component in the curriculum.	Effectively uses a variety of media and technology tools to enrich student learning and seeks knowledge of new technological tools.	Uses media and technology in the classroom, but is either infrequent or uncritical in technology usage. Shows interest in learning new technologies.	Uses few media and technology tools to enrich student learning. May lack basic technological competence.

GUIDING PRINCIPLE #3 (InTASC Standards #1, 2, and 3)

Building a Learning Community—We seek to graduate teachers who build a learning community based on the diversity of students’ background and the ways in which they learn by a) starting from each individual’s strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for all students.

Element	Exemplary (4pts)	On Target (3pts)	Emerging (2 pts)	Below Expectations (1 pt)
3a. Creates an environment where differences are respected	Explicitly affirms human diversity. Candidate consistently models respect for differences; students demonstrate respect for one another based on the stated and modeled classroom expectations. Candidate consistently and effectively addresses intolerance among students.	Candidate affirms and models respect for diversity; students demonstrate respect for one another based on the influence of the class environment. Candidate addresses any obvious intolerance among students.	Candidate shows some awareness of the student diversity within the classroom and of global diversity. Tolerance for difference is affirmed but may not be effectively promoted.	Candidate shows little awareness of student diversity and global diversity. Does not actively work to foster an environment of tolerance and inclusion. May articulate a belief that such attention is unimportant.
3b. Facilitates learner interactions with local and global issues	Regularly brings real-world issues into the classroom for student discussion and processing. Invites students’ responses to issues of local, national, and global concern. Builds students’ awareness of the global community.	Makes ties between curriculum and real-world issues. Invites students’ responses to issues of local, national, and global concern. Increases students’ awareness of global diversity.	Occasionally mentions local, national, or global issues in the classroom. May or may not invite student response. Shows some personal awareness of global diversity.	Shows a lack of awareness of local, national, and global issues. Demonstrates minimal ability or interest in making ties between the curriculum and contemporary issues.

3c. Provides for active engagement, manipulation and evaluation of ideas and materials; encourages learners to assume responsibility for shaping their learning tasks.	Student-centered learning is central in the classroom. Regularly utilizes strategies/resources such as problem-based learning, experimentation, hands-on manipulatives, kinesthetic learning, group discussion, etc. Students are engaged in activities that extend and expand their own knowledge and understanding.	Often incorporates student-centered instructional strategies/resources such as experimentation, hands-on manipulatives, kinesthetic learning, group discussion, etc. Reflects on teaching and learning experiences to continually improve the implementation of such strategies.	May include some student-centered learning activities, though instruction is weighted toward teacher-direction. Needs improvement in the implementation of such strategies for better student learning outcomes.	Depends heavily on teacher-directed instruction and uniform curriculum; requires no student inquiry or testing of ideas. Students are generally passive recipients of knowledge.
3d. Plans instruction to include learners from all backgrounds to facilitate success; advocates for all learners.	Designs learning experiences so that all students can experience personal success regardless of race, class, gender, or disability.	Designs learning experiences to include all students in some way. All students can experience some degree of success.	Shows some awareness of student difference when planning. Attempts to include all students in the classroom experience.	Makes little to no effort to include all students in the learning experience. Repeatedly plans one uniform learning experience for the entire class.

GUIDING PRINCIPLE #4 (InTASC Standards #6 and 7)

Flexibly Employing Teaching and Evaluation Strategies – We seek to graduate teachers who flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.

Element	Exemplary (4 pts)	On Target (3 pts)	Emerging (2 pts)	Below Expectations (1 pt)
4a. Employs short- and long-term planning to appropriately sequence experiences in multiple modes of instruction to meet students' needs	Daily plans show attention to detail and variety and are grounded in an overarching sequential framework. Learning activities are highly relevant to daily and unit objectives. Activities provide for differentiation, are well organized, and align with state standards.	Daily plans show attention to detail, variety, and coherence with unit goals. Learning activities are relevant to daily objectives. Activities provide for differentiation, are well organized, and align with state standards.	Daily plans show some attention to detail and are generally grounded in objectives. Some attention is given to state standards and long-term goals. Candidate could devote more attention to one or more of the following: daily details, long-term objectives, differentiation, state standards, or learning goals.	Learning activities often lack clear objectives and do not follow an organized progression. Short-term planning is inconsistent and there is minimal evidence of long-term planning. Little to no evidence of differentiation and instructional variety.
4b. Carefully chooses/evaluates alternative teaching strategies/materials that achieve different instructional purposes and meet students' needs	Actively seeks out and uses resources from professional organizations, community resources, colleagues, etc. Successfully plans and uses a variety of effective, engaging strategies in instruction. Learners also choose from a collection of strategies to support their own academic growth.	Regularly uses multiple resources and inventive strategies for teaching. Deliberately acknowledges and validates multiple ways of knowing. Instructional materials match instructional goals and support learners' academic growth.	Exhibits some awareness and/or use of creative, innovative teaching resources. Beginning to find ways to support learning with varied instructional materials.	Exhibits limited awareness and/or use of curricular resources. Rarely supports student learning with varied instructional materials.

4c. Selects and implements research-based best practice to enhance learning	Uses reliable professional resources to keep up-to-date on current, research-based methodology. Critically assesses strategies in light of her/his teaching environment; appropriates strategies with the needs of the particular class and students in mind.	Uses reliable professional resources to keep up-to-date on current, research-based methodology. Adopts and implements strategies that meet the learning needs of the particular class.	Shows some awareness of current methodology and educational research. Needs improvement on one or more of the following: seeking out research-based methodology, selecting methods appropriate for the class, or owning and implementing new knowledge from research.	Demonstrates little awareness of research on best instructional practices. Does not take initiative to increase understanding of researched methodologies.
4d. Links developmental characteristics to instructional strategies that meet learners' current needs in each domain (cognitive, social, emotional, moral, cultural, and physical)	Strategies always show awareness of and sensitivity to students' developmental phase. Content is thematically appropriate with regard to cognitive, emotional, and moral development. Candidate nurtures holistic student development through content and instruction.	Strategies show awareness of and sensitivity to students' developmental phase. Content is thematically appropriate with regard to cognitive, emotional, and moral development. Candidate uses instruction to nurture more than the cognitive domain.	Occasionally makes poor decisions about the developmental appropriateness of content and instruction. Attempts to nurture students in more than the cognitive domain. Could incorporate various additional strategies to further nurture holistic student development.	Instructional strategies frequently do not meet the developmental needs and level of the students. Candidate approaches teaching and learning as a largely cognitive endeavor.
4e. Teaches to individual learning aptitudes and understands how to access appropriate services/resources to meet individual learning needs	Diligently nurtures the learning potential of each student by accessing adaptive technology, special education support staff, and other available services as needed.	Includes students with special needs in the learning process by accessing adaptive technology, special education support staff, and other available services as needed.	Accesses some external services and resources to meet the needs of individual students. Could make better use of the resources available within the school and district.	Rarely makes use of the resources and support staff available to meet the special needs of students.
4f. Adequately accommodates, differentiates, and modifies instruction for diverse learners in diverse settings	Plans of action are always attentive to inclusion. Candidate differentiates instruction to include students with diverse academic, social, emotional, physical, and linguistic needs.	Plans of action are generally inclusive. Candidate often differentiates instruction to include students with diverse academic, social, emotional, physical, and linguistic needs.	Candidate is able to differentiate instruction to include students with diverse academic, social, emotional, physical, and linguistic needs. Could differentiate and modify more effectively and/or regularly.	Teaches in a "one size fits all" manner. Some students have difficulty learning because of the absence of differentiation and modification.

4g. Seeks appropriate and engaging ways to utilize technology to support the instructional process	Shows excellent technological competence. Is aware of a broad variety of educational technology and critically selects, evaluates, and implements technology to enhance instruction and support student learning.	Is competent in basic technology such as word processing, internet usage, and electronic grade books; is able to learn and utilize new technological tools. Critically selects, evaluates, and implements technology to enhance instruction.	Shows some competence in basic technology such as word processing, internet usage, and electronic grade books. Could better use technology to achieve ends such as student engagement, differentiation, or effective modification.	Use of technology is noticeably lacking in one or more of the following ways: ethical use, basic competence, critical selection of tools, use of tools for education and not entertainment, desire to learn.
4h. Varies role in the instructional process (instructor, facilitator, coach, and audience)	Effectively moves through multiple roles as needed. Expertly decides when to assume what type of role. Learners are often actively engaged.	Is able to assume multiple roles as called for by different instructional strategies. Balances the amount of student-centered and teacher-directed instruction.	Assumes different roles in the instructional process, but could make better decisions about which role would yield the best student learning.	Primary role is transmitter of knowledge. Limited use of student-directed learning. Candidate often problem-solves for the learners.
4i. Uses a variety of formal and informal assessment techniques to collect formative and summative evaluation data	Plans a system of assessment that uses a variety of formal and informal assessments and has a systematic plan for analysis and application of the data. Data are used consistently to drive instructional decisions.	Uses a variety of formal and informal assessments (observation, portfolios, tests, performance-based tasks, projects, self-assessment, etc.) to evaluate student learning and to inform instructional decisions.	Assessment strategies include more than traditional quizzes and tests. Assessment tools may not always give the clearest picture of authentic student learning.	Assessment strategies do not give an accurate picture of student learning and/or test only rote learning. Assessment data are rarely used to inform instruction.
4j. Collects information about students from parents, other colleagues, and students to make data-based decisions to inform instruction	Understands each individual student's needs as much as possible through communication with parents/guardians and colleagues and through intentional conversations with the students themselves.	Gathers information about individual student's needs from appropriate sources such as parents/guardians and colleagues and through conversations with the students themselves.	Has gleaned some information about individual student needs from appropriate sources. Could be more intentional about communicating with parents, colleagues, and/or the students themselves to fully understand the particular needs of each individual.	Little communication with sources outside of the classroom to understand the needs of individual students. Candidate also does not communicate with students directly regarding their particular needs in the learning environment.
4k. Communicates and maintains assessment information effectively and ethically	Assignments are always assessed and returned in a timely manner; assessment aligns with pre-determined criteria. Regular, qualitative feedback on assignments is clear and helpful to student learning. Grades are a confidential matter among the student, candidate, parents, and appropriate colleagues.	Assignments are usually assessed and returned in a timely manner; assessment aligns with pre-determined criteria. Candidate gives adequate qualitative feedback to enhance future student learning. Grades are a confidential matter among the student, candidate, parents, and appropriate colleagues.	Assignments are regularly assessed, though are not always helpful to future student learning due to lag time, unclear criteria, and/or absence of meaningful feedback. Grades are a confidential matter among the student, candidate, parents, and appropriate colleagues.	Feedback to students is often not timely. Minimal qualitative feedback is included. Students are not aware of scoring criteria prior to submission of assignment. Candidate may breach confidentiality.

GUIDING PRINCIPLE #5 (InTASC Standard #3)

Managing a Classroom – We seek to graduate teachers who manage a classroom effectively, incorporating principles of peacemaking and positive behavioral supports in a wide variety of settings.

Element	Exemplary (4 pts)	On Target (3 pts)	Emerging (2 pts)	Below Expectations (1 pt)
5a. Creates a positive classroom climate that is open to learner input and provides choices	Candidate helps the learning community create shared values and expectations. Classroom environment embodies openness, mutual respect and support, intellectual curiosity, and peacemaking.	Learners are affirmed appropriately. Extrinsic rewards are minimally offered and generally unnecessary to motivate students. Teacher demonstrates an ethic of care toward all learners and expects respect from and among students.	Attempts to create a positive classroom climate through affirmation, shared expectations, and positive relationships. These attempts are not fully successful in creating a safe and productive space for all students.	Has made little attempt to establish positive classroom expectations. Manages largely through reprimand and extrinsic reward. May have difficulty establishing a positive rapport with some learners.
5b. Establishes and communicates clear expectations for behavior in a learning environment that promotes respect and is conducive to achieving academic and behavioral goals	Reasonable, but high expectations for conduct and academic achievement are evident and clear to all students, as is the rationale behind them. Candidate establishes standards consistently through reviewing, modeling, and prompting behaviors as appropriate.	Reasonable, but high expectations for conduct and academic achievement are evident and clear to all students. Candidate regularly reviews expectations and prompts behaviors as necessary.	Reasonable expectations for conduct and academic achievement are clear to most students. Candidate could create a stronger learning environment by reviewing and reiterating classroom expectations more frequently.	Students may be confused about expectations. Classroom rules are not consistently or fairly applied. Communicates, either explicitly or implicitly, low expectations for some learners.
5c. Manages the learning environment by organizing time, space, and resources to facilitate successful instruction and through carefully selected instructional strategies	The physical learning environment is thoughtfully designed so that all students can experience the maximum degree of success and access. Candidate is thoughtful and intentional about administrative tasks so that learning time is maximized. Directs students' attention toward learning through engaging, well-planned instructional strategies.	The physical learning environment is organized so that all students can experience success and access. Candidate is efficient with administrative tasks so that learning time is maximized. Is able to promote mostly positive behavior through well-planned, varied instructional strategies.	The physical learning environment is generally safe but may at times impede student access and academic success. Candidate could better organize resources and time to increase the amount of time for learning. May overlook administrative details. Weaknesses in planning occasionally beget poor behaviors.	The physical learning environment appears disorganized and/or not conducive to learning. Candidate must improve attention to administrative tasks and resource organization. Inadequate planning begets poor behaviors.
5d. Monitors and responds appropriately to classroom management issues, including positive affirmation for acceptable and desired behaviors	Invites learners to respectfully analyze classroom behavioral issues and makes adjustments that enhance the classroom community. Shows keen awareness of classroom dynamics. Manages behavior using subtle reminders, preventive strategies, and affirmation of desired behaviors.	Analyzes the environment and makes decisions and adjustments that enhance the classroom community. Demonstrates personal self-control in responding to students. Discipline plan includes preventative strategies such as warnings and predetermined consequences.	Is aware of obvious classroom behaviors. May miss some subtleties of student behavior or fail to intervene before problems intensify. Should attempt different or additional responsive strategies to encourage positive behavior from students.	Generally unaware of or indifferent to learners' behavior. Some misbehavior is either missed or overlooked. Demonstrates few strategies for responding to disruptive behavior. Responses often do little to resolve underlying issues.

GUIDING PRINCIPLE #6 (InTASC Standard #9)

Building a Sense of Calling - We seek to graduate teachers who sense a strong call to serve and to nurture students from a social justice perspective.

Element	Exemplary (4 pts)	On Target (3pts)	Emerging (2pts)	Below Expectations (1 pt)
6a. Provides evidence of multicultural awareness and sensitivity	Almost always reflects on the social and academic context of the classroom in light of student diversity. Seeks opportunities to read and learn more about multicultural issues.	Periodically reflects on the social and academic context of the classroom in light of student diversity. Considers multiculturalism important in teaching and learning.	Is sensitive to student diversity within the classroom. Must continue to seek opportunities to deepen and further develop multicultural understanding.	Rarely reflects on the social or academic context of the classroom in light of student diversity. Does not avail self of learning opportunities or reading about multicultural issues.
6b. Provides a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability	Establishes an environment of inclusion through rapport, modeling, classroom expectations, and explicit instruction. Known by stakeholders as someone who will advocate for all students.	Establishes an environment of inclusion through rapport, modeling, classroom expectations, and instruction. Stakeholders view candidate as providing appropriate nurture to all learners.	Attempts to establish an environment of inclusion through rapport, modeling, classroom expectations, and/or instruction. Must be more intentional about creating a safe space for all students.	Does not actively attempt to establish an environment of inclusion. May be perceived by some as judgmental. Must be more intentional about creating a safe space for all students.
6c. Conveys concern about all aspects of students' well-being (i.e., talks with and listens to students' needs and is sensitive and responsive to clues of distress)	Is concerned about the whole learner (cognitive, emotional, social, physical) and is astutely aware of signs of distress. Responds with sensitivity and accesses outside support as necessary. Always makes time for holistic student nurture.	Is concerned about whole learner (cognitive, emotional, social, physical) and is alert to signs of distress. Responds appropriately. Students are aware of candidate's concern for their well-being.	Is concerned about whole learner (cognitive, emotional, social, physical) but misses some signs of distress. Responses are generally appropriate. Students are somewhat aware of candidate's concern for their well-being.	Does not easily identify cues of learner distress. Focuses on teaching as a largely cognitive endeavor. Does not make time to respond to students' individual needs.
6d. Reflects on personal biases and accesses resources to remediate such biases	Candidate shows astute awareness of her/his own cultural and socio-economic background; understands how her/his background influences perspective and expectations. Continually seeks to mitigate her/his biases.	Candidate is aware of her/his own cultural and socio-economic background; understands how her/his background influences perspective and expectations. Desires to mitigate her/his biases.	Candidate shows moderate awareness of her/his own background and its impact on her/his perspective and expectations. Should continue to reflect on strategies/resources to mitigate such biases.	Candidate is generally unaware of the biases that are a natural result of culture and socio-economic status. When her/his biases are called to attention, s/he may treat them as unimportant or may suggest that others conform to her/his perspective.
6e. Demonstrates respect and responsiveness to differing perspectives and cultural backgrounds	Explicitly affirms diversity of culture and perspectives. Candidate consistently models respect for differences and civil discourse, and leverages diversity as a strength. Consistently promotes a culture of open-mindedness.	Affirms diversity of culture and perspectives. Candidate consistently models respect for differences and civil discourse. Promotes a culture of open-mindedness.	Affirms the idea of diversity, but may not always respect differing opinions and beliefs. May sometimes promote argument or conformity over meaningful, civil dialogue.	Holds a fixed set of beliefs and ideals and expects others to conform to those beliefs. Tends to argue for her/his perspective and does not listen to the perspectives of others.

6f. Displays a spirit of service to students and colleagues	Actively participates in service to the school and community. Seeks opportunities for leadership or mentorship positions. Contributes by presenting at professional meetings or conferences and willingly assists other educators.	Evidence of providing service to the school and community. Willingly participates in school functions (committees, open houses, PTA, clubs, sports, etc.). Actively assists other educators as able.	Some involvement in the school community beyond the classroom. Participates in required school-wide functions. Attempts to share with colleagues in department and faculty meetings.	Little evidence of service to the school and/or community. Minimal, reluctant participation in school-wide functions. Does not share ideas and resources with others or assume professional responsibility.
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GUIDING PRINCIPLE #7 (InTASC Standard #9)

Reflecting on Teaching and Learning – We seek to graduate teachers who develop a sense of self as an educational facilitator and leader who continually reflects on her/his own teaching in reference to Goshen College’s guiding principles her/his own emerging philosophy of education.

Element	Exemplary (4 pts)	On Target (3 pts)	Emerging (2 pts)	Below Expectations (1 pt)
7a. Engages in ongoing learning to develop knowledge and skills based on state, professional, and national standards	Stays current in content, pedagogy, standards, and educational legislation. Eagerly participates in professional organizations, school-wide learning opportunities, and conferences to continually develop knowledge and skills.	Seeks out literature, colleagues, conferences, mentors, etc. to grow professionally and to continually develop knowledge and skill.	Participates willingly in required professional activities. Demonstrates openness to growth and learning. Would benefit from additional professional development opportunities.	Participates only in professional activities that are required. Ideas about teaching and learning are fixed and may not be based on current state, professional, and national standards.
7b. Remains current in scientifically based best practice by reading professional literature, discussing trends and issues with colleagues and attending professional development activities	Regularly reads professional literature and processes pedagogical ideas with cooperating teacher, professors, and colleagues. Understands and critically evaluates the most current research in best practice.	Reads professional literature and processes pedagogical ideas with cooperating teacher, professors, and colleagues. Understands and evaluates current research in best practice.	Is aware of some scientifically based teaching practices and willingly gleans knowledge and insight from colleagues. May not critically evaluate the research methods behind some practice.	Makes little attempt to remain current in scientifically based best practice. Does not understand the value of educational research to inform practice.
7c. Reflects on teaching experiences to evaluate and improve practice	Improves practice based on evaluation outcomes and student responses. Critically analyzes lessons and classroom interactions for strengths and weaknesses. Articulates alternative plans of action based on reflection. Actively seeks and responds to constructive criticism.	Uses classroom observation and assessment data to reflect on practice. Can accurately determine if a lesson met stated goals. Able to articulate how lessons may be improved. Committed to reflections, self-assessment, and learning as part of the teaching process. Welcomes constructive criticism.	Reflects on teaching and learning. May base reflections more on personal emotions than on student learning data and student responses. Attempts to improve practice. Is open to constructive criticism but could more consistently implement feedback.	Infrequently reflects on teaching and learning. Difficulty accurately determining if a lesson was effective or if it achieved learning goals. May misjudge the success of a lesson. Difficulty accepting and applying constructive criticism.

7d. Collaborates with professional colleagues to share ideas and to support learning, reflection, and feedback	Initiates conversations with colleagues about educational issues. Seeks to further knowledge and competence in the immediate environment and beyond through ongoing collegial relationships. Routinely shares resources and ideas.	Interactions with colleagues are positive and respectful. Openly shares ideas and collaborates with cooperating teacher. Seeks opportunities to work with colleagues to learn and grow professionally.	Interactions with colleagues are mostly positive but may be more social than professional. Has a collegial relationship with cooperating teacher but may show either too much dependence or independence.	Keeps to self. Reluctant to share ideas or discuss problems with cooperating teacher, college supervisor and/or peers. Interactions with colleagues may seem self-serving.
7e. Utilizes technological tools to obtain local and global perspectives on teaching and learning in a diverse world.	Regularly and critically uses tools such as the internet, online databases, podcasts, and webinars to obtain and reflect on diverse, informed perspectives on teaching and learning.	Uses tools such as the internet, online databases, podcasts, and webinars to obtain diverse perspectives on teaching and learning.	Occasionally uses tools such as the internet, online databases, podcasts, or webinars to obtain others' perspectives on teaching and learning. Should be a more critical consumer of information.	Neglects technological tools readily at hand that would deepen and broaden her/his perspective on teaching and learning in a diverse world.

GUIDING PRINCIPLE #8 (InTASC Standard #10)

Establishing Community Relationships – We seek to graduate teachers who establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment.

Element	Exemplary (4 pts)	On Target (3 pts)	Emerging (2 pts)	Below Expectations (1 pt)
8a. Collaborates in planning, teaching, learning, and administrative activities to make the entire school a productive learning environment	Actively seeks relationships with colleagues and support personnel to enhance the learning environment and meet the needs of all students. Is invested in the good of the entire school.	Seeks relationships with colleagues and support personnel to help meet the needs of learners. Shows investment in the school-wide environment.	Seeks the advice of colleagues and support personnel primarily when there is a problem. Focus remains mostly on the immediate classroom environment.	Views teaching as an autonomous endeavor and does not seek necessary help from colleagues. Is not engaged in collaborative activities or school-wide programming.
8b. Establishes respectful and productive communication with students and families that conveys an appreciation for their involvement in the learning experience	Partnerships with families are evident. Openly welcomes parents into the classroom. Creates avenues for connections and communication with families. Actively works to help all parents/guardians access information and overcome communication barriers.	Provides on-going feedback to families about learners' progress. Seeks to develop partnerships with parents/guardians. Responds to family concerns with sensitivity and openness.	Attempts an open, listening posture when parents/guardians voice concerns or questions. Initiates family contact primarily when there is concern about failure or extreme misbehavior.	Does not welcome parents to have a stake in their children's education. Views parent-initiated contact as a nuisance and may not respond appropriately.
8c. Upholds legal and ethical principles to respect the rights of students, families, and colleagues	Respects learner privacy and confidentiality of information. Knows and upholds legal principles regarding students' and family rights, anti-bullying, freedom of religion, mandated reporting, etc.	Respects learner privacy and confidentiality of information. Upholds known legal and ethical principles and seeks guidance from colleagues in understanding her/his legal rights and responsibilities.	Respects the existence of legal and ethical principles, but needs guidance in fully understanding the specific rights and responsibilities of an educator.	May have difficulty maintaining confidentiality. Shows disregard for one or more legal/ethical responsibilities.

8d. Utilizes technological tools to communicate with learners, colleagues, and families	Makes regular use of email, class websites, and online grade books (as applicable) to keep students, families, and colleagues informed about student progress and class activities. Implements new communication tools (e.g. wikis, electronic newsletters, podcasts) beyond what is expected by the school and classroom teacher.	Makes regular use of school-wide communication tools such as email, class websites, and online grade books to keep students, families, and colleagues informed about student progress and class activities.	Uses email, class websites, and online grade books (as applicable) to keep students, families, and colleagues informed about student progress and class activities. More consistent use would yield better communication.	Does not regularly or effectively use the school-endorsed electronic tools to communicate students' progress and class activities.
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