Field Experience and Student Teaching Handbook for Students, Clinical Partners, and Faculty

Licensure and the MAED in Curriculum & Instruction

School of Education
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OVERVIEW OF A TEACHER PREPARATION PROGRAM

The VT conceptual framework for professional education uses the metaphor of a crossroads to stress the importance and need for good decision-making by all individuals and groups in the sphere of education. The methods courses and internships in the Fall and Spring form the crossroads through which Teacher Candidates (TCs) transition from student to teacher. In methods courses and internships, Teacher Candidates have to demonstrate their ability and willingness to pull from what they have learned across their education and content courses to maximize - and take advantage of - opportunities to be engaged in and learn from actual practices. Throughout this year Teacher Candidates will be expected and supported in their efforts to ensure that their teaching and curriculum practices are aligned with desired outcomes and contemporary research and theory related to student learning, and that within the context of the field placements Teacher Candidates will strive to identify opportunities for leadership in advancing the application of technology to support the learning of all children. This is the year that Teacher Candidates will learn to perform as a teacher and take on the language and understandings of a teacher.

It is also important that Teacher Candidates become familiar with the standards (Interstate Teacher Assessment and Support Consortium InTASC) that establish the goals and evaluations (Appendix A) throughout this year in both internships and via the electronic portfolio defense at the end. A key part of instructional design is to provide students at the start of study with the essential knowledge, skills, understandings, and dispositions that they will learn, develop, and be assessed on throughout the year. With this in mind there are a series of standards that Teacher Candidates will become very acquainted with this year. They are not mutually exclusive but are intertwined and together provide a clear and robust vision for what Teacher Candidates as beginning teachers should know and be able to do to effectively function in today’s 21st century classrooms. We wanted to share them here as a way for Teacher Candidates to become familiar with the language of standards and assessments in teacher education. Individual programs (e.g. English Education, History Education, Math Education) also require attention to content-specific standards). Those standards are available on the program websites.

I - THE LEARNER AND LEARNING

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
II - CONTENT KNOWLEDGE

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III - INSTRUCTIONAL PRACTICE

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV - PROFESSIONAL RESPONSIBILITY

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Students that do not meet the objectives set forth based in these standards (in early field placement work or coursework) will not be permitted to move into student teaching.
GLOSSARY

Teacher Candidate (TC) – the student enrolled in the MAED degree program seeking licensure

Early Field Experience – the field experience that is taken for 3-6 credits prior to student teaching

Student teaching experience – the experience taken for 9 credits, a full-time immersion in a field school site.

Cooperating teacher (CT) – the clinical partner teacher with whom the Teacher Candidate is placed.

University Supervisor – the university-appointed person that makes observation visits to the Teacher Candidate. This can be university faculty or doctoral students operating in a supervised Teaching or Graduate Assistant capacity.

Program Leader/Advisor – the University faculty member responsible for admitting Teacher Candidates to the program and overseeing program completion and graduation requirements.
THE IMPORTANCE OF PROFESSIONAL DISPOSITIONS

Teacher Candidates are expected to show professionalism at all times. Professionalism should be evident in all aspects of a TC’s work, character, and conduct. In addition to developing skills necessary to plan and implement instruction, students should demonstrate a commitment to professionalism in problem solving and decision-making and undertake a responsible attitude toward becoming an educator with integrity. TCs in our professional degree program understand that they will display their professional ethics in daily interactions with peers, educators, and the community. Professionalism in becoming a teacher is demonstrated most clearly in, but not limited to, the following ways:

- Meets all attendance requirements (including punctuality)
- Is dependable and organized
- Handles materials responsibly
- Follows rules and policies
- Communicates clearly and accurately with students/parents/families/ colleagues
- Accepts and responds to feedback
- Displays positive attitude and enthusiasm towards teaching and students
- Demonstrates commitment to the welfare and continuous development of others
- Demonstrates respect for people who are different in how they might look, think, learn, or communicate.
- Is a contributing team member
- Models ethical and fair behavior
- Accepts responsibility for actions and reflects on actions
- Models enthusiasm for and engagement in learning

(Derived from T&L faculty consensus March, 2015)

Professionalism extends into all forms of communication – texts, phone calls, emails, and face-to-face conversations. At no time will disrespect be tolerated.

EVALUATIONS OF DISPOSITIONS

Teacher Candidates will be evaluated at the end of the Early Field Placement, in the middle and end of student teaching by the Cooperating Teacher and the university supervisor using the rubric in Appendix B (Disposition Assessment and Feedback):
EXPECTATIONS OF TEACHER CANDIDATES IN EARLY FIELD AND STUDENT TEACHING EXPERIENCES

It is expected that Teacher Candidates complete school placements respectively in Fall and Spring semesters. Teacher Candidates may share their preferences, but should not contact a teacher directly. The program leader/advisor will work with the placement office to request the field placement sites. The program area leader will suggest public school teachers and work with the School of Education Placement Officer to get paperwork completed early, but ultimately placements are approved by school districts and are not within our direct control.

In Early Field Experience Teacher Candidates must attend school for 150 hours for a three-credit class.

In Student Teaching Teacher Candidates must attend 300 hours, of which 150 must be primary instruction. The period of full responsibility must be a minimum of 6 weeks, and student teaching placement must be a minimum of 10 weeks.

Any missed days must be made up in either Early Field or Student Teaching Experiences.

**Log of hours** – Teacher Candidates will be provided with a log document from their program area leader that must be turned in after each field placement.

**Lesson plans** – Lesson plans must be completed before teaching occurs. They should be approved by the Cooperating teacher. These should be compiled in a notebook, or other filing system to be made available to university supervisors during observations.

**Observations** – In addition to being prepared every day for teaching responsibilities, there will be some days when your University Supervisor (US) might arrive unexpectedly to observe you, and some days when a planned observation will take place. When the observation is planned, initiate and follow the plans as outlined in the Announced Observation Checklist (Appendix C) including ensuring that both CT and US have your standards-based lesson plans a few days in advance, personally or electronically communicate with the US about specific feedback you wish her/him to focus, and schedule a post-observation conference ideally with both your CT and US present. Feedback will be discussed following the outline for observations included in Appendix D.

**Attendance** - during the Field Experience semester, students will take Thanksgiving Break using the university schedule.

During the Student Teaching semester, Teacher Candidates will take Spring Break at the time indicated by the school district in which the placement is made. Teacher Candidates will not take the university-scheduled spring break. We do not advise Teacher Candidates to make plans or purchase tickets for spring break at the school district assigned time. If there are a large number of snow days, it is common for spring breaks to be shortened to make up for missed snow/ice/extreme cold days.

**Job Search Days** - during the spring Student Teaching semester, each Teacher Candidate may miss days during the semester for the purpose of attending interviews/job fairs, or engaging in other job search activities. Teacher Candidates must notify the cooperating teacher
and the university mentor about these absences at least one week in advance. Teacher Candidates are responsible to write lesson plans and provide them to the cooperating teacher for all subject areas for which the student teacher is responsible at the time of the absences. Teacher Candidates must make up any missed days.

**Absences** - If Teacher Candidates will be absent due to illness or personal emergency, she/he MUST CONTACT her/his cooperating teacher (at home or at school) AND the university supervisor. Teacher Candidates must make up any missed days.

**Reflective practice** – The Program Leader/Advisor, University Supervisor, or methods instructor will prescribe reflective practice which must be completed as specified. This may be daily or weekly.

**MUSIC inventory** – All student teachers (with the exception of those placed in Roanoke County and ESL students at the discretion of the cooperating teacher or supervisor) are expected to administer the MUSIC motivation inventory to the same class twice during student teaching. Ideally, the inventory would first be administered after your first week of teaching a class, and then the second time after three or four weeks. The MUSIC report process is included in Appendix E for Elementary candidates and Appendix F for secondary candidates. This information and the inventory for each level is also included in a Canvas page to which you will be enrolled so that you can download the forms directly. You will find the questionnaire for your level, a spreadsheet you can use to track the data, and a report format. The expectation is that you will analyze the class feedback on the five domains that make up the inventory that reflect your ability to motivate the students, discuss this with you CT and/or US, write a reflection about the feedback and what you plan to adjust to increase the motivation. After the second administration, the process is the same in terms of analysis and discussion, but your reflection will be about any changes you saw in the feedback and what meaning you make of those changes. Submit the results and report to your faculty member, who will forward this to the OAP.

**Specific student teaching expectations**

As we look at the student teaching experience, we have found it helpful to divide it into four phases. The **orientation phase** is the period during which the Teacher Candidates get to know the students, establish a professional bond with their cooperating teachers, and learn about the classroom environment and curriculum materials. At the end of this phase, the Teacher Candidate should be aware of the daily routine of the classroom and understand the expectations that the cooperating teachers have for their students. In addition, it is helpful for the Teacher Candidate and cooperating teacher to have developed a general plan for involving the teacher intern in the work of the classroom. This plan should be flexible and fit the style of the cooperating teacher within the context of the classroom environment as well as the needs of the teacher intern.

Subsequent to the orientation phase is the **shared responsibility phase**. During this phase, the cooperating teacher and Teacher Candidate are engaged in collaborative lesson planning, team teaching, and assessment of student work. The Teacher Candidate might begin this phase by following the teacher's plan or assisting in instruction. However, a major goal of this phase is to assist Teacher Candidates in developing skills necessary for planning. To this end we
recommend the following: team planning and teaching with the cooperating teacher; developing lesson plans to be reviewed and commented on by the cooperating teacher before implementation; studying curriculum materials; and observing other teachers (including teachers in other content areas) to learn pacing, transitions, and a variety of methods and strategies. The format of the plans is flexible and should be agreed upon by the cooperating teacher and Teacher Candidates. The Teacher Candidate should be reflecting extensively about their lessons during this phase.

The third stage of this experience may be referred to as the **major responsibility phase**. In this phase, the Teacher Candidate may be evolving into extensive planning and instructional roles during their full time teaching experience. There will likely be variation among Teacher Candidates as to the best time to move into this phase. However, no matter when the Teacher Candidate assumes major responsibility, this is not to be interpreted as a time when the cooperating teacher should feel they must remove themselves from the classroom. While the Teacher Candidate might be in action much of the time, the cooperating teacher might function as a consultant or even continue as a team teacher. We would hope that at this time of the experience that a productive collaborative relationship develops between the cooperating teacher and Teacher Candidate. The timing in the semester and the amount of responsibility that Teacher Candidates assume is dependent on the judgment of the cooperating teacher, however **this phase needs to be at least six weeks in length**.

During the **winding-down phase**, Teacher Candidates should be concluding major instructional responsibilities such as grading and assessment of student work. During this time Teacher Candidate should be reflecting about what they have learned in this placement and establishing goals for continued professional growth. (This goal construction process ought to be part of the final assessment process.) Because Teacher Candidates have had experience teaching by this time, observations of other teachers (as time permits) may take on new meaning. Teacher Candidates should also have an opportunity to conference together with the university supervisor and cooperating teacher.
COOPERATING TEACHER RESPONSIBILITIES

Planning and Communication
- Negotiate with Teacher Candidate and university supervisor to sequence responsibilities in accordance with program standards.
- Provide Teacher Candidates with an outline or list of topics that will make-up curricular content for the semester, allowing extra time for Teacher Candidates to locate resources, plan, work individually with students, and receive feedback from the cooperating teacher and university supervisor, and revise.
- Help identify places in the curriculum for the development of the original unit.
- Assist student intern to develop range, flexibility and creativity in teaching in a standards-based setting.
- Confer regularly with the university supervisor about progress and concerns.
- Participate in triad meetings.
- Cooperating teachers must complete the online evaluation surveys as requested by the OAP.

Supporting Teacher Candidate Learning
- Facilitate and monitor Teacher Candidates’ progress from observation to co-planning and co-teaching to lead teaching.
- Guide the Teacher Candidates through daily school based experience such as collaborating with other teachers, or dealing with classes on assembly day, etc.
- Provide regular written feedback to the Teacher Candidates. (Consider using Observation form, Appendix D)
- Work with Teacher Candidates as a co-teacher as soon as possible, sharing decisions and observations.
- Observe Teacher Candidates’ teaching and help encourage thinking about student understanding, alternative approaches, grouping, management, etc. (Consider using Observation form, Appendix D)
- Assist Teacher Candidates in getting to know students, parents, colleagues, curriculum and grade level objectives, school policies and curriculum resources.
- Model the intellectual work of teaching by sharing goals and beliefs, co-planning, discussing dilemmas, etc.
- Share concerns with advisor and supervisor as soon as they arise. The supervisor can then create a communication of concern Appendix G) or it can come from the supervisor directly.
- Communicate with the University Supervisor about when the Teacher Candidate is ready to start taking teaching responsibilities (moving from observation, to team teaching, to teaching, and to full responsibility).

Assessment
- Participate in assessment conferences/triad meetings with the Teacher Candidate and university supervisor.
- Assist Teacher Candidates in thinking about their careers as teachers, and assist with questions about interview processes, portfolio artifacts, and/or application materials.
- Complete the midterm and final evaluations of the Teacher Candidates, online as requested by the Office of Academic Programs. Cooperating teachers will receive an email with a link to a survey that they are required to complete. (Appendix A and B)
• Help develop a Communication of Concern Form or Intensive Assistance Plan (Appendix G) if need be for Teacher Candidates that are struggling or not performing optimally.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

Meetings, Observations, Visits, and Evaluations
• Provide copies of written feedback to Teacher Candidates and cooperating teachers.
• Conduct post-observation discussions/conferences with the Teacher Candidates and if possible, cooperating teachers. (see Appendix C: Observation Checklist and Appendix D: Observation feedback)
• Prepare cooperating teachers for mid-term and final meetings and ensure that online evaluations are completed. (Appendix A and B)
• Make announced and unannounced observations throughout the semester. (Appendix C: Observation Checklist)
• Submit copies of observation feedback to cooperating teachers after each observation.
• Identify growth areas for all Teacher Candidates and be prepared to provide and document concerns and identify students in need of Intensive Assistance plans (Appendix G).
• Supervisors must complete the online evaluation surveys as requested by the Office of Academic Programs (Appendix A and B)

Communication
• Facilitate communication among Teacher Candidates, cooperating teachers, and others involved in the experiences.
• Communicate regularly with each Teacher Candidate (at least each week).
• Communicate regularly with each cooperating teacher (at least every other week).
• Examine each Teacher Candidate’s print binder of lesson plans (or electronic equivalent such as Dropbox or Blog) when conducting observations.
• Examine each Teacher Candidate’s submitted lesson plans providing responsive feedback where needed and most helpful.
• Plan ahead to schedule triad meetings and observations in a timely fashion. (Appendix C: Observation Checklist)
• Provide the Teacher Candidates and cooperating teacher with feedback and detailed notes from observation visits. (Appendix D: Observation Form)
• Make sure that everyone understands program expectations and standards.
• Know where to direct questions and relay answers as soon as possible.
• Work with cooperating teachers and Teacher Candidates to help facilitate communication

Support of Teacher Candidate Learning
• Observe the Teacher Candidate’s teaching and confer about the planning and teaching of each observed lesson. Provide constructive written and oral feedback. (See Appendix C and D)
• Identify the Teacher Candidate’s specific needs and work to set goals and collaborate with the cooperating teacher and Teacher Candidate on development plans.
• Inform Program Leader/Advisor about problems promptly (within 24 hours).
Help Teacher Candidates to develop their portfolios by giving feedback (when requested) on artifacts.

**Records**
- Keep notes of observation visits using program observation forms/protocols and including date, progress observed, suggestions made, and actions taken.
- Keep records/notes of all communication with Teacher Candidates and cooperating teachers.
- Keep examples of Teacher Candidate work indicative of progress or problems.
- Keep copies of all written assessments and plans of action.
- Be ready, willing, and able to use Communication of Concern Plans or communicate the need for Intensive Assistance Plans (Appendix G)

**POLICY REMINDERS FOR ALL STAKEHOLDERS**

1. Teacher Candidates are not to serve as substitute teachers during the student teaching experience without prior approval from all parties - including school principal and the Program Leader/Advisor. IF approved to qualify as substitutes, Teacher Candidates must complete the training sessions provided by the school division.

2. The opportunity to teach is both a privilege and a responsibility and no lesson should be taught until approved by the cooperating teacher.

3. During student teaching experiences Teacher Candidates are expected to be in the building the same number of days and the same hours as a practicing teacher. They are required to attend the same meetings, workshops, and experiences as their cooperating teachers.

4. In advance of any absence, Teacher Candidates must notify their cooperating teacher and university supervisor/advisor. The number of excused absences is not predetermined, however, additional time must be spent in the student teaching experience to make up any absences.

5. The Teacher Candidate's primary responsibility is to the students, their parents, the cooperating teacher and the school. Any activity that infringes upon performance should be discontinued or significantly modified during the placement (i.e., work, athletics, social activities)

6. Teacher Candidates are expected to dress professionally each day in the field.

7. Teacher Candidates must not ‘friend’ any students on Facebook, SnapChat, or other social networking media. Teacher Candidates should also remove public access to their personal FaceBook and social media pages.

8. Teacher Candidates must not engage in non-professional relationships with students
9. Teacher Candidates must not display any identifying information about their students, their field schools, or their cooperating teachers on their Electronic Portfolio.

10. Teacher Candidates will be asked to make videos, for self-assessment purposes, of themselves teaching in the classroom but it is expressly prohibited to post such videos on the internet – either in an email, in a website, or on blog without first removing identifying features such as faces, names, school names, and teacher names from the file.

11. Part-time employment is discouraged during student teaching experience. If, however, Teacher Candidates have a severe financial need and need to work, they must inform their program advisor and apply for an exception. This will be discussed and reviewed by the Program Leader/Advisor on a case-by-case basis. Efforts will be made to ensure that employment does not interfere with successful participation in professional activities, classes, and scheduled time in the schools.

12. For Teaching Assistant (TA) positions on campus, the TA employer must be fully informed of the student teaching schedule and expectations.

E-PORTFOLIO
Teacher Candidates - licensure-seeking students are required by the School of Education to complete an e-Portfolio which showcases their best work and details the reflective journey from student to teacher. This will be defended in place of a final exam and evaluated by the Teacher Candidates’ committee and Chair.

The e-Portfolio is built over the Fall and Spring semesters with work created for assignments in class. It is critical that Teacher Candidates determine which work is required by examining their discipline-specific rubric and that they start depositing work as they move through their course of study and experiences. The rubric for assessing the E-Portfolio can be found in Appendix H).

ADVISING
Teacher Candidates may ask their Program Leader /Advisor for advising information about Plan of Study, Master’s Degree, and applications for licensure at any time. In addition to advising sessions, members of the Office of Academic Program will provide support for processing material. Ellen Agee (106 War Memorial Hall) coordinates placements and licensure paperwork, so all material for licensure is submitted to her. Nancy Nolen (105 War Memorial Hall) is the graduate school coordinator and manages processes of Plan of Study, Final Exams, and Graduation. Nancy Bodenhorn (101 War Memorial Hall) is the Associate Director of Academic Programs.

CHECKLIST FOR OTHER MATERIALS NEEDED FOR GRADUATION OR LICENSURE
First Aid, CPR / AED. Classes offered on campus through Recreation Sports – or contact Red Cross or American Heart Association. Certificate must be submitted to Licensure office (Ellen Agee) for both First Aid, CPR and AED.
BBP. Blood Bourne Pathogen training- completed at first Licensure meeting in fall.

Ethics. Complete, with minimum score of 10/12 on final evaluation, the ethics/academic integrity module on-line and submit evaluation report to advisor with your Plan of Study.

Child Abuse Prevention. Module from VDOE – certificate must be submitted to Licensure office (Ellen Agee) prior to Early Field Experience.

**Overall timeline for all assessment for performances, essential knowledge and dispositions**

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>During Early Field</th>
<th>End of Early Field</th>
<th>During Student teaching</th>
<th>End of Student teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative diagnostic feedback – completed in person</td>
<td>Observations from CT and supervisor</td>
<td>Observations from CT and supervisor</td>
<td>Observations from CT and supervisor</td>
<td>Observations from CT and supervisor</td>
</tr>
<tr>
<td>Summative evaluation – completed online</td>
<td>Behavioral and Disposition evaluation completed by CT and University Supervisor – end of field experience</td>
<td>Behavioral and Disposition mid-point evaluation completed by CT and University Supervisor</td>
<td>Behavioral and Disposition final evaluation completed by CT and University Supervisor; Portfolio presentation and evaluation</td>
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APPENDIX A
MID-TERM AND FINAL INTASC EVALUATION RUBRIC

Purpose: This rubric will be used to evaluate a candidate’s daily teaching practices. Evaluating daily teaching practices provides evidence of a candidate’s ability to connect and apply pedagogical and professional knowledge and skills gained through in their teacher education program. The criteria for the candidate’s performance are derived from the Interstate Teacher Assessment and Support Consortium (InTASC) standards for beginning teachers and aligned to the Council for the Accreditation of Educator Preparation (CAEP) standards. In addition to demonstrating proficiency in meeting InTASC and CAEP standards, candidates may be required to demonstrate proficiency with discipline-specific standards such as National Science Teachers Association (NSTA), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), and/or National Council for the Social Studies (NCSS). Candidates should follow the guidelines outlined by their program leader when determining content and layout requirements.

It is expected that candidates will be assessed at the MEET level for each of the INTASC standards by the end of student teaching, as these are designed for beginning teachers. If a candidate is deemed to be Unsatisfactory on any of these dispositions in Early Field or mid-student teaching, the supervisor will develop a Communication of Concern with the candidate and expect development in the next assessment.

<table>
<thead>
<tr>
<th>The Learner and Learning</th>
<th>INTASC STANDARD</th>
<th>UNSAT</th>
<th>APPROACH</th>
<th>MEET</th>
<th>EXCEED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Learner Development</td>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and</td>
<td>Regular behaviors and observed teaching practices indicate that choices are made without regard for discipline specific learner development.</td>
<td>Regular behaviors and observed teaching practices indicate that choices are made, but only weakly justified within the framework of learner development appropriate to discipline.</td>
<td>Regular behaviors and observed teaching practices that choices are made and justified within the framework of learner progression appropriate to discipline.</td>
<td>Use of scaffolding to structure learning that helps students progressively build knowledge is evident but not always effective.</td>
<td>Effectively employs scaffolding to structure learning that helps student progressively build knowledge that is integrated into a greater framework of ideas and understanding.</td>
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<tr>
<td>Standard 2: Learning Differences</td>
<td>CAEP Alignment: 1.1; 1.4</td>
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</tbody>
</table>
| The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards | **Regular behaviors and observed teaching practices offer no evidence the teacher candidate is learning about student differences or incorporating these into lessons.**  
No focus on equity. |
| **CAEP Alignment:** 1.4 | **Regular behaviors and observed teaching practices provide evidence of the teacher candidate is learning about individual student’s learning needs, prior knowledge, personal perspectives, community, and culture, but does not show evidence of incorporating these into teaching.**  
Limited focus on equity exhibited by a weak knowledge of students’ community and culture with no clear evidence of the knowledge being incorporated into teaching.  
Explains how choices and actions facilitate learning by all students, and occasionally addresses content from multiple perspectives.  
Demonstrates a superficial focus on equity exhibited by a general knowledge of students’ culture and community, which is incorporated into teaching, but may not be consistent and/or effective. |
| | **Regular behaviors and observed teaching practices provide evidence of that the teacher candidate is learning about and incorporating individual student’s learning needs, personal perspectives, and personal perspectives.**  
Explains how choices and actions in the classroom facilitate learning by all students, and addresses content from multiple perspectives with a focus on equity.  
Demonstrates a strong focus on equity exhibited by deep knowledge of students’ culture and community, which is incorporated into teaching in meaningful and effective ways. |
**Standard 3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*CAEP Alignment: 1.4; 2.3*

| Regular behaviors and observed teaching practices provide evidence that the teacher candidate does not establish routines for common tasks. | Evidence of inappropriate interpersonal communication by teacher. | No evidence of student collaboration or interactions in classroom. | Models respectful interpersonal communication, but does not routinely require it of students. | Does not redirect students when inappropriate communication occurs. Students sometimes work collaboratively but with little structure and/or reflection. | Regular behaviors and observed teaching practices provide evidence that the candidate establishes classroom routines for common tasks, but they are inefficient or not routinely followed. Models respectful interpersonal communication, but does not routinely require it of students. | Regular behaviors and observed teaching practices provide evidence that the teacher candidate maintains efficient classroom routines for common tasks. Models and requires students engage in respectful interpersonal communication. | Regular behaviors and observed teaching practices provide evidence that the teacher candidate establishes and maintains efficient classroom routines for common tasks and makes appropriate adjustments as the environment dictates. Models and requires students to engage in respectful interpersonal communication. Classroom expectations allow students to develop peer relationships that establish a climate of learning. |

**Content Knowledge**

| Regular behaviors and observed teaching practices demonstrate that the teacher candidate delivers content and information in ways that are disorganized. | Regular behaviors and observed teaching practices demonstrate that the teacher delivers mostly accurate content and information to students, but there is little evidence of | Regular behaviors and observed teaching practices demonstrate that the teacher plans and delivers lessons in which students participate in progressively appropriate discipline-specific inquiry and knowledge. | Regular behaviors and observed teaching practices demonstrate the teacher plans and delivers lessons in which students participate in discipline-specific inquiry and knowledge. | Regular behaviors and observed teaching practices demonstrate the teacher plans and delivers lessons in which students participate in discipline-specific inquiry. |
learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

*CAEP Alignment: 1.4; 3.5*

<table>
<thead>
<tr>
<th>Standard 5: Application of Content</th>
<th>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</th>
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</thead>
<tbody>
<tr>
<td>Regular behaviors and observed teaching practices provide little to no application of content knowledge.</td>
<td>There is no organization of knowledge within discipline is evident.</td>
<td>Presents content in absence of context.</td>
</tr>
<tr>
<td>Regular behaviors and observed teaching practices provide evidence of content being situated within organizing ideas of a discipline; however, there is little emphasis on these ideas or on how knowledge can be applied to issues.</td>
<td>Students apply knowledge to issues in structured ways.</td>
<td>Engages students in approaches to foster innovation and problem solving in local and global contexts.</td>
</tr>
</tbody>
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and inaccessible to students.

Teacher candidate does not model routine use of discipline specific language.

Demonstrates an overall lack of content knowledge.

planned opportunities for students to produce their own knowledge. Teacher candidate's use of discipline.

While organizing ideas and language of discipline may be mentioned and are usually used correctly, there is little emphasis placed on them.

construction, but scaffolding of knowledge is not always evident although it is well situated within organizing ideas of discipline.

Teacher models routine use of discipline specific language but does not provide explicit opportunities for students to do so.

and knowledge production that meets disciplinary standards; places discipline-specific knowledge in context of organizing ideas of discipline; and models and creates opportunities for students to practice correct and routine use of discipline-specific language.

---

Standard 5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*CAEP Alignment: 1.3; 3.5*
### Instructional Practice

<table>
<thead>
<tr>
<th>Standard 6: Assessment</th>
<th>Regular behaviors and observed teaching practices demonstrate teacher uses assessments that may not be fully standards-and content-aligned.</th>
<th>Regular behaviors and observed teaching practices demonstrate teacher uses standards- and content-aligned formative and summative assessments to inform instruction and document learning.</th>
<th>Regular behaviors and observed teaching practices demonstrate teacher generally uses and/or develops standards- and content-aligned formative and summative assessments to inform instruction and document learning.</th>
<th>Regular behaviors and observed teaching practices demonstrates teacher uses and/or develops a variety of formats for standards- and content-aligned formative and summative assessments to inform instruction and document differentiated learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAEP Alignment:</strong> 1.2; 1.3; 1.5; 3.5; 4.1</td>
<td>Unable to analyze data to inform instruction and/or document learning.</td>
<td>Provides generic feedback to address content, critical thinking, and problem-solving.</td>
<td>Provides student feedback and encourages continuous learning in content, critical thinking and problem-solving.</td>
<td>Provides actionable feedback for students to create an environment of continuous learning in content, critical thinking, and problem-solving.</td>
</tr>
<tr>
<td><strong>Standard 7: Planning Instruction</strong></td>
<td>Regular behaviors and observed teaching practices demonstrate plans that lack consistent standards- and/or content-alignment as well as assessment and strategy alignment.</td>
<td>Regular behaviors and observed teaching practices demonstrate plans that are somewhat standards- and content-aligned and may be aligned to assessments with learning strategies included.</td>
<td>Regular behaviors and observed teaching practices demonstrate plans that are generally standards- and content-aligned as well as aligned to assessments with appropriate learning strategies included.</td>
<td>Regular behaviors and observed teaching practices demonstrate plans that are consistently standards- and content-aligned as well as aligned to assessments incorporating multiple appropriate learning strategies.</td>
</tr>
<tr>
<td><strong>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas and their connections, and to build skills to apply</strong></td>
<td>Learning sequencing is not evident nor is</td>
<td>Learning sequencing is inconsistent with some</td>
<td>Learning experiences are sequenced and scaffolded</td>
<td></td>
</tr>
</tbody>
</table>
knowledge in meaningful ways.

CAEP Alignment: 1.5

Appropriate scaffolding to meet the needs of diverse learners.

Limited attempts at differentiation to meet the academic and/or cultural needs of students.

Evidence of appropriate scaffolding included.

Attempts at differentiation evident to meet the academic and cultural needs of students.

Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

Plans are effectively and consistently differentiated to meet the academic and cultural needs of students including learning experiences designed to provide learners with meaningful interactions across cultures.

Standard 8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Regular behaviors and observed teaching practices demonstrate teacher uses strategies in a random, ineffective manner reflecting a lack of understanding on how to align instruction.

Teacher candidate attempts to move students toward independence.

Teacher candidate provides practice and encourages learning independence.

Teacher candidate provides sufficient practice, and moves students toward learning independence.
<table>
<thead>
<tr>
<th>CAEP Alignment: 1.4; 1.5</th>
<th>CAEP Alignment: 1.2; 1.5; 3.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>move students towards independence. Use of technology is rigid, lacking in purpose/intent. ways that detract from instruction and learning.</td>
<td>Regular behaviors and observed teaching practices demonstrate teacher candidate takes advantage of opportunities provided to increase professional knowledge and improve technical skills. Teacher candidate works toward taking responsibility for student learning through reflective practice to respond to feedback received. Teacher takes advantage of provided opportunities to increase professional knowledge and improve technical skills. Teacher candidate takes responsibility for student learning and reflects to improve practice. Consistently uses legal and ethical practices in creating and referencing material and demonstrates a keen understanding for the need to maintain confidentiality appropriately.</td>
</tr>
</tbody>
</table>

**Professional Responsibility**

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

CAEP Alignment: 1.2; 1.5; 3.6

Regular behaviors and observed teaching practices demonstrate teacher candidate takes advantage of opportunities to increase professional knowledge or improve technical skills.

Limited evidence of teacher taking responsibility for student learning through reflection on feedback provided.

May not fully appreciate the need for ethical behavior, professionalism, or confidentiality.

Regular behaviors and observed teaching practices demonstrate teacher relies on program-provided learning to increase professional knowledge and improve technical skills.

Teacher candidate works toward taking responsibility for student learning through reflective practice to respond to feedback received.

Conducts themselves ethically and understands the need for confidentiality.

Regular behaviors and observed teaching practices demonstrate teacher takes advantage of provided opportunities to increase professional knowledge and improve technical skills.

Teacher candidate takes responsibility for student learning and reflects to improve practice.

Consistently uses legal and ethical practices and demonstrates an understanding for the need to maintain appropriate confidentiality.

Teacher candidate takes responsibility for student learning through the ongoing analysis and reflection to improve practice.

Uses legal and ethical practices in creating and referencing material and demonstrates a keen understanding for the need to maintain confidentiality appropriately.
<table>
<thead>
<tr>
<th>Standard 10: Leadership and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
</tr>
</tbody>
</table>

**CAEP Alignment:**
4.3

| Regular behaviors and observed teaching practices demonstrate teacher candidate does not take advantage of program-provided opportunities to collaborate, plan learning, or build connections with community resources that enhance student learning and well-being exercises. |
| Regular behaviors and observed teaching practices demonstrate teacher candidate relies on program-provided opportunities to collaborate to plan learning exercises to meet the diverse needs of students and to build connections with community resources that enhance student learning and well-being. |
| Regular behaviors and observed teaching practices demonstrate teacher candidate takes advantage of opportunities to collaborate with school colleagues to plan learning exercises to meet the diverse needs of students and build connections with community resources that enhance student learning and well-being. |
| Regular behaviors and observed teaching practices demonstrate teacher candidate creates opportunities to collaborate with school colleagues to plan and jointly facilitate learning on how to meet the diverse needs of students and build ongoing connections with community resources to enhance student learning and well-being. |

| Attempts to collaborate with learners and their families to establish communication and systems of learner support and development. |
| Takes advantage of opportunities to work collaboratively with learners and their families to establish communication and systems of learner support and development. |
| Seeks opportunities to work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development. |
APPENDIX B
MID-TERM AND FINAL DISPOSITION EVALUATION RUBRIC

Disposition Assessment and Feedback (completed by Cooperating Teacher and University Supervisor at end of Field Experience, mid and end of Student Teaching)

Purpose: This rubric is used to assess dispositions toward teaching. It is completed by both the cooperating teacher, faculty, and the university supervisor (if different) at the end of the fall field experience to determine if interventions are needed before a teaching candidate progresses to student teaching. It is completed again at the midpoint and end of student teaching to assess how the teacher candidate’s dispositions may have evolved over the course of this experience.

If a candidate is deemed to be Unsatisfactory on any of these dispositions in Early Field or mid-student teaching, the supervisor will develop a Communication of Concern with the candidate and expect development in the next assessment. In the final assessment at the end of student teaching, at least 80% of the assessment must be at the Meets or Exceeds level, and no assessments can be at the Unsatisfactory level.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Unsatisfactory</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates commitment to the welfare and continuous development of others</td>
<td>No communication that indicates awareness of personal care for others, or expresses pity for some contexts.</td>
<td>Communicates general care for students, does not seek information about students’ lives and experiences outside of classroom.</td>
<td>Communicates care for students individually and generally, accepts information about contexts of their lives, expresses suggestions for students to continue their development.</td>
<td>Communicates care and personal concern for students, seeks information about the contexts of their lives, initiates avenues for students to continue their development.</td>
</tr>
<tr>
<td>Communicates and acts professionally</td>
<td>Does not consider others in communication or actions, does not meet commitments.</td>
<td>Usually meets commitments but does not let others know if commitment cannot be kept, sometimes behaves or communicates in an unprofessional manner but corrects behavior and communication when requested.</td>
<td>Usually meets commitments or lets others know in a timely manner if commitment cannot be kept, maintains professional relationships with students and peers, Presents oneself professionally.</td>
<td>Meets commitments, Always lets others know in a timely manner if commitment cannot be kept, Maintains professional relationships with students and peers, Presents oneself professionally, Considers implications to the profession when making decisions.</td>
</tr>
<tr>
<td>Demonstrates respect for people who are different in how they might think, learn or communicate</td>
<td>Does not recognize any value in diversity or differences.</td>
<td>Limited experience with diverse learners. Recognizes that diversity and differences can impact lives and learning but does not include in planning.</td>
<td>Uses language that expresses understanding of how individual differences and aspects of diversity influence students’ and peers’ lives and learning. Makes instructional decisions that build on learners’ strengths.</td>
<td>Communicates genuinely with all students and peers regarding individual differences, aspects of diversity and influences on students’ and peers’ lives and learning. Utilizes diversity in the classroom lessons to promote appreciation.</td>
</tr>
<tr>
<td>Is a contributing team member who demonstrates compassion and empathy</td>
<td>Does not participate as a team member or see value in teamwork</td>
<td>Occasionally interacts with peers on tasks, accepts roles as assigned by others, limited relationship with peers</td>
<td>Regularly interacts with peers on tasks, takes either the lead or follower role, establishes relationship with peers</td>
<td>Frequently interacts with peers on tasks, takes leading or following role equally well, exhibits compassion and empathy for team members</td>
</tr>
<tr>
<td>Models fair and ethical behavior</td>
<td>Rigidly sets guidelines with no consideration of context or principles, does not recognize unethical behavior</td>
<td>Behaves ethically, sets guidelines and equates fairness with equality believing that playing field is level, allows unethical behavior to continue unquestioned</td>
<td>Behaves ethically, explores nuances of fairness, recognizes students may need different supports at different times, and communicates expectation that students will behave ethically</td>
<td>Intentionally models ethical behavior, directly expresses concerns if others suggest unethical ideas, teaches students the value of ethics and integrity, fair behaviors are based on ethical principles</td>
</tr>
<tr>
<td>Accepts responsibility for actions and reflects on actions</td>
<td>Does not accept responsibility for actions, indicating that students (others) are responsible. Does not show evidence of reflection or response to feedback.</td>
<td>Minimal recognition that planning and feedback are teacher responsibility with high impact, does not seek or heed feedback unless specifically directed.</td>
<td>Prepares lessons and feedback, understanding the impact of teacher on students. Reacts to feedback and adjusts behaviors as appropriate.</td>
<td>Thoughtfully prepares lessons and feedback, understanding the impact of teacher on students, Seeks feedback and adjusts behaviors as appropriate.</td>
</tr>
<tr>
<td>Models enthusiasm for and engagement in learning</td>
<td>No evidence of curiosity, positive affect, or energy</td>
<td>Limited evidence of curiosity, positivity, energy</td>
<td>Exhibits evidence of curiosity, positivity, energy</td>
<td>Clearly curious and passionate about learning that is contagious</td>
</tr>
</tbody>
</table>
APPENDIX C
OBSERVATION CHECKLIST

Teacher Observation – University Supervisor
Announced Observation Checklist

Directions: Teacher Candidate - Please complete this form prior to your observation. This pre-observation plan should be agreed upon between the University Supervisor and the Candidate, and shared with the Cooperating Teacher either in person or electronically before the observation occurs.

Teacher Candidate: ____________________________________________

University Supervisor: __________________________________________

Area: __________________________________________________________

Observation Date: ______________________________________________

Location: _______________________________________________________

Provided Standards-based Lesson Plan: □ Date Provided: ____________

This lesson is part of unit plan: ______________________________________

Pre-observation Conference Scheduled: □ Date Scheduled: ____________

□ Agreed electronically (date) ____________

Observation focus areas (Teacher Candidate Provided): Please list:

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________
Post Observation Process – Ideally the post-observation would occur with the candidate, supervisor, and the cooperating teacher as well. Please follow the order presented on this page in the post-observation meeting.

Post-observation Conference Schedule: ☐ Date Scheduled: __________

Attending: ☐ Teacher Candidate ☐ University Supervisor ☐ Cooperating Teacher

Candidate reflection:

Major points of discussion in conference:

Developmental Feedback:

Candidate strengths:

(InTASC 9): In what ways have your reflections about your practice impacted your classroom conduct? What outside sources have you used to help you reflect on and make choices and actions?

(InTASC 10): In what ways have you involved yourself in this community outside of the classroom? How do you reflect on those activities in terms of your relationships with your students and their learning?
## APPENDIX D
### OBSERVATION FORM

**Date:**

**Candidate:**

**Observer:**

### Purpose

**Supervisor:** This purpose of this observation and feedback tool is to provide a place to capture your observations and areas of specific development during your on-site visits. Please type your observations and developmental feedback in the areas indicated. Feel free to use the General Note-taking space to capture your observations to be entered in the appropriate areas prior to your post-observation conference.

**Candidate:** You will receive a succession of observations and feedback throughout your field experience and student teaching. Please understand that you are not expected to be perfect in all of these areas, but you are expected to accept and reflect on the feedback in order to enable your own professional growth. This feedback should be considered formative to support your development.

### Category: Creating an Environment of Respect and Rapport to Establish a Culture of Learning

**Observation & Feedback Notes:**

<table>
<thead>
<tr>
<th>How did the candidate create an environment of respect and support?</th>
<th>Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Feedback:</td>
<td></td>
</tr>
</tbody>
</table>

**CAEP Standard 1.1**

### Category: Managing Classroom Procedures and Student Behavior

**Observation & Feedback Notes:**

<table>
<thead>
<tr>
<th>What actions did the candidate take to optimize efficiency and fluidity of procedures, to engage students, and to minimize distraction?</th>
<th>Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Feedback:</td>
<td></td>
</tr>
</tbody>
</table>

**CAEP Standard 1.1**

### Category: Demonstrating Knowledge of Content and Pedagogy; Asking Appropriately Leveled Questions/Prompts and Discussion

**Observation & Feedback Notes:**

<table>
<thead>
<tr>
<th>In what ways does the candidate demonstrate competency in the content area?</th>
<th>Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Feedback:</td>
<td></td>
</tr>
</tbody>
</table>

| How did the candidate orchestrate questioning and discussion to promote content learning? | |

27
<table>
<thead>
<tr>
<th>CAEP Standards 1.1 &amp; 1.4</th>
<th>Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with students – instructional purposes &amp; procedures are clearly communicated</td>
<td>Observations:</td>
</tr>
<tr>
<td>In what ways were the purpose and procedures communicated to students to support participation and learning?</td>
<td>Developmental Feedback:</td>
</tr>
<tr>
<td>CAEP Standards 1.1</td>
<td>Developmental Feedback:</td>
</tr>
<tr>
<td>Demonstrates flexibility and responsiveness</td>
<td>Observations:</td>
</tr>
<tr>
<td>How did the candidate maintain flexibility and responsiveness to support learning? (e.g. diversity, assessment, willingness to adapt if lesson is not going well)</td>
<td>Developmental Feedback:</td>
</tr>
<tr>
<td>CAEP Standard 1.1</td>
<td>Developmental Feedback:</td>
</tr>
<tr>
<td>General Notes:</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E:
MUSIC for ELEMENTARY EDUCATION CANDIDATES

The purpose of using the MUSIC inventory is to receive feedback from your students about five domains of motivating students. MUSIC is an acronym for these five domains: eMpowerment, Usefulness, Success, Interest, and Caring. Directions and the inventories are available in the Canvas site for Licensure students. As suggested for best practice (Jones, 2015), you should administer the inventory twice during your student teaching. The following report form (also available on Canvas site) is to be used to report your results from each administration, and your reflections after each administration.

MUSIC QUESTIONNAIRE REPORT- ELEMENTARY VERSION

Teacher Candidate Name: __________________________ First Administration Date:________

Grade Level: ___________________ Number of Students: ___________

Directions: After or approximately one week after you start full responsibility for your class, administer and analyze the MUSIC assessment as appropriate to your level of students. Please record the results for the first questionnaire administration below and provide both the range of scores for each domain and the mean score obtained in each domain. Please reflect on your results in the space provided. You may use the spreadsheet provided by your faculty.

Administration #1 Results:

<table>
<thead>
<tr>
<th>Questionnaire Domains</th>
<th>Score Domain Range</th>
<th>Mean Domain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>eMpowered (items 5, 11, 15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness (items 3, 7, 13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful (items 1, 4, 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interested (items 2, 8, 12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care (items 6, 9, 14)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflection: Please discuss how you will use the results to determine your next instructional/environmental steps. Close attention should be given to the area/s that represent opportunities for growth.

meet with your Cooperating Teacher to discuss these results and your reflection. He or she might have valuable insight as well.
SECOND ADMINISTRATION

Teacher Candidate Name: ____________________________  Second Administration Date:________

Grade Level: ________________________________  Number of Students: ___________

Directions: Approximately two or three weeks after the first administration, administer the MUSIC questionnaire again. Please record the results from your Questionnaire below and provide both the range of scores for each domain and the mean score obtained in each domain. Please reflect on your response to the results below.

Administration #2 Results:

<table>
<thead>
<tr>
<th>Questionnaire Domains</th>
<th>Score Domain Range</th>
<th>Mean Domain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>eMpowered (items 5, 11, 15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness (items 3, 7, 13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful (items 1, 4, 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interested (items 2, 8, 12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care (items 6, 9, 14)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflection: What adjustments were made to address the area/s that represented opportunities for growth from your initial questionnaire results? Provide descriptions of any specific strategies you may have used.

SUBMIT BOTH THIS REPORT AND EITHER THE SPREADSHEET OR THE ORIGINAL FORMS COMPLETED BY THE STUDENTS TO YOUR FACULTY AND IN THE ASSIGNMENT SECTION OF THE LICENSURE CANVAS SITE.
APPENDIX F:
MUSIC for SECONDARY ED CANDIDATES

The purpose of using the MUSIC inventory is to receive feedback from your students about five domains of motivating students. MUSIC is an acronym for these five domains: eMpowerment, Usefulness, Success, Interest, and Caring. Directions and the inventories are available in the Canvas site for Licensure students. As suggested for best practice (Jones, 2015), you should administer the inventory twice during your student teaching. The following report form (also available on Canvas site) is to be used to report your results from each administration, and your reflections after each administration.

MUSIC QUESTIONNAIRE ANALYSIS FORM – MIDDLE AND HIGH SCHOOL

Teacher Candidate Name: __________________________  First administration Date: ________

Program Area: __________________________  Number of students: _______________

Grade level: __________________________

Class name (e.g. Algebra 1, English 10, Biology): __________________________

Directions: After or approximately one week after you start full responsibility for your class, administer and analyze the MUSIC assessment. Please record the results for the first questionnaire administration below and provide both the range of scores for each domain and the mean score obtained in each domain. Please reflect on your results in the space provided. You may use the spreadsheet provided by your faculty.

Administration #1 Results:

<table>
<thead>
<tr>
<th>Questionnaire Domains</th>
<th>Score Domain Range</th>
<th>Mean Domain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>eMpowered (items 5, 12, 16, 18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness (items 1, 9, 13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful (items 2, 4, 7, 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interested (items 6, 8, 17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care (items 3, 11, 14, 15)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflection: Please discuss how you will use the results to determine your next instructional/environmental steps. Close attention should be given to the area/s that represent opportunities for growth.

Meet with your Cooperating Teacher to discuss these results and your reflection. He or she might have valuable insight as well.
SECOND ADMINISTRATION

Teacher Candidate Name: ____________________________  Second administration Date: ________

Program Area: ____________________________  Number of students: ________________

Grade level: ____________________________  Class name: ____________________________

Directions: Approximately two or three weeks after the first administration, administer the MUSIC questionnaire again. Please record the results from your Questionnaire below and provide both the range of scores for each domain and the mean score obtained in each domain. Please reflect on your response to the results below.

Administration #2 Results:

<table>
<thead>
<tr>
<th>Questionnaire Domains</th>
<th>Score Domain Range</th>
<th>Mean Domain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>eMpowered (items 5, 12, 16, 18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness (items 1, 9, 13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful (items 2, 4, 7, 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interested (items 6, 8, 17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care (items 3, 11, 14, 15)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflection: What adjustments were made to address the area/s that represented opportunities for growth from your initial questionnaire results? Provide descriptions of any specific strategies you may have used.

SUBMIT BOTH THIS REPORT AND EITHER THE SPREADSHEET OR THE ORIGINAL FORMS COMPLETED BY THE STUDENTS TO YOUR FACULTY. THEY WILL FORWARD THESE TO OAP FOR COMPILATION AND ANALYSIS.
APPENDIX G
COMMUNICATION OF CONCERN

Candidate name:

School/Course:

Date:

I. Person identifying concern (please check all that apply):

☑ Candidate
☑ Cooperating Teacher
☑ Univ. Supervisor
☑ Professor
☐ Other

II. Nature of concern:

☐ Dispositions  ☐ Course work  ☐ Field work  ☐ Other

Description of concern:

III. Date/time of meeting to discuss concern:

Date:  Time:  Place:

IV. Names of those attending:

1. Candidate:
2. Advisor:
3. Program Leader:
4. Cooperating Teacher:
5. Field study supervisor:
6. Other (Principal, administrator etc.)

V. Responses to concern: (field notes from the meeting)

Candidate:

Cooperating Teacher:

Univ. Supervisor:

Professor:

Program Leader:
VI. Plan of action for a resolution of concern and date for completion:

By ___ date, the candidate will:

By ___ date, the Cooperating Teacher will:

By ___ date, the Univ. Supervisor will:

By ___ date, the Program Area Leader will:

By ___ date, the Professor/ Advisor will:

VII. Follow-up is expected of (check all that apply):

☐ Candidate  ☐ Advisor  ☐ Coop. Teacher  ☐ Univ. Supervisor  ☐ Professor  ☐ Other

Description of follow-up:

Result of follow-up:

VIII. Need for an Intensive Assistance Plan:  ____ Yes  ____ No

If yes, describe how IAP will be conducted:

Signed in agreement below

(Sign, write name, date, and check role)

☐ Candidate ___________________________ Print name _____________ Date ____________

☐ Advisor ___________________________ Print name _____________ Date ____________

☐ Cooperating Teacher ___________________________ Print name _____________ Date ____________

☐ University Supervisor ___________________________ Print name _____________ Date ____________

☐ Program Leader ___________________________ Print name _____________ Date ____________
APPENDIX H
EPORTFOLIO ASSESSMENT RUBRIC

Purpose: This rubric will be used to evaluate a candidate’s e-Portfolio, the capstone project of Master’s of Arts in Curriculum and Instruction and Master’s of Science in Career and Technical Education. The e-Portfolio is designed to provide evidence of a candidate’s pedagogical and professional knowledge and skills as demonstrated through coursework, fieldwork, and classroom teaching in their teacher education program. The criteria for the candidate’s performance are derived from the Interstate Teacher Assessment and Support Consortium (InTASC) standards for beginning teachers and aligned to the Council for the Accreditation of Educator Preparation (CAEP) standards. In addition to demonstrating proficiency in meeting InTASC and CAEP standards, candidates may be required to demonstrate proficiency with discipline-specific standards such as National Science Teachers Association (NSTA), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), and/or National Council for the Social Studies (NCSS). Candidates should follow the guidelines outlined by their program leader when determining content and layout requirements.

The portfolio, as a capstone project, is an important piece of the licensure program. It is not linked to any specific course, but is an avenue for you to showcase your development over the year(s). In order to attain a passing grade for this project, you must achieve a minimum score of “Approach” on all 10 INTasc Standards and a score of “Meet” or “Exceed” on at least 8 of the 10 Standards.

<table>
<thead>
<tr>
<th>INTASC STANDARD</th>
<th>UNSAT</th>
<th>APPROACH</th>
<th>MEET</th>
<th>EXCEED</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Learner Development</td>
<td>Reflections and artifacts indicate that choices are made without regard for discipline specific learner development. No evidence of attempt to structure learning that helps students progressively build knowledge.</td>
<td>Reflections and artifacts indicate that choices are made, but only weakly justified within the framework of learner progression appropriate to discipline. Minimal evidence of attempt to structure learning that helps</td>
<td>Reflections and artifacts indicate that choices are made and justified within the framework of learner progression appropriate to discipline. Use of scaffolding to structure learning that helps students progressively build</td>
<td>Reflections and artifacts indicate that choices are made and justified within the framework of learner progression appropriate to discipline. Effectively employs scaffolding to structure learning that helps students progressively build knowledge that is integrated into a greater</td>
<td></td>
</tr>
<tr>
<td><strong>Developmentally appropriate and challenging learning experiences.</strong></td>
<td><strong>Standard 2: Learning Differences</strong> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards</td>
<td><strong>Reflections and artifacts provide no evidence of learning about student differences or incorporating these into lessons.</strong> No focus on equity.</td>
<td><strong>Reflections and artifacts provide no evidence of learning about student differences or incorporating these into lessons.</strong> No focus on equity.</td>
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<tr>
<td><strong>CAEP Alignment:</strong> 1.1; 1.4</td>
<td><strong>Reflections and artifacts provide minimal evidence of learning about individual student’s learning needs, prior knowledge, personal perspectives, community, and culture, but does not show evidence of incorporating these into teaching.</strong> Limited focus on equity exhibited by weak knowledge of students’ community and culture with no clear evidence of the knowledge being incorporated into teaching.</td>
<td><strong>Reflections and artifacts provide evidence that the teacher candidate is learning about and incorporating individual student’s learning needs, prior knowledge, and personal perspectives.</strong> Knowledge of student’s community, and culture is evident but may not be incorporated into teaching. Explains how choices and actions in the classroom facilitate learning by all students, and occasionally addresses content from multiple perspectives. Demonstrates a superficial focus on equity exhibited by a</td>
<td><strong>Reflections and artifacts provide evidence that the teacher candidate is learning about and incorporating individual student’s learning needs, prior knowledge, personal perspectives, community, and culture. Recognizes diversity in multiple forms at the school, classroom, and even individual level and uses appropriate vocabulary to communicate ideas about diversity.</strong> Explains how choices and actions in the classroom facilitate learning by all students, and addresses content from multiple perspectives with a focus on equity.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Explains how choices and actions facilitate learning by all students, and occasionally addresses content from multiple perspectives.</strong> Demonstrates a superficial focus on equity exhibited by a</td>
<td><strong>framework of ideas and understanding</strong></td>
<td><strong>Reflections and artifacts provide evidence that the teacher candidate is learning about and incorporating individual student’s learning needs, prior knowledge, personal perspectives, community, and culture. Recognizes diversity in multiple forms at the school, classroom, and even individual level and uses appropriate vocabulary to communicate ideas about diversity.</strong> Explains how choices and actions in the classroom facilitate learning by all students, and addresses content from multiple perspectives with a focus on equity.</td>
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</tbody>
</table>
### Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**CAEP Alignment:** 1.4; 2.3

<table>
<thead>
<tr>
<th>Reflections and artifacts provide no evidence that the teacher candidate establishes classroom routines for common tasks.</th>
<th>Reflections and artifacts provide evidence that the teacher candidate establishes classroom routines for common tasks.</th>
<th>Reflections and artifacts provide evidence that the teacher candidate maintains efficient classroom routines for common tasks.</th>
<th>Reflections and artifacts provide evidence that the teacher candidate maintains efficient classroom routines for common tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of inappropriate interpersonal communication by teacher. No evidence of student collaboration or interactions in classroom.</td>
<td>Models respectful interpersonal communication, but does not routinely require it of students. Students sometimes work together but with little structure or reflection.</td>
<td>Models and requires that students engage in respectful interpersonal communication. Students are encouraged to develop peer relationships, but no evidence of intentional work toward this.</td>
<td>Models and requires that students engage in respectful interpersonal communication. Classroom expectations allow students to develop peer relationships that establish a climate of learning.</td>
</tr>
</tbody>
</table>

### Content Knowledge

**Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and

<table>
<thead>
<tr>
<th>Reflections and artifacts demonstrate that the teacher candidate delivers content and information in ways</th>
<th>Reflections and artifacts demonstrate that the teacher candidate delivers mostly accurate information to students,</th>
<th>Reflections and artifacts demonstrate that the teacher candidate plans and delivers lessons in which students participate in</th>
<th>Reflections and artifacts demonstrate teacher candidate plans and delivers lessons in which students participate in</th>
</tr>
</thead>
</table>
structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  

**CAEP Alignment:** 1.4; 3.5

| Reflections and artifacts demonstrate that the teacher candidate does not apply content knowledge effectively. | Reflections and artifacts demonstrate that the teacher candidate does not model routine use of discipline-specific language and the use of organizing ideas are inaccurate. Demonstrates an overall lack of content knowledge. | Reflections and artifacts demonstrate that the teacher candidate does not model routine use of discipline-specific inquiry and knowledge construction, but scaffolding of knowledge is not always evident although it is well situated within organizing ideas of discipline. | progressively appropriate discipline-specific inquiry and knowledge production that meets disciplinary standards; places discipline-specific knowledge in context of organizing ideas of discipline; and models and creates opportunities for students to practice correct and routine use of discipline-specific language. |
| Reflections and artifacts demonstrate that the teacher candidate does not apply content knowledge effectively. | Reflections and artifacts demonstrate that the teacher candidate does not model routine use of discipline-specific language and the use of organizing ideas are inaccurate. Demonstrates an overall lack of content knowledge. | Reflections and artifacts demonstrate that the teacher candidate does not model routine use of discipline-specific inquiry and knowledge construction, but scaffolding of knowledge is not always evident although it is well situated within organizing ideas of discipline. | progressively appropriate discipline-specific inquiry and knowledge production that meets disciplinary standards; places discipline-specific knowledge in context of organizing ideas of discipline; and models and creates opportunities for students to practice correct and routine use of discipline-specific language. |

**Standard 5: Application of Content**  
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.  

**CAEP Alignment:** 1.3; 3.5

| Reflections and artifacts demonstrate that the teacher candidate does not apply content knowledge effectively. | Reflections and artifacts demonstrate that the teacher candidate does not model routine use of discipline-specific language and the use of organizing ideas are inaccurate. Demonstrates an overall lack of content knowledge. | Reflections and artifacts demonstrate that the teacher candidate does not model routine use of discipline-specific inquiry and knowledge construction, but scaffolding of knowledge is not always evident although it is well situated within organizing ideas of discipline. | progressively appropriate discipline-specific inquiry and knowledge production that meets disciplinary standards; places discipline-specific knowledge in context of organizing ideas of discipline; and models and creates opportunities for students to practice correct and routine use of discipline-specific language. |
| Reflections and artifacts demonstrate that the teacher candidate does not apply content knowledge effectively. | Reflections and artifacts demonstrate that the teacher candidate does not model routine use of discipline-specific language and the use of organizing ideas are inaccurate. Demonstrates an overall lack of content knowledge. | Reflections and artifacts demonstrate that the teacher candidate does not model routine use of discipline-specific inquiry and knowledge construction, but scaffolding of knowledge is not always evident although it is well situated within organizing ideas of discipline. | progressively appropriate discipline-specific inquiry and knowledge production that meets disciplinary standards; places discipline-specific knowledge in context of organizing ideas of discipline; and models and creates opportunities for students to practice correct and routine use of discipline-specific language. |
### Instructional Practice

<table>
<thead>
<tr>
<th>Standard 6: Assessment</th>
<th>Reflections and artifacts demonstrate that the teacher candidate uses assessments that may not be fully standards- and content-aligned.</th>
<th>Reflections and artifacts demonstrate that the teacher candidate uses standards- and content-aligned formative and summative assessments to inform instruction and document learning.</th>
<th>Reflections and artifacts demonstrate that the teacher candidate generally uses and/or develops standards- and content-aligned formative and summative assessments to inform instruction, document differentiating learning.</th>
<th>Reflections and artifacts demonstrate that the teacher candidate uses variety of formats for standards- and content-aligned formative and summative assessments to inform instruction, document differentiated learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher’s and learner’s decision making.</td>
<td>Unable to analyze data to inform instruction and/or document learning.</td>
<td>Provides generic feedback to address content, critical thinking, and problem-solving.</td>
<td>Provides student feedback and encourages continuous learning in content, critical thinking and problem-solving.</td>
<td>Provides actionable feedback for students, and to create an environment of continuous learning in content, critical thinking and problem-solving.</td>
</tr>
<tr>
<td>CAEP Alignment: 1.2; 1.3; 1.5; 3.5; 4.1</td>
<td>Does not provide feedback that addresses content, critical thinking and/or problem-solving.</td>
<td>CAEP Alignment:</td>
<td>CAEP Alignment:</td>
<td>CAEP Alignment:</td>
</tr>
</tbody>
</table>

| Standard 7: Planning Instruction | Reflections and artifacts demonstrate that teacher candidate’s plans lack consistent standards- and/or content-alignment as well as assessment and strategy alignment. | Reflections and artifacts demonstrate that teacher candidate’s plans are somewhat standards- and content-aligned and may be aligned to assessments with learning strategies included. | Reflections and artifacts demonstrate that teacher candidate’s plans are generally standards- and content-aligned as well as aligned to assessments with appropriate learning strategies included. | Reflections and artifacts demonstrate that teacher candidate’s plans are consistently standards- and content-aligned as well as aligned to assessments incorporating multiple appropriate learning strategies. |
| The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | Learning sequencing is not evident nor is appropriate scaffolding | Learning sequencing is inconsistent with some | Learning experiences are sequenced and scaffolded | Learning experiences are sequenced and scaffolded |
### CAEP Alignment: 1.5

- **CAEP Alignment: 1.5**
  - to meet the needs of diverse learners.
  - Limited attempts at differentiation to meet the academic and/or cultural needs of students.
  - Evidence of appropriate scaffolding included.
  - Attempts at differentiation evident to meet the academic and cultural needs of students.
  - To demonstrate knowledge and skill.
  - Differentiation is evident to meet academic and cultural needs of students.
  - Provides opportunities for interactions across cultures.

**Reflections and artifacts**
- **Reflections and artifacts demonstrate that the teacher candidate uses strategies in a random, ineffective manner reflecting a lack of understanding on how to align instruction.**
- **Strategies included are heavily teacher-focused reflecting an inability to move students towards independence.**
  - Technology use is evident but may be random in ways that detract from instruction and learning.

**Reflections and artifacts demonstrate that the teacher candidate uses strategies that may or may not be research-based.**
  - Teacher candidate attempts to move students toward independence.
- **Teacher candidate provides practice and encourages learning independence.**
- **Technology use is evident and purposeful.**

**Reflections and artifacts demonstrate that the teacher candidate purposefully uses a variety of research-based strategies to meet the needs of and engage learners.**
- **Teacher candidate provides sufficient practice, and moves students toward learning independence.**

### Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**CAEP Alignment: 1.4; 1.5**

- **Reflections and artifacts demonstrate that the teacher candidate uses strategies in a random, ineffective manner reflecting a lack of understanding on how to align instruction.**
- **Strategies included are heavily teacher-focused reflecting an inability to move students towards independence.**
- **Technology use is evident but may be random in ways that detract from instruction and learning.**

**Reflections and artifacts demonstrate that the teacher candidate uses strategies that may or may not be research-based.**
- **Teacher candidate attempts to move students toward independence.**
- **Teacher candidate provides practice and encourages learning independence.**
- **Technology use is evident and purposeful.**

**Reflections and artifacts demonstrate that the teacher candidate purposefully uses a variety of research-based strategies to meet the needs of and engage learners.**
- **Teacher candidate provides sufficient practice, and moves students toward learning independence.**
| Use of technology is rigid lacking in purpose/intent. | Teacher candidate uses technology purposefully and is able to make adjustments when necessary. |

**Professional Responsibility**

**Standard 9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*CAEP Alignment: 1.2; 1.5; 3.6*

<table>
<thead>
<tr>
<th>Reflections and artifacts demonstrate that the teacher candidate takes minimal advantage of program-provided and/or other opportunities to increase professional knowledge or improve technical skills.</th>
<th>Reflections and artifacts demonstrate that the teacher candidate takes advantage of provided opportunities to increase professional knowledge and improve technical skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence of teacher candidate taking responsibility for student learning through reflection on feedback provided.</td>
<td>Limited evidence of teacher candidate working toward taking responsibility for student learning through reflective practice to respond to feedback received.</td>
</tr>
<tr>
<td>Does not appreciate the need for ethical behavior, professionalism, or the need to maintain confidentiality.</td>
<td>Conducts themselves ethically, but may not fully understand the need to maintain confidentiality.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflections and artifacts demonstrate that the teacher candidate relies on program-provided learning to increase professional knowledge and improve technical skills.</th>
<th>Reflections and artifacts demonstrate that the teacher candidate takes responsibility for student learning and reflects to improve practice.</th>
</tr>
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<tbody>
<tr>
<td>Teacher candidate takes responsibility for student learning through the ongoing analysis and reflection to improve practice.</td>
<td>Consistently uses legal and ethical practices and demonstrates an understanding for the need to maintain appropriate confidentiality.</td>
</tr>
<tr>
<td>Teacher candidate takes advantage of provided learning to increase professional knowledge and improve technical skills.</td>
<td>Teacher candidate takes advantage of provided learning to increase professional knowledge and improve technical skills including personal reflection.</td>
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<td>Teacher candidate takes responsibility for student learning and reflects to improve practice.</td>
<td>Consistently uses legal and ethical practices and demonstrates an understanding for the need to maintain appropriate confidentiality.</td>
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</table>

Uses legal and ethical practices in creating and referencing material and demonstrates a keen understanding for the need to maintain confidentiality.
| Standard 10: Leadership and Collaboration | Reflections and artifacts demonstrate that the teacher candidate does not take advantage of program-provided and/or other opportunities to collaborate, plan learning, or build connections with community resources that enhance student learning and well-being exercises. Attempts to collaborate with learners and their families to establish communication and systems of learner support and development. | Reflections and artifacts demonstrate that the teacher candidate relies on program-provided opportunities to collaborate to plan learning exercises that meet the diverse needs of students and to build connections with community resources that enhance student learning and well-being. Takes advantage of opportunities to work collaboratively with learners and their families to establish communication and support learner development. | Reflections and artifacts demonstrate that the teacher candidate takes advantage of opportunities to collaborate with school colleagues to plan learning exercises to meet diverse needs of students and to build connections with community resources that enhance student learning and well-being. Seeks opportunities to work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development. | Reflections and artifacts demonstrate that the teacher candidate creates opportunities to collaborate with school colleagues to plan and jointly facilitate learning on how to meet diverse needs of students and to build ongoing connections with community resources to enhance student learning and well-being. |

CAEP Alignment: 4.3