Transition to Teaching Program

Teacher Candidate/Internship Handbook

“The Teacher as a Wise Decision Maker”

Bethel College
Mishawaka, Indiana
December 2015
SCHOOL OF EDUCATION

Wise Decision Maker

CONCEPTUAL FRAMEWORK ELEMENTS

1. Content Knowledge & Pedagogy
   - Solves Problems
   - Acts Professionally
   - Mission
     - Within the context of a Biblical worldview, the mission of the School of Education is to prepare high quality candidates to serve as wise decision makers and leaders in professional roles.

2. Professional Knowledge, History/Philosophy of Education
   - Assesses

3. Technology & Tools of Teaching & Learning
   - Plans

4. Diversity & Knowledge of Learners

5. Field Placements, Service Opportunities & Student Teaching

6. General Studies
   - Engages in Lifelong Learning

Bethel College
INDIANA
THE NATURE OF STUDENT TEACHING/INTERNSHIP

The student teaching/internship is the culminating experience of the Transition to Teaching Program. During this semester, Teacher Candidates/Interns are given the opportunity to fully integrate the knowledge, skills, and dispositions they have acquired and practiced during the Transition to Teaching Program.

However, the student teaching/internship is much more than a culmination. It is also an initiation. This comprehensive experience provides an induction into the role of a licensed teacher, and it marks the beginning of the ongoing development of a professional educator. In a sense, the Teacher Candidate/Intern enters this professional semester as a student and exits as a licensed educator.
THE THEME AND OBJECTIVES OF THE BETHEL COLLEGE TEACHER CANDIDATE/INTERNSHIP SEMESTER

THEME OF THE BETHEL TEACHER PREPARATION PROGRAM

The theme of the Bethel College Transition to Teaching program is “Teacher as Wise Decision Maker.” Sound decision making is critical to effective teaching, and the use of the word “wise” has particular significance as it relates to the mission of Bethel College.

As a Christian college we rely not only on the knowledge discovered through rational thought, but we also look to a biblical base to explain and understand the world. The biblical definition of one who is wise includes both a broad knowledge base and the ability to judiciously act upon that knowledge. Thus, the wise individual lives in a way that is successful and pleasing before God and man.

Teaching is, at times, an uncertain craft. Decisions must be made moment-by-moment that maintain a continuously shifting balance among teacher, student and content. Therefore, we believe that a wise decision maker is able to correctly analyze a situation, make use of tested principles, act on insight stemming from experience, and make sound judgments. Those judgments must be based upon appropriate data; however, intuition is often just as necessary.

We believe that a teacher is increasingly able to make wise decisions as he/she acquires the requisite background knowledge as delineated in the knowledge elements of the Bethel Teacher Transition to Teaching program. During the student teaching semester the teacher candidate has the opportunity to put that knowledge into practice as described in the performance elements.

CONCEPTUAL FRAMEWORK

I. KNOWLEDGE ELEMENTS (Knowing)

**General Studies** INTASC #1 & INTASC #6

**Indicators**
- Exhibits literacy and math ability
- Demonstrates satisfactory liberal arts curricular knowledge

**Content Knowledge & Pedagogy** INTASC #1 & INTASC #7

**Indicators**
- Demonstrates content knowledge mastery
- Applies content knowledge across the curriculum

**Professional Knowledge, History/Philosophy of Education** INTASC #1, INTASC #9, & INTASC #10

**Indicators**
- Articulates an understanding of the principles of education
- Explains school operations and teacher responsibilities
- Demonstrates on-going philosophical development
Learning Theory & General Pedagogy INTASC #3, INTASC #5, & INTASC #8
Indicators
- Describes the learning process
- Explains how teachers enable learning

Diversity & Knowledge of Learners INTASC #2, INTASC #3, & INTASC #10
Indicators
- Appreciates diversity’s impact on learning
- Understands necessity of individualization

Technology and Tools of Teaching and Learning INTASC #4
Indicators
- Makes appropriate use of technology
- Utilizes instructional resources

II. PERFORMANCE ELEMENTS (Doing) Acts

Professionally INTASC #9 & INTASC #10.
Indicators
- Demonstrates professional behavior
- Models professional communication

Plans INTASC #1, INTASC #2, INTASC #3, & INTASC #5
Indicators
- Prepares for daily lessons
- Designs long-range plans

Instructs INTASC #3, INTASC #4, & INTASC #5
Indicators
- Enables all students to learn
- Uses a variety of instructional methodologies

Assesses INTASC #3 & INTASC #8
Indicators
- Develops appropriate assessments
- Utilizes assessment information wisely

Solves Problems INTASC #6, INTASC #7, & INTASC #8
Indicators
- Correlates relevant information
- Applies knowledge to formulate a decision
- Modifies course of action

Engages in Lifelong Learning INTASC #9
Indicators
- Perceives personal and professional qualities for growth
- Seeks feedback for continual personal and professional growth
INTASC PRINCIPLES

These objectives are based upon the following INTASC Principles:

**Principle #1** The teacher understands the central concepts, tools of inquiry, and the structures of the disciplines he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.

**Principle #2** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Principle #3** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle #4** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Principle #5** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**Principle #6** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle #7** The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

**Principle #8** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle #9** The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

**Principle #10** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
SUMMARY OF PARTICIPANT DEFINITIONS AND RESPONSIBILITIES

The Teacher Candidate /Internship experience requires a high level of collaboration between the K-12 community and the college. The quality of the relationships existing among the participants will greatly influence success in Teacher Candidate /Internship. An understanding of the various roles is essential. The following statements briefly summarize the primary responsibilities of the Teacher candidate, Intern, Supervising Teacher, Building Supervisor, Building Administrator, College Supervisor, and the Director of the Transition to Teaching Program.

THE TEACHER CANDIDATE

The Teacher candidate is a participant in the Transition to Teaching program who is not currently employed as a full-time teacher in the area in which he/she is seeking certification and, therefore, is placed in a classroom with a Supervising Teacher, who is a licensed educator in the area in which the Teacher candidate is seeking to be certified.

The Teacher candidate:
1. Gradually assumes the full range of responsibilities expected of a teacher;
2. Exhibits the dispositions of a professional, including initiative, dependability, and punctuality;
3. Participates in all conferences, meetings, and school programs that are expected of a regular classroom teacher;
4. Attends the weekly on-campus professional seminar;
5. Responds positively to the suggestions and guidance of the Supervising Teacher and College Supervisor; and
6. Gives full attention to Student Teaching.

THE INTERN

The Intern is a participant in the Transition to Teaching program who is currently employed as a full-time teacher in the area in which he/she is seeking certification and, therefore, continues to teach in his/her classroom and to fulfill all the duties required by his/her employer while also fulfilling the requirements of the Bethel College Transition to Teaching program. The Intern typically does not have a Supervising Teacher, but rather seeks support and feedback from a Building Supervisor of his or her choosing.

The Intern:
1. Exhibits the dispositions of a professional, including initiative, dependability, and punctuality;
2. Participates in all conferences, meetings, and school programs that are expected of a regular classroom teacher;
3. Attends the weekly on-campus professional seminar;
4. Responds positively to the suggestions and guidance of the Building Supervisor and College Supervisor; and
5. Gives full attention to the Internship.
THE SUPERVISING TEACHER (for Teacher candidates)

The Supervising Teacher is a licensed educator in the area in which the Teacher candidate is seeking to be certified who agrees to share his/her classroom with the Teacher candidate and to provide his/her guidance as a professional educator.

The Supervising Teacher:
1. Nurtures an environment in which the Teacher candidate is best able to learn and grow;
2. Demonstrates exemplary teaching methods and is able to provide a rationale for such practices;
3. Provides for the incremental induction into full-time teaching;
4. Encourages the growth of the Teacher candidate through specific and frequent feedback;
5. Uses the Conceptual Framework performance elements of the Bethel Transition to Teaching program as a basis for formal conferences throughout the Student Teaching experience;
6. Completes and submits all evaluation forms; and
7. Maintains final authority on all matters related to the classroom.

THE BUILDING SUPERVISOR (for Interns)

The Building Supervisor is an educator, such as an administrator or department chair (preferably, but not necessarily, licensed in the area in which the Intern is seeking to be certified), who agrees to observe the Intern and to provide his/her guidance as a professional educator.

The Building Supervisor:
1. Nurtures an environment in which the Intern is best able to learn and grow;
2. Is knowledgeable about and supportive of exemplary teaching methods and is able to provide a rationale for such practices;
3. Encourages the growth of the Intern through specific and frequent feedback;
4. Uses the Conceptual Framework performance elements of the Bethel Transition to Teaching program as a basis for formal conferences throughout the Student Teaching experience; and
5. Completes and submits all evaluation forms.

THE BUILDING ADMINISTRATOR

The Building Administrator, such as a Principal or Assistant Principal, is an educator who agrees to observe the Intern (if applicable and possible) and to provide his/her guidance as a professional educator.

The Building Administrator:
1. Encourages a favorable attitude in the school and community toward the Student Teaching/Internship program;
2. Recommends teachers who would be suitable Supervising Teachers;
3. Gives directions and suggestions to the Teacher candidate/Intern that seem advisable; and
4. Is encouraged to observe and to conference with the Teacher candidate/Intern.
THE COLLEGE SUPERVISOR

The College Supervisor is a representative of Bethel College and an educator (preferably, but not necessarily licensed in the area in which the Teacher candidate/Intern is seeking to be certified), who agrees to observe the Teacher candidate/Intern and to provide his/her guidance as a professional educator.

The College Supervisor:
1. Furnishes encouragement and support to the Teacher candidate/Intern and Supervising Teacher/Building Supervisor;
2. Visits the classroom for the purpose of observation and conferencing with the Teacher candidate/Intern and Supervising Teacher/Building Supervisor;
3. Provides oral and written feedback to the Teacher candidate/Intern in a timely manner; and
4. Submits the final evaluation and grade recommendation to the Director of the Transition to Teaching program.

DIRECTOR OF THE TRANSITION TO TEACHING PROGRAM

The Director of the Transition to Teaching program is a representative of Bethel College and an educator who agrees to oversee the Student Teaching/Internship and to provide his/her guidance as a professional educator to the Teacher candidate/Intern.

The Director of the Transition to Teaching Program:
1. Provides orientation to the Student Teaching/Internship experience for the Teacher candidate/Intern, Supervising Teacher/Building Supervisor, and College Supervisor;
2. Facilitates the weekly on-campus professional seminar for Teacher candidate/Interns;
3. Visits each Teacher candidate/Intern a minimum of one time;
4. Negotiates the solution to any serious problems that may arise in a manner that is (as much as possible) agreeable to all parties;
5. Submits the final grade to the registrar based on the recommendations of the Supervising Teacher/Building Supervisor and College Supervisor; and
6. Conducts a conference with each Teacher candidate/Intern at the conclusion of the Student Teaching/Internship experience.
STUDENT TEACHING/INTERNSHIP POLICIES AND PROCEDURES

ADMISSION TO STUDENT TEACHING/INTERNSHIP SEMESTER

Candidates must meet the following criteria to be approved for the Student Teaching/Internship Semester:

1. Maintenance of a 3.0 overall grade point average (GPA)—no course may have a grade of less than C-.

2. Favorable recommendation from the School of Education faculty.

Note: The candidate must have a 3.0 or higher grade point average in the Transition to Teaching program to be approved for the Final Semester. If a candidate’s GPA is below a 3.0 at the end of the Fall Semester, it may be necessary to take additional approved courses at Bethel College to raise the GPA to an acceptable level. If a candidate must repeat a Transition to Teaching course, it will be necessary to wait until the next time that course is offered to another cohort. After raising the GPA the candidate would then apply for readmission to the program. At that point a plan for the candidate to complete the program will be negotiated with the Director of Teacher Education.

PLACEMENT POLICIES AND PROCEDURES

Placement Policies

1. The Director of the Transition to Teaching program will make all Student Teaching/Internship placements. Specific requests for placement will be given consideration; however, students will not make the actual arrangements.

2. Students will be placed in state accredited schools that are within a 30 mile radius of the Bethel campus.

3. Students will not be placed in a building where close relatives or friends are currently employed.

4. Students will not be placed in a building where they were students during the previous eight-year period.

Note: Any exceptions to these policies must be requested in writing and submitted to the Teacher Education Committee for consideration prior to placement.
Placement Procedures for Teacher candidates

1. Early in the summer semester, the student will submit a Field Placement/Student Teaching Request Form to the Director of the Transition to Teaching program.

2. Students will give their preferences for schools and subject/grade levels. The Director of the Transition to Teaching program will make every effort to accommodate these requests.

3. Once the student has been accepted for student teaching, the Director of the Transition to Teaching program will contact the proper school officials to request consideration for the Student Teaching placement.

4. The student is informed when the school has agreed to consider this placement. The student then makes arrangements for an interview with the potential Supervising Teacher (and in some cases the Building Administrator).

5. Either the Teacher candidate or the Supervising Teacher may decline the placement as a result of this interview. In those instances, a second placement request and interview will be made at the student’s next school of choice. Following the second interview, if the student or teacher declines the second placement, a third placement request will not be made without approval of the Chair of the Education Department and the Dean of Graduate Studies.

6. After the interview, the Supervising Teacher will return the Placement Interview Form to the Director of the Transition to Teaching Program for confirmation.

Placement Procedures for Interns

Pending approval by the Director of the Transition to Teaching program and by the participants’ employers, participants in the Transition to Teaching program who are currently employed as a full-time teachers in the areas in which they are seeking certification may continue to teach their classrooms and to fulfill all the duties required by their employers while also fulfilling the requirements of the Bethel College Transition to Teaching program. In these cases, the Interns typically do not have a Supervising Teacher, but rather seek support and feedback from a Building Supervisor of their choosing.

POLICY ON RETAKING STUDENT TEACHING/INTERNSHIP

Occasionally a Teacher candidate/Intern will encounter such serious difficulties that he/she is unable to successfully complete the experience. When it is clear that these problems were a direct result of the Teacher candidate/Intern’s actions (as opposed to circumstances beyond his/her control), then the Director of the Transition to Teaching program and the Bethel College Supervisor must make a decision regarding the best course of action. The decision will be based on any number of the following reasons:

1. A number of the scores on the Midterm Evaluation Form are still 1’s and 2’s;

2. The Supervising Teacher and College Supervisor still have serious concerns at the midterm in key areas such as classroom management, student rapport, or lesson planning;
3. The Teacher candidate/Intern is unable to self-assess the nature of the problems;

4. The Teacher candidate/Intern does not make a clear attempt to rectify the problems;

5. The Teacher candidate/Intern is not open to the suggestions made by the Supervising Teacher/Building Supervisor or College Supervisor;

6. The Teacher candidate/Intern cannot present possible solutions to the problems; and/or

7. Officials of the host school/district have requested that the Teacher candidate/Intern be removed from the assignment.

Based on the previous criteria, the course of action will be chosen from among the following options:

1. The teacher candidate/intern will be counseled to drop Teacher candidate/Internship and allowed to return to re-enroll in Teacher candidate/Intern during the following semester. The student must submit a written statement regarding the nature of his/her difficulties and how he/she would rectify those problems if given another opportunity. The student may also be required to successfully complete an extended practicum experience before being allowed to re-enroll.

2. The Teacher candidate/Intern may be moved into a new placement and allowed to complete his/her Teacher candidate/Internship during the same semester. This option will only be chosen under special circumstances, such as when the Teacher candidate/Intern is only having difficulties in one area and potential for success is clearly evident.

CALENDAR FOR THE STUDENT TEACHING/INTERNSHIP SEMESTER

Student Teaching/Internship Time Requirements

1. The minimum requirement for the Teacher candidate/Internship semester is fifteen, full-time weeks or of professional experience under the supervision of an experienced, certified teacher. This includes the actual classroom participation and teaching as well as teacher workshops, parent-teacher conferences, or other in-service days in which the teacher candidate/intern participates. School vacation days and snow days are not included in the total. Any exceptions will be made by the Director of the Transition to Teaching program.

2. The calendar of the cooperating school will not always coincide with the Bethel College calendar. During the Teacher candidate/Internship experience, the Teacher candidate/Intern will always follow the vacation calendar of the cooperating school. This means that Teacher candidate/Interns would continue teaching during Bethel’s breaks.

3. The Teacher candidate/Intern is required to participate in all meetings and activities that are a regular part of the cooperating teacher’s duties. The Teacher candidate/Intern is not required to attend activities for which the Supervising Teacher/Building Supervisor receives extra remuneration, or meetings of special committees on which the Supervising Teacher/Building Supervisor serves.
Outside Activities During Student Teaching/Internship

1. The Teacher candidate/Internship is very time intensive, and the Teacher candidate/Intern is expected to give full attention to the experience. Therefore, the Teacher candidate/Intern may not enroll in additional courses or participate in other college activities, such as music or athletics, during Teacher candidate/Internship.

2. Any special requests regarding the above activities should be submitted in writing to the Chair of the Education Department and the Dean of Graduate Studies no less than eight weeks before the beginning of the Teacher candidate/Internship experience.

3. Outside employment during Teacher candidate/Internship is discouraged. If, however, a Teacher candidate/Intern finds it necessary to work part time (less than 10 hours), the student must submit a letter to the Chair of the Education Department and the Dean of Graduate Studies outlining these plans for employment. It is recommended that these part-time work hours be limited to weekends. If the planned work schedule goes beyond a few weekend hours, then the Teacher candidate/Intern must submit a letter of request to the Dean of Graduate Studies and Dean of School of Education.

4. The Teacher candidate/Intern may never maintain employment or be involved in activities if these would interfere with the attendance at the Classroom Environment course or would require the student to leave school before regular teacher hours.

5. If the College Supervisor feels that any approved activities are negatively affecting the Teacher candidate/Intern’s performance, permission for these activities will be reconsidered.

Absences During Student Teaching/Internship

1. If the Teacher candidate/Intern finds it necessary to be absent due to illness or other emergency, the Supervising Teacher/Building Supervisor, the College Supervisor, and the Director of the Transition to Teaching program must be notified as soon as possible, preferably by 7:00 a.m. The Teacher candidate/Intern should discuss with the above individuals in advance whether to contact them at their homes or at their workplaces.

2. Teacher candidate/Interns are allowed one day for illness or emergency. Additional absences must be made up at the completion of the Teacher candidate/Internship schedule. Exceptions may be determined by the Director of the Transition to Teaching program.

3. Absences due to college sponsored events or teacher interviews may be allowed. However, these absences must be agreeable to the Supervising Teacher/Building Supervisor and have prior clearance from the Director of the Transition to Teaching program.

4. Punctuality is just as important as regular attendance. The Teacher candidate/Intern should plan to arrive at the school no later than required by the school for the Supervising Teacher and to stay in the building as late as required by the school for the Supervising Teacher.
ORIENTATION TO THE STUDENT TEACHING/INTERNSHIP SEMESTER

Several orientation sessions will be held to prepare the various participants for the experience. These sessions will be scheduled and facilitated by the Director of the Transition to Teaching program.

1. In the semester preceding student teaching/internship, an initial orientation session will be held for all students planning to Teacher candidate/Intern during the following semester. The purpose of this meeting is to give a general overview of the student teaching/internship semester and to answer any questions.

2. During the Classroom Environment course, additional orientation will take place in class to discuss expectations for student teaching/internship, strategies for successful student teaching/internship, and strategies for nurturing a good relationship with the Supervising Teacher/Building Supervisor.

3. Prior to the student teaching/internship, an orientation dinner will be held for Teacher candidates/Interns, Supervising Teachers/Building Supervisors, and College Supervisors. The purpose of this meeting is to review specific procedures regarding the student teaching/internship experience.

4. Throughout the semester, all Teacher candidates/Interns are required to attend the Classroom Environment course.

ORIENTATION TO THE CLASSROOM FOR TEACHER CANDIDATES

Supervising Teacher’s Role in Orientation to the School and the Classroom

The Supervising Teacher should help the Teacher candidate become oriented to the school, to the classroom, and to the students as quickly as possible.

1. Orient the Teacher candidate to the school’s facilities and resources, such as the library, the computer labs, the media facilities, the copy machine, the teacher’s lounge, etc.

2. Introduce the Teacher candidate to the school’s faculty and staff, and clarify the role of each individual.

3. Acquaint the Teacher candidate with building policies and procedures, and secure copies of the faculty and the student handbooks.

4. Familiarize the Teacher candidate with classroom policies, taking time to explain their significance. Explain the specific details of classroom management routines and procedures. Experienced teachers often manage classrooms with little conscious thought to the specific strategies. Make clear to the Teacher candidate what has become automatic to you. Be sure to inform the Teacher candidate of any school-wide policies concerning discipline.

5. Establish a work area for the Teacher candidate and provide him/her with a desk, a plan book, and other “supplies.”
6. Introduce the Teacher candidate to the class in a way that helps to establish his/her role as a professional. The Teacher candidate may have already spent a number of hours in the classroom observing and teaching a few lessons. Be sure that the class understands that the Teacher candidate is assuming a new role with full teacher status. Set an example for the students by treating the Teacher candidate as a fellow teacher.

7. Share your knowledge of the students, especially those with special learning and/or behavioral needs, with the Teacher candidate.

The Teacher candidate’s Responsibility in Orientation to the School and to the Classroom

1. Present yourself as a professional from the very first encounter in the classroom.

2. Take the initiative to become acquainted with the school and classroom policies and procedures.

3. Take immediate responsibility to build professional relationships with students, teachers, staff, administrators, and parents.

4. Learn the names of the students as soon as possible.

5. Ask questions!

Induction into Full-time Teaching

The pattern for induction into full-time teaching may vary somewhat and should be decided by the Supervising Teacher and the Teacher candidate. However, this decision should fit within the following recommendations:

1. Induction into full-time teaching should be a gradual process. It is never recommended that the Teacher candidate take over all responsibilities at once, regardless of how eager or competent the student appears to be.

2. During the first week in the classroom, the Teacher candidate will devote some time for observation of the Supervising Teacher’s instruction. However, from the very first day, he/she should be actively involved in the classroom in some way. The Teacher candidate should have opportunities during that first week to be up and “in charge” of the classroom for brief periods of time. It is essential that the students understand immediately that this individual is not just a visitor or helper, but a fellow teacher.

3. By the second week, the Teacher candidate should assume responsibility for the planning and the instruction of at least one subject or class. Over the course of the next few weeks, the teacher candidate will take over more and more responsibility. Generally, most teacher candidates are ready to assume full-time planning and teaching by the third to fifth weeks.

4. After the appropriate weeks of full-time teaching are completed, the Teacher candidate may begin to gradually return responsibility to the Supervising Teacher.
However, even during this time, the Teacher candidate should maintain a level of involvement in the classroom. The Teacher candidate should not spend the last week just observing.
PLANNING & INSTRUCTION

The first and final goal of teaching must always be students’ learning. Effective instruction that facilitates students’ learning requires knowledge and understanding of a variety of instructional strategies and is based upon effective planning.

INSTRUCTIONAL PLANNING

1. Long-range planning and detailed daily lesson plans are required during student teaching/internship. Lesson plan formats may vary somewhat to fit the classroom situation, and several suggested formats are included in the appendix. Regardless of the format chosen, each plan should include the specific lesson objectives, a good motivation to initiate instruction, a clear description of the lesson activities, and a means for assessing student learning. They must also identify the local and/or state standards addressed in the lesson.

2. The final responsibility for these plans rests with the Teacher candidate; however, the Supervising Teacher has a critical role in the process. The Supervising Teacher will assist in the long-range planning for the student teaching experience and will review all daily lesson plans. Completing and submitting the plans one week at a time will provide for the best overview of the week’s instruction. The schedule for submitting these plans may vary somewhat; however, every lesson plan must be in the hands of the Supervising Teacher at least three school days before the date of the planned instruction. The Supervising Teacher will give written or oral feedback regarding the plans. After the plans have been reviewed, the Supervising Teacher should initial each lesson. NOTE: Interns are not required to submit all lessons plans to their Building Supervisors for review prior to teaching the lessons. However, the Building Supervisor should review the Intern’s notebook of lesson plans each time a formal observation occurs.

3. All lessons plans should be kept in a notebook and made accessible to the College Supervisor during each visit.

4. In the early days of the experience, some Teacher candidates may rely heavily on their Supervising Teachers while planning. As the experience progresses, however, the Teacher candidates will become more and more independent and should be initiating their own ideas for lesson planning.

5. As the student teaching/internship progresses, the College Supervisor may give permission to the Teacher candidate/Intern to shorten the written plans for routine instruction such as DOL, calendar time, or exams.

6. Good organization is an important aspect of effective planning. The Teacher candidate/Intern should have all materials and supplies prepared and on hand well before the beginning of each lesson.
CLASSROOM INSTRUCTION

1. The Teacher candidate/Intern should employ a variety of instructional approaches that are appropriate to the subject area and developmental level of the students.

2. While variety is encouraged and expected, the Teacher candidate/Intern should find a balance between using one strategy over and over and trying something new with each lesson.

3. The Supervising Teacher will be able to provide insight into which strategies have proven effective with these students or this subject area. However, the Teacher candidate should have the freedom to try approaches that may be new to the Supervising Teacher.

4. The Teacher candidate/Intern should keep in mind that extra time will be needed to orient students to instructional strategies that are new or unfamiliar to them. Also, the Teacher candidate/Intern should not become discouraged if initial attempts with a new strategy are less than successful. As with any skill, practice is needed in order to reach mastery.

5. The following statements will guide the Teacher candidate/Intern’s self-assessment of each instructional experience:

   • My lesson objectives were clear to me and to the students.

   • I provided an engaging introduction to the lesson that caught the attention of my students and provided focus to the lesson content.

   • I maintained a high level of enthusiasm throughout the lesson.

   • The lesson content was aligned with instructional standards and was appropriate to the needs of my students.

   • The instructional strategies I chose were the most effective for the lesson content.

   • I consciously and actively involved all of my students in the lesson.

   • I employed good questioning that encouraged higher levels of thinking among my students.

   • I exhibited positive and effective classroom management throughout the lesson.

   • I provided a clear lesson closure.

   • I included a means for accurately assessing the students’ learning of the content.

   • The students learned something!
SUPERVISION AND EVALUATION

Supervision and evaluation of Teacher candidate/Interns are two separate, yet equally important, activities. Daily supervision from the Supervising Teacher and periodic supervision from the Building Supervisor and College Supervisor are critical to the ongoing development of the Teacher candidate/Intern’s knowledge and skills. Periodic evaluation of these skills allows the Teacher candidate/Intern to chart his/her progress.

SUPERVISION OF TEACHER CANDIDATES/INTERNS

One of the greatest benefits of the Teacher candidate/Internship experience is that it provides the Teacher candidate/Intern with the opportunity to apply his/her knowledge and skills in a supervised setting. The amount of supervision required will vary from student to student, but even the most skilled Teacher candidate/Intern needs and desires constructive feedback on his/her practice. Supervision will be provided daily by the Supervising Teacher for Teacher candidates and periodically by the Building Supervisor for Interns as well as at various points throughout the semester by the College Supervisor for all Teacher candidates/Interns.

**Supervising Teacher/Building Supervisor’s Responsibilities**

1. Due to the many hours spent with the Teacher candidate/Intern, the effectiveness of the Supervising Teacher’s supervision will greatly influence the Teacher candidate/Intern’s growth. The Supervising Teacher/Building Supervisor should establish open lines of communication from the first day. Encourage the Teacher candidate/Intern to ask questions and to explore understandings.

2. For a Teacher candidate, the Supervising Teacher should remain in the classroom most of the time during the first weeks in order to provide the necessary feedback. As the Teacher candidate gains in confidence and skill, the Supervising Teacher will want to leave the room for longer and longer periods of time in order to allow the Teacher candidate the opportunity to be in complete charge of the class.

3. During observations, the Supervising Teacher/Building Supervisor will want to be situated away from the front of the classroom while the Teacher candidate/Intern is teaching. This will encourage the students to follow the authority of the Teacher candidate/Intern and will provide the Teacher candidate/Intern with the sense of responsibility needed to direct the instruction and to maintain discipline.

4. During observations, the Supervising Teacher/Building Supervisor should resist the temptation to interrupt the Teacher candidate/Intern’s lessons. Unless student safety is an issue, hold your suggestions for later. However, occasionally a Teacher candidate/Intern may need help or correction during instruction. If this should occur, the Supervising Teacher/Building Supervisor may offer a suggestion or clarify an explanation as quietly and inconspicuously as possible. In most cases, the Teacher candidate/Intern will benefit from making small mistakes and then learning to deal with the consequences.
5. During observations, the Teacher candidate/Intern may feel nervous and awkward in the beginning. It is not unusual for the Teacher candidate/Intern to be so focused on “getting through” the lesson that the other aspects of classroom activity are missed. Experience generally takes care of most of this lack of awareness. However, the Supervising Teacher/Building Supervisor should be on the alert for the Teacher candidate/Intern who is slow in developing classroom awareness.

6. The Teacher candidate/Intern and Supervising Teacher/Building Supervisor should establish a regular schedule for brief, informal conferencing as well as more extensive formal conference sessions. The Supervising Teacher/Building Supervisor should be available to answer questions in a private, unhurried manner. When the Teacher candidate first begins teaching, the conferencing with the Supervising Teacher will need to be daily. An Intern should conference periodically with his/her Building Supervisor (perhaps weekly or biweekly). As the semester progresses, conferencing may become less frequent and more informal.

7. The Teacher candidate/Intern needs regular and specific feedback. This should include recommendations and suggestions for improvements as well as commendations. The feedback could be written, oral, or both. If the Teacher candidate/Intern fails to respond to suggestions, the Supervising Teacher/Building Supervisor should ascertain the reason why.

8. It is possible that a Teacher candidate/Intern may be doing some things very well and not even realize it; therefore, the Supervising Teacher/Building Supervisor’s praise should be just as specific as the suggestions for improvement.

9. Student self-assessment and evaluation is an essential professional skill and should be a regular element of each conference session.

10. The Teacher candidate/Intern who is really struggling is generally aware that something is going wrong, but may not be able to identify exactly what or why. This Teacher candidate/Intern will need assistance in ascertaining the reasons, and even more importantly, in developing a plan for improvement. Even in this situation, it is important to point out positive aspects of the Teacher candidate/Intern’s practice. Merely giving a long list of what is going wrong can be overwhelming and discouraging.

11. If a Teacher candidate/Intern continues to struggle and is not responding to the coaching from the Supervising Teacher/Building Supervisor, the College Supervisor should be contacted so that additional classroom visits can be arranged.

**Self-Evaluation Factors for Supervising Teachers/Building Supervisors**

1. Do I recognize that this Teacher candidate/Intern may be different from others I have worked with or observed in the past, which isn’t necessarily bad?

2. Do I treat the Teacher candidate/Intern as a professional, giving him/her an appropriate share in deciding what to do?
3. Do I provide an environment where the Teacher candidate/Intern feels safe trying ideas and methods that are different from my own?

4. Do I share a variety of specific classroom management techniques I have learned while allowing the Teacher candidate/Intern to “personalize” them?

5. Do I encourage the Teacher candidate/Intern to be self-directive and provide an environment that will foster self-direction?

6. Do I model a collaborative approach with my Teacher candidate/Intern and other colleagues?

7. Do I encourage the Teacher candidate/Intern to become a part of the school community?

8. Do I truly communicate with the Teacher candidate/Intern on a regular basis?

9. Do I let the Teacher candidate/Intern know in advance about changes that will affect him/her?

10. Do I use praise and constructive criticism specifically and appropriately? Do I provide feedback in a manner that encourages the Teacher candidate/Intern to become self-evaluative?

11. Do I stand aside and allow the Teacher candidate/Intern to learn from small mistakes while fostering an environment where it is safe for the teacher candidate/intern to make mistakes without feeling like a “failure”?

12. Do I weigh the facts and circumstances concerning an error before taking action?

13. Do I admit mistakes when I am shown to be wrong?

14. Do I help the Teacher candidate/Intern to discover and to capitalize upon his/her strengths and to improve upon these strengths?

15. Do I help the Teacher candidate/Intern to discover and to improve upon his/her weaknesses?

16. Do I keep in mind that the Teacher candidate/Intern is just beginning and is not expected to perform as a “master” teacher?

17. Do I maintain self-control in the face of possible tactless remarks from a Teacher candidate/Intern?

18. Do I keep the College Supervisor informed of any concerns as soon as they arise?
College Supervisor’s Roles & Responsibilities

1. The College Supervisor will visit the Teacher candidate/Intern three to five times during the student teaching experience.

2. The first visit of the student teaching experience will be by invitation from the Teacher candidate/Intern and will occur within the first three weeks of the teacher candidate/internship experience. Additional visits will be unannounced and will be made about every two weeks. The Director of the Transition to Teaching program may also make a visit to the classroom.

3. The Teacher candidate/Intern will provide the College Supervisor and the Director of the Transition to Teaching program with a class schedule that includes the planned dates for taking over instruction of each class and the dates of any non-teaching days. The Teacher candidate/Intern is also expected to keep the College Supervisor and the Director of the Transition to Teaching program informed of any changes.

4. During each visit, the College Supervisor will observe the Teacher candidate/Intern for at least one period when it is a middle or high school classroom or the equivalent in elementary classrooms (approximately fifty to ninety minutes). During this time, the College Supervisor will also take a few minutes to survey the Teacher candidate/Intern’s lesson plan notebook and reflective journal.

5. The College Supervisor will conference with the Supervising Teacher/Building Supervisor during each visit. The purpose of this brief conference is to gain the Supervising Teacher/Building Supervisor’s perspective on the Teacher candidate/Intern’s progress.

6. At the conclusion of each visit, the College Supervisor will conference with the Teacher candidate/Intern. This conference should begin with opportunities for student self-assessment. The remainder of the conference will deal with specific commendations and recommendations regarding the Teacher candidate/Intern’s progress, as well as with general comments about the student teaching/internship experience. The College Supervisor Observation Report Form will provide a focus for this meeting.

7. Before the College Supervisor leaves the school, he/she will give copies of the Observation Report Form to the Teacher candidate/Intern and the Supervising Teacher/Building Supervisor. This form includes a brief assessment of the Teacher candidate/Intern’s progress in each of the performance elements of the Conceptual Framework as well as a few specific comments regarding the lesson observed.

8. Within a few days following the visit, the College Supervisor will complete a more formal written report of the visit, which includes a summary of the Supervising Teacher/Building Supervisor’s comments, commendations and recommendations, and a grade recommendation (grade recommendations will not be made on the first visit of the student teaching experience). Copies of this report are sent to the Teacher candidate/Intern, the Supervising Teacher/Building Supervisor, the Building Administrator, and the Director of the Transition to Teaching program.
EVALUATION OF TEACHER CANDIDATE/INTERNS

Everyone involved in the evaluation of Teacher candidate/Interns must remember that the goal of the Transition to Teaching program is to prepare outstanding beginning teachers. The performance of the Teacher candidate/Intern is not expected to be that of a veteran teacher. The Teacher candidate/Intern, the Supervising Teacher/Building Supervisor, the College Supervisor, and the Director of the Transition to Teaching program all have a part in the evaluation of the Teacher candidate/Intern’s progress. While the Supervising Teacher/Building Supervisor and College Supervisor carry the greater responsibility for supervision of the Teacher candidate/Intern, the Director of the Transition to Teaching program maintains the final responsibility in the evaluation of the Teacher candidate/Intern.

Supervising Teacher/Building Supervisor’s Responsibilities

1. The Supervising Teacher/Building Supervisor is asked to complete three formal evaluation forms regarding the Teacher candidate/Intern’s progress (two formal evaluation forms for short placements).

2. The Preliminary Evaluation Form is to be completed during the early weeks. The main purpose of this evaluation form is to identify any areas of serious weakness at the beginning of the student teaching/internship experience.

3. Two Midterm Evaluation Forms are completed during the student teaching placement. Mastery of the objectives is not expected at this point. It is important to identify areas of weakness while there is still time for the Teacher candidate/Intern to address them.

4. The Final Evaluation Form is completed during the final week of student teaching/internship.

5. The Supervising Teacher/Building Supervisor should discuss all evaluation forms with the Teacher candidate/Intern before sending them to the Director of the Transition to Teaching program.

College Supervisor’s Responsibilities

1. The College Supervisor Observation Report Form, which is completed during each visit, provides an opportunity for the College Supervisor to assess the Teacher candidate/Intern’s progress in the performance elements of the Bethel Conceptual Framework.

2. This form will include a grade recommendation for the Teacher candidate/Intern at that point. Input from the Supervising Teacher/Building Supervisor is essential for a fair assessment of the Teacher candidate/Intern’s skills. A grade recommendation will not be given during the first classroom visit. Each grade recommendation should be made in relation to the standards of practice expected at the completion of the experience. Generally, the grade should improve with each visit.

3. The College Supervisor will complete the Final Evaluation Form following the last classroom visit. The final recommended grade is included on this form.
TEACHER CANDIDATE/INTERN SELF-ASSESSMENT AND EVALUATION

Outstanding teachers share the common characteristic of reflection. These teachers are constantly asking, “Why? Why did the lesson go well? Why didn’t the students learn? Why is this student behaving in this manner?” Practicing daily, even hourly, self-assessment can be a means of improving classroom practice.

Reflective Journal

In order to encourage substantive reflection, the Teacher candidate/Intern is required to keep a regular reflective journal of his/her student teaching/internship experiences. While there will be a personal nature to each Teacher candidate/Intern’s journal, the following recommendations will provide guidance for this activity:

1. Strive to write in your reflective journal daily. This need not be time-consuming, but find a regular time that works best for you.

2. This is not a mere re-telling of the day’s events. State your reactions to and thoughts on those events.

3. Always be specific in your reflections. Don’t just write, “Today went well.” State what specifically caused it go well or not so well.

The following topics should be addressed at some point throughout the teacher candidate/internship semester:

1. Almost daily, reflect on the following questions:
   - What went well in my instruction today? Why?
   - What did not go as well as I had planned? Why?
   - What should I do differently next time? Why?

2. What are my initial impressions of my school, my classroom, and my students?

3. What questions do I have about the Supervising Teacher’s practice? What was his/her response to my questions?

4. Which teaching strategies appear to work well with this group of students? Which ones don’t work as well? Why?

5. How are the students responding to my instruction during the first few weeks? As the semester progresses?

6. How are the students responding to me personally during non-instructional times?

7. Are there any individual students with whom I am having behavioral or academic problems? What might I do to change the situation?

8. What aspects of classroom management are going well? Not so well? What am I learning about my personal classroom management style?
9. What am I learning about planning? Is my planning effective? Do I really know what I want to accomplish at the beginning of each lesson?

10. What am I learning about the general age-level characteristics of my students? Are there any things that have surprised me?

11. What am I learning about my colleagues? How am I working to build relationships with them? How are they responding to me?

12. With which teaching strategies am I most comfortable? Uncomfortable? Do my preferences match my students’ preferences?

13. What am I learning about myself as a teacher? As a person? What aspects of my personality are a good “fit” with teaching?

14. What teaching skills do I especially desire to improve? How can I improve them?

**Student Teaching/Internship Videotaped Lessons**

All Teacher candidate/Interns will be required to videotape a minimum of two lessons during teacher candidate/internship. The first lesson will be taped during the early weeks. The second lesson will be taped during the middle weeks and will involve peer evaluation. **NOTE:** The format for the written self-evaluation of each lesson is included in the appendix.

**Teacher candidate/Intern Self-Evaluation Forms**

Each Teacher candidate/Intern will be required to complete a self-evaluation form that relates to each of the three evaluation forms completed by the Supervising Teacher/Building Supervisor. These forms will increase the Teacher candidate/Intern’s self-evaluation skills and will help to assess the accuracy of the Teacher candidate/Intern’s personal evaluation. **NOTE:** Copies of the self-evaluation forms are included in the appendix.

**General Recommendations to the Teacher candidate/Intern**

1. Always remain open to the suggestions from the Supervising Teacher/Building Supervisor and the College Supervisor. These individuals are eager for you to succeed. If you desire more feedback than you are receiving, ask for it! The Supervising Teacher/Building Supervisor or College Supervisor may be providing only as much constructive criticism as they perceive you are ready to accept. If you appear eager for more input, you are more likely to receive it.

2. The lesson that appears to be a complete failure will provide the greatest opportunity for reflection and growth. Instead of being overwhelmed by feelings of discouragement, attempt to step back and to be objective about the situation. First, list the specific aspects of the lesson that went well. Next, determine the reasons why the lesson went poorly, and list some specific ways to make changes for next time. Finally, forgive yourself for your mistakes, learn from them, and move on!!
LEGAL AND ETHICAL ISSUES

1. Teacher candidates may not serve as substitute teachers outside of their assigned classrooms during the student teaching experience. This includes those individuals who already have a Substitute Teacher’s license.

2. Teacher candidates/Interns may not administer corporal punishment, regardless of school policy. Other forms of punishment should be in accordance with the standards established by the Supervising Teacher/Building Supervisor and Building Administrator.

3. Teacher candidate/Interns should not transport students in their own vehicles.

4. Teacher candidate/Interns should never meet alone with a student in a secluded place.

5. Teacher candidate/Interns are often privy to personal information regarding students, teachers, and parents. This information should be handled with the greatest professionalism and discretion. The full names of students or school personnel should not be used during discussions with the College Supervisor.

6. Teacher candidate/Interns’ dress and grooming are expected to be professional. This means being at or above the standards established by the school’s faculty. While many schools accept blue jeans, Bethel College Teacher candidate/Interns are asked to refrain from wearing them except on special occasions when it is commonly appropriate, such as “Pay Day Friday.”

7. During the student teaching/internship experience, each Teacher candidate/Intern is expected to exhibit a lifestyle that is commensurate with the ideals of the Bethel College community. In speech and in action, all Teacher candidate/Interns present a testimony to the community regarding themselves, the School of Education, and Bethel College.
CONCLUSION OF STUDENT TEACHING/INTERNSHIP

1. Before completion of the student teaching/internship semester, the Teacher candidate/Intern should make an appointment with the Bethel College Director of Career and Intern Services to set up an education placement file. A placement file will contain any letters of reference and other documentation that you chose to include. Most teacher job applications will ask for the location of your placement file. While this file is not a requirement, it is recommended.

2. It is the responsibility of the Teacher candidate/Intern to complete all necessary licensure testing. The Teacher candidate/Intern cannot secure an Indiana teaching license without having passing scores on all required tests. Information is available in the Education Department.

3. The Teacher candidate/Intern should secure the proper documents from the Bethel College Licensing Advisor regarding an Indiana teaching license. Applications for a teaching license are the sole responsibility of the Teacher candidate/Intern.

4. The Teacher candidate/Intern should compose a well-written professional resume and have several individuals edit this document to ensure that there are no errors.

5. The Teacher candidate/Intern should also begin a professional portfolio that can be used during interviews. The final student teaching/internship lesson video could be included.

6. In February or March, the Teacher candidate/Intern may wish to begin the job search process by contacting schools for job applications. This can be done in person, by letter, or by phone. Generally, the Teacher candidate/Intern should contact the school district’s office of human resources. In smaller school systems, the Teacher candidate/Intern may need to contact the superintendent’s office. The Teacher candidate/Intern should fill out the application form neatly (typed) and return it with a cover letter and resume, being sure to follow exactly any specific guidelines for completing the application. Contact with the districts can be maintained by follow up calls to find out if all of the necessary material has been received.
RESOLVING PROBLEMS DURING STUDENT TEACHING/INTERNSHIP

Everyone must come to the student teaching/internship experience with a commitment to open communication. If a problem should arise, especially between the Teacher candidate/Intern and Supervising Teacher/Building Supervisor, the following guidelines should be followed:

1. When the problem first arises, go to the individual with whom you have the concern and attempt to resolve the difficulty. There may be times when confidential conversations with the College Supervisor are necessary; however, problems are seldom resolved unless an open meeting with all parties occurs at some point.

2. If such a meeting fails to resolve the situation, the Director of the Transition to Teaching program and (if necessary) the Chair of the Education Department will become involved.

3. All problems will be handled in a professional manner. Discussion of the situation should include only those individuals who could assist in the resolution of the problem.

CONCLUDING REMARKS

If at any time changes or additions are made to the policies and procedures contained in this handbook, they will be distributed in writing to all parties at the beginning of the student teaching/internship semester. Such additions will then supersede the statements contained in this handbook.

This handbook cannot answer every question that may arise during student teaching/internship. These unanswered questions can be directed to:

Dr. Kristie Cerling  
Program Director of Education  
Bethel College  
1001 Bethel Circle  
Mishawaka, IN 46545  
(574) 807-7347  
kristina.cerling@bethelcollege.edu
APPENDICES
APPENDIX A

POSSIBLE LESSON PLAN TEMPLATES
## LESSON PLAN SCORING GUIDE

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>Quality Indicators</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Clearly linked to the standards cited</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Clearly linked to the lesson assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning targets are stated in clear, assessable terms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriate thinking level applied</td>
<td></td>
</tr>
<tr>
<td><strong>State Standards</strong></td>
<td>Clearly linked to the lesson objectives</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Included by number and description</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriately chosen</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Clearly linked to the lesson objectives</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Clearly linked to the standards cited</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formative Assessment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Allows for the assessment of all students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enough detail to create an appropriate lesson assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative Assessment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides for the assessment of all students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Includes suggested answers and/or key</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Procedures</strong></td>
<td>Materials:</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Includes appropriate technology use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Details textbook pages and /or prepared worksheets utilized</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describes any materials used beyond the textbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Strategy/Activity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides enough detail that a competent substitute would be able to follow it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategy is applied appropriately/correctly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The chosen instructional activity clearly supports the stated learning objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The instructional activity will lead to the learning that is going to be assessed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chosen content matches standards &amp; objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content appears to be accurate and appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Includes appropriate planned instructional examples and/or questions</td>
<td></td>
</tr>
<tr>
<td><strong>Modifications/Accommodations</strong></td>
<td>Includes modifications specific to individual student’s needs</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Stated clearly and specific to the lesson strategy/content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May include modifications to content, procedures, materials or assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Name __________________________ Subject __________________________ Date __________________________

STATE STANDARDS:

OBJECTIVES:

STUDENT ASSESSMENT:

MATERIALS:

MOTIVATION:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PURPOSE</th>
</tr>
</thead>
</table>

LESSON CLOSURE:

SELF-ASSESSMENT:
STATE STANDARDS:

OBJECTIVES:

STUDENT EVALUATION:

PREPARATION/MATERIALS:

MOTIVATION/INTRODUCTION:

INSTRUCTION/PROCEDURES:

CLOSURE:

SELF-EVALUATION:
APPENDIX B

SUPERVISING TEACHER EVALUATION FORMS & INFORMATION
Bethel College School of Education

TEACHER CANDIDATE PRELIMINARY EVALUATION
(To be completed during week three by Supervising Teacher)

Teacher candidate ____________________________ Date ___________________

Supervising Teacher ____________________________ Grade/Subject ____________

4 – Exemplary: performance exceeds the standard in some way
3 – Proficient: performance meets the standard
2 – Developing: performance does not consistently meet the standard
1 – Failing: performance does not meet the standard

I. PLANS
   ___ Submits thorough, daily lesson plans
   ___ Engages in satisfactory long range planning
   ___ Good organization is evident throughout the planning
   ___ Establishes appropriate goals for student learning
   ___ Allocates instructional time appropriately

II. INSTRUCTS
   ___ Presents course content correctly
   ___ Chooses teaching strategies that are appropriate for the lesson objectives
   ___ Displays consistent classroom management skills
   ___ Establishes a good rapport with students
   ___ Communicates clearly and at a level that is appropriate for the age level

III. ASSESSES
   ___ Regularly assesses student learning
   ___ Uses assessment information to provide accurate feedback to the students
   ___ Evaluation closely aligns with learning objectives

IV. SOLVES PROBLEMS
   ___ Seeks out relevant information regarding individual students and group needs
   ___ Is aware of the level of student engagement during instruction
   ___ Is able to adapt to the daily changes that occur in a classroom or school

V. ACTS PROFESSIONALLY IN ALL RELATIONSHIPS
   ___ Engages in professional interactions with teachers
   ___ Takes initiative
   ___ Presents a professional demeanor in dress, speech and actions
   ___ Speech contains no significant errors in grammar
   ___ Is prompt and reliable in all professional expectations
   ___ Exhibits a good level of enthusiasm for students and teaching

VI. ENGAGES IN LIFELONG LEARNING
   ___ Seeks out feedback from supervisors
   ___ Is able and willing to act upon suggestions from supervisors
   ___ Self-evaluates professional practice regularly

Please explain any item that received a 2 or 1 on the back of this form:

Supervising Teacher’s Signature ____________________________ Teacher candidate’s Signature ____________________________
Bethel College School of Education

TEACHER CANDIDATE MIDTERM EVALUATION
By Supervising Teacher

Teacher candidate ___________________________ Date ___________________________
Supervising Teacher ___________________________ Grade/Subject ___________________________

Check the one item in each row that most closely represents the teacher candidate’s performance at this time

4 – Exemplary: performance exceeds the standard in some way
3 – Proficient: performance meets the standard
2 – Developing: performance does not consistently meet the standard
1 – Failing: performance does not meet the standard

(Please comment on any item that receives either a 2 or a 1)

I. PLANS

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasionally completes daily lesson plans</td>
<td>Generally completes daily lesson plans</td>
<td>Regularly completes daily lesson plans</td>
<td>Consistently completes daily lesson plans</td>
</tr>
<tr>
<td>Quality of daily lesson plans is marginal</td>
<td>Quality of daily plans is adequate</td>
<td>Quality of daily lesson plans is generally good</td>
<td>Daily lesson plans are clear, complete and insightful</td>
</tr>
<tr>
<td>Long range planning is poor</td>
<td>Long range planning is marginal</td>
<td>Engages in satisfactory long range planning</td>
<td>All planning is an outgrowth of excellent long-range planning</td>
</tr>
<tr>
<td>Is generally aware of the students with exceptionalities but seldom adapts instruction to meet their learning needs</td>
<td>Is generally aware of student exceptionalities and makes some attempt to adapt instruction to meet their learning needs</td>
<td>Is generally willing and able to adapt instruction for the learning needs of student with exceptionalities</td>
<td>Consistently plans ahead for students with exceptionalities and adapts instruction for their learning needs</td>
</tr>
<tr>
<td>A lack of organization is evident in the planning</td>
<td>Adequate organization is evident in some of the planning</td>
<td>Good organization is evident in the planning</td>
<td>Excellent organization is evident throughout the planning</td>
</tr>
<tr>
<td>Establishes inappropriate or no goals for student learning</td>
<td>Establishes some appropriate and some inappropriate goals for student learning</td>
<td>Establishes appropriate goals for student learning</td>
<td>Establishes goals for student learning that displays insight into student needs</td>
</tr>
<tr>
<td>Plans instruction that is inappropriate to content area or lesson topic</td>
<td>Plans instruction that is marginally related to content area or the lesson topic</td>
<td>Plans appropriate instruction in relation to content area and the lesson topic</td>
<td>Plans relevant and appropriate instruction in relationship to content area and lesson topic</td>
</tr>
<tr>
<td>Inappropriately allocates instructional time</td>
<td>Allocates instructional time that is sometimes appropriate</td>
<td>Allocates instructional time appropriately</td>
<td>Allocates instructional time with excellent judgment</td>
</tr>
<tr>
<td>Has inappropriate or no goals for student learning</td>
<td>Has ambiguous expectations for student learning that are marginally appropriate</td>
<td>Develops and maintains appropriate expectations for student learning</td>
<td>Develops expectations for student learning that takes individual differences into account</td>
</tr>
<tr>
<td>Has inappropriate or no expectations for academic and social behavior</td>
<td>Has ambiguous or inconsistent expectations for academic and social behavior</td>
<td>Developing and maintaining appropriate expectations for academic and social behavior</td>
<td>Has clear and appropriate expectations for academic and social behavior</td>
</tr>
</tbody>
</table>

COMMENTS:
II. INSTRUCTS

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasionally presents course content incorrectly</td>
<td>Generally presents course content correctly</td>
<td>Presents course content correctly</td>
<td>Displays a thorough understanding of the structure of the disciplines taught</td>
</tr>
<tr>
<td>Sometimes chooses inappropriate methods to present the content, giving little thought to student understanding</td>
<td>Presents the content in appropriate ways, but not always able to discern student misunderstanding</td>
<td>Generally discerns the most appropriate presentation of the content, realizing when students are encountering difficulties</td>
<td>Displays insight into the best presentation of the content, anticipating where students may encounter difficulties</td>
</tr>
<tr>
<td>Seldom recognizes opportunities to integrate content from other disciplines during classroom instruction</td>
<td>Occasionally recognizes opportunities to integrate content from other disciplines during classroom instruction</td>
<td>Often integrates content from other disciplines during instruction and does it appropriately</td>
<td>Consistently integrates content from other disciplines during planning and instruction with the intention of enhancing student learning</td>
</tr>
<tr>
<td>Seldom varies instruction, seeing little need to accommodate different learning styles</td>
<td>Occasionally tries different teaching strategies to accommodate the learning styles of the students</td>
<td>Often tries varied teaching strategies to accommodate the learning styles of the students</td>
<td>Intentionally and consistently applies varied teaching strategies to address the different learning styles of the students</td>
</tr>
<tr>
<td>Displays limited skill in motivating students and/or sees little need for its use</td>
<td>Displays fair skills in motivating most students but makes little attempt with the more resistant students</td>
<td>Displays good skills in motivating most students and makes some attempts to motivate the more resistant students</td>
<td>Displays excellent skills in motivating almost all students and makes a concerted effort to motivate the more resistant students</td>
</tr>
<tr>
<td>Utilizes a very limited range of teaching strategies</td>
<td>Uses a fair variety of teaching strategies</td>
<td>Utilizes a good range of teaching strategies</td>
<td>Utilizes a wide range of interesting teaching strategies</td>
</tr>
<tr>
<td>Teaching strategies chosen are often not appropriate</td>
<td>Teaching strategies chosen are sometimes appropriate</td>
<td>Teaching strategies chosen are generally appropriate for the lesson objectives</td>
<td>Teaching strategies are thoughtfully chosen to enhance the lesson objectives</td>
</tr>
<tr>
<td>Seldom uses instructional materials beyond those provided in the textbook</td>
<td>Sometimes uses instructional materials from sources outside the basic curriculum</td>
<td>Often uses instructional materials from sources outside the basic curriculum</td>
<td>Consistently utilizes well-chosen instructional materials from outside sources</td>
</tr>
<tr>
<td>Seldom makes use of technology for student learning</td>
<td>Occasionally makes use of technology for student learning</td>
<td>Often makes use of technology for student learning</td>
<td>Regularly makes use of technology that is carefully chosen to enhance student learning</td>
</tr>
<tr>
<td>Often struggles with pacing of instruction</td>
<td>Generally maintains reasonable lesson pacing</td>
<td>Maintains appropriate pacing of the instruction</td>
<td>Accurately reads the classroom climate to adjust the lesson pacing to match</td>
</tr>
<tr>
<td>Is able to establish a rapport with only those students who first initiate a relationship</td>
<td>Is able to establish a good rapport with many students but makes no attempt to reach out to the students who are more distant</td>
<td>Is able to establish a good rapport with most students and tries to connect with the more “difficult” students</td>
<td>Naturally establishes a rapport with almost all the students and displays the persistence to reach the more “difficult” students</td>
</tr>
<tr>
<td>Displays fair classroom management skills, but they are often inconsistent</td>
<td>Displays adequate classroom management skills that lack some consistency</td>
<td>Displays good classroom management skills that are generally consistent</td>
<td>Displays excellent classroom management skills that are natural and consistent</td>
</tr>
<tr>
<td>Communication is sometimes unclear and/or at a level that is inappropriate for the age level</td>
<td>Communicates fairly well at a level that is generally appropriate for the age level</td>
<td>Communicates clearly and at a level that is generally appropriate for the age level</td>
<td>Communicates clearly and articulately at a level that is appropriate for the age level</td>
</tr>
<tr>
<td>Lacks awareness and/or ability to respond to student needs during instruction</td>
<td>Usually is able to respond to student needs when they are clearly made known</td>
<td>Is generally aware and able to respond to student needs during instruction</td>
<td>Anticipates and appropriately responds to student needs during instruction</td>
</tr>
</tbody>
</table>

COMMENTS:
### III. ASSESSES

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seldom assesses student learning</td>
<td>Assesses student learning intermittently</td>
<td>Regularly assesses student learning</td>
<td>Consistently assesses student learning</td>
</tr>
<tr>
<td>Uses assessment but provides inaccurate or no feedback to the student</td>
<td>Uses assessment but provides limited feedback to the student</td>
<td>Uses assessment information to provide accurate feedback to the student</td>
<td>Uses assessment information to provide detailed and accurate feedback to the student</td>
</tr>
<tr>
<td>Often utilizes poorly designed evaluation instruments</td>
<td>Sometimes utilizes poorly-designed evaluation instruments</td>
<td>Utilizes fairly well-designed evaluation instruments</td>
<td>Utilizes very well-designed evaluation instruments</td>
</tr>
<tr>
<td>Evaluation seldom aligns with learning objectives</td>
<td>Evaluation sometimes aligns well with learning objectives</td>
<td>Evaluation generally aligns well with learning objectives</td>
<td>Evaluation clearly aligns well with learning objectives</td>
</tr>
<tr>
<td>No evidence of reflection on the impact of assessment upon instruction</td>
<td>Limited evidence of reflection on the impact of assessment upon instruction with little or no insight into student learning</td>
<td>Evidence of reflection on the impact of assessment upon instruction with appropriate insight into student learning</td>
<td>Consistent reflection on the impact of assessment upon instruction with excellent insight into student learning</td>
</tr>
<tr>
<td>Unable to identify difficulties in student learning</td>
<td>Identifies only obvious difficulties in student learning based on assessment data</td>
<td>Identifies continuing problems in student learning based on assessment data</td>
<td>Identifies even minor difficulties in student learning based on assessment data</td>
</tr>
<tr>
<td>Makes little or no adjustments to instruction based on assessment data</td>
<td>Makes some appropriate adjustments to instruction based on assessment data</td>
<td>Consistently makes appropriate adjustments to instruction based on assessment data</td>
<td>Makes fine adjustments to instruction that supports the students’ needs</td>
</tr>
</tbody>
</table>

### IV. SOLVES PROBLEMS

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not seek out information regarding individual students’ needs, or obtained it from inappropriate sources</td>
<td>Seeks out somewhat relevant and/or limited information regarding individual student’s needs</td>
<td>Seeks out relevant information regarding individual student’s needs</td>
<td>Seeks out detailed, comprehensive information regarding individual student’s needs</td>
</tr>
<tr>
<td>Made no modifications or planned modifications that were inappropriate for individual student’s needs</td>
<td>Planned some modifications for individual students that were somewhat appropriate</td>
<td>Planned appropriate modifications for individual student’s needs</td>
<td>Planned modifications that exhibited strong insight into student’s individual needs</td>
</tr>
<tr>
<td>Displays limited understanding of the developmental patterns of the students and seldom uses that information to make classroom decisions</td>
<td>Displays some understanding of the developmental patterns of students of the age group and occasionally uses that information to make classroom decisions</td>
<td>Generally understands the developmental patterns of students of the age group and applies that information to make classroom decisions</td>
<td>Clearly understands the developmental patterns of students of the age group, consistently using that information to make classroom decisions</td>
</tr>
<tr>
<td>Is unaware of the level of student engagement during instruction</td>
<td>Reads the level of student engagement during instruction but is unable to make adjustments</td>
<td>Reads the level of student engagement during instruction and is able to make some adjustments</td>
<td>Is sensitive to the student engagement and able to make fine adjustments to increase engagement for all students</td>
</tr>
<tr>
<td>Is unaware of the group’s learning needs during instruction and makes no attempts at adjustment</td>
<td>Is aware of the group’s obvious learning difficulties and attempts to make some adjustments</td>
<td>Is aware of the group’s learning needs during instruction and is able to make adjustments to those needs</td>
<td>Is so aware of the group’s learning needs that fine adjustments can be made in the midst of the instruction</td>
</tr>
<tr>
<td>Is unaware of individual student’s learning needs during instruction and/or makes no attempts to accommodate</td>
<td>Is aware of obvious areas of learning difficulty for individual students and attempts to make accommodations</td>
<td>Is aware of individual student’s learning needs during instruction and is able to make accommodations</td>
<td>Is so sensitive to individual student’s learning needs that fine adjustments can be made in the midst of the instruction</td>
</tr>
<tr>
<td>Makes no adjustments to future instruction from the assessment data</td>
<td>Makes some adjustments to future instruction based upon assessment data</td>
<td>Makes appropriate adjustments to future instruction based upon assessment data</td>
<td>Makes fine adjustments to future instruction based upon assessment data</td>
</tr>
<tr>
<td>Often has difficulty adapting to the changes that occur in a classroom/school</td>
<td>Sometimes has difficulty adapting to the changes that occur in a classroom/school</td>
<td>Generally is able to adapt to the daily changes that occur in a classroom or school</td>
<td>Easily adapts to the daily changes that occur in a classroom/school</td>
</tr>
</tbody>
</table>

**COMMENTS:**
### V. ACTS PROFESSIONALLY IN ALL RELATIONSHIPS

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Seldom initiates interactions with teachers and staff and is sometimes uncomfortable when others approach him/her</em></td>
<td><em>Engages in interactions with teachers and staff that is generally on a professional level and occasionally self-initiated</em></td>
<td><em>Engages in interactions with teachers and staff that is consistently professional and often self-initiated</em></td>
<td><em>Initiates interactions with teachers and professional staff that enhance professional growth and are always in the best interest of students</em></td>
</tr>
<tr>
<td><em>Exhibits a lack of confidence in interactions with administrators</em></td>
<td><em>Responds appropriately in interactions with administrators but does not seek out those opportunities</em></td>
<td><em>Responds with confidence and poise in interactions with administrators</em></td>
<td><em>Initiates appropriate interactions with administrators and responds with confidence and poise at all encounters</em></td>
</tr>
<tr>
<td><em>Exhibits a lack of confidence in interactions with parents and avoids those interactions</em></td>
<td><em>Responds appropriately in interactions with parents but does not initiate those opportunities</em></td>
<td><em>Responds with confidence in interactions with parents and can initiate those interactions when necessary</em></td>
<td><em>Initiates appropriate interactions with parents and responds with confidence and poise at all encounters</em></td>
</tr>
<tr>
<td><em>Seldom takes the initiative and displays low levels of self-direction</em></td>
<td><em>Sometimes takes the initiative and displays some level of self-direction</em></td>
<td><em>Takes initiative and displays appropriate self-direction</em></td>
<td><em>Consistently takes the initiative displays a strong level of self-direction</em></td>
</tr>
<tr>
<td><em>Often presents an unprofessional demeanor in dress</em></td>
<td><em>Sometimes presents an unprofessional demeanor in dress</em></td>
<td><em>Generally presents a professional demeanor in dress</em></td>
<td><em>Consistently presents a professional demeanor in dress</em></td>
</tr>
<tr>
<td><em>Often presents an unprofessional demeanor in speech</em></td>
<td><em>Sometimes presents an unprofessional demeanor in speech</em></td>
<td><em>Generally presents a professional demeanor in speech</em></td>
<td><em>Consistently presents a professional demeanor in speech</em></td>
</tr>
<tr>
<td><em>Often presents an unprofessional demeanor in actions</em></td>
<td><em>Sometimes presents an unprofessional demeanor in actions</em></td>
<td><em>Generally presents a professional demeanor in actions</em></td>
<td><em>Consistently presents a professional demeanor in actions</em></td>
</tr>
<tr>
<td><em>Models marginal writing skills both in and out of the classroom</em></td>
<td><em>Models adequate writing skills both in and out of the classroom</em></td>
<td><em>Models correct writing skills in all professional communications</em></td>
<td><em>Models exemplary writing skills both in and out of the classroom</em></td>
</tr>
<tr>
<td><em>Speech contains some errors in grammar and/or word choice with negligible recognition of those errors</em></td>
<td><em>Speech contains some errors in grammar and/or word choice, but there is a conscious effort to correct those errors</em></td>
<td><em>Speech contains no significant errors in grammar and word choice is appropriate</em></td>
<td><em>Speech contains no mistakes in grammar and words are chosen carefully</em></td>
</tr>
<tr>
<td><em>Is seldom prompt and reliable in professional and personal expectations</em></td>
<td><em>Sometimes has difficulty being prompt and reliable in professional expectations</em></td>
<td><em>Is generally prompt and reliable in professional expectations</em></td>
<td><em>Is consistently prompt and reliable in all professional and personal expectations</em></td>
</tr>
<tr>
<td><em>Often displays visible anxiety and emotion when dealing with students and classrooms</em></td>
<td><em>Deals with the pressures of students and classroom with a fair amount of visible anxiety and emotion</em></td>
<td><em>Deals with the pressures of students and classroom with little visible anxiety</em></td>
<td><em>Deals with the pressures of students and classrooms without undo, visible anxiety</em></td>
</tr>
<tr>
<td><em>Seldom exhibits enthusiasm for students and teaching</em></td>
<td><em>Sometimes exhibits a level of enthusiasm for students and teaching</em></td>
<td><em>Generally exhibits a good level of enthusiasm for students and teaching</em></td>
<td><em>Consistently exhibits a high level of enthusiasm for students and teaching</em></td>
</tr>
<tr>
<td><em>Often displays a low level of ethical standards</em></td>
<td><em>Sometimes displays a low level of ethical standards</em></td>
<td><em>Generally maintains high ethical standards</em></td>
<td><em>Maintains the highest ethical standards at all times</em></td>
</tr>
</tbody>
</table>

#### COMMENTS:
## VI. ENGAGES IN LIFELONG LEARNING

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When prompted can articulate an educational philosophy that contains many unoriginal ideas</strong></td>
<td>Engages in discussion of an educational philosophy that contains both original and unoriginal ideas</td>
<td>Initiates discussion of educational philosophy that contains some clearly original ideas</td>
<td>Consistently engages in reflection and refinement of educational philosophy that contains many original, personalized ideas</td>
</tr>
<tr>
<td><strong>Sometimes behaves in ways that are clearly inconsistent with the articulated philosophy</strong></td>
<td>Generally behaves in ways that are consistent with the articulated philosophy</td>
<td>Behaves in ways that are consistent with the articulated philosophy although the alignment may not always be conscious</td>
<td>Consiously seeks to behave in ways that are consistent with a personal philosophy</td>
</tr>
<tr>
<td><strong>Has difficulty applying technology or avoids its use and seldom makes use of resources to aide professional organization</strong></td>
<td>Applies technology when necessary and makes limited use of resources available to enhance professional organization</td>
<td>Applies technology and makes appropriate use of resources made available to enhance professional organization and growth</td>
<td>Consistently makes use of all available technology and seeks out resources for the purposes of professional organization and growth</td>
</tr>
<tr>
<td><strong>Sometimes recognizes personal shortcomings in content knowledge but seldom takes the initiative to make up for those shortcomings</strong></td>
<td>Generally recognizes any personal shortcomings in content knowledge and sometimes takes the initiative to make up for those shortcomings</td>
<td>Realizes personal shortcomings in content knowledge and generally initiates personal study to make up for those shortcomings</td>
<td>Anticipates when additional, personal study of the content is needed to enhance the classroom instruction</td>
</tr>
<tr>
<td><strong>Seldom seeks feedback from colleagues</strong></td>
<td>Sometimes seeks out feedback from colleagues with the primary goal of “getting a better grade”</td>
<td>Seeks out feedback from colleagues with the primary goal of personal growth</td>
<td>Actively seeks out feedback from colleagues with the goal of improving student learning</td>
</tr>
<tr>
<td><strong>Is seldom receptive to suggestions from supervisors</strong></td>
<td>Is sometimes less receptive to suggestions from supervisors</td>
<td>Is generally receptive to suggestions from supervisors</td>
<td>Is consistently receptive to suggestions from supervisors</td>
</tr>
<tr>
<td><strong>Is seldom able and/or willing to act upon suggestions from supervisors</strong></td>
<td>Is sometimes unwilling and/or unable to act upon suggestions from supervisors</td>
<td>Is generally able and willing to act upon suggestions from supervisors</td>
<td>Is always able and willing to act upon suggestions from supervisors</td>
</tr>
<tr>
<td><strong>Self-evaluation of professional practice is seldom accurate</strong></td>
<td>Self-evaluates professional practice with only marginal accuracy</td>
<td>Self-evaluates professional practice with a fairly good level of accuracy</td>
<td>Self-evaluates professional practice with a very high level of accuracy</td>
</tr>
<tr>
<td><strong>Rarely displays self-evaluation of professional practice</strong></td>
<td>Displays self-evaluation of professional practice occasionally</td>
<td>Displays self-evaluation of professional practice with regularity</td>
<td>Displays self-evaluation of professional practice as a consistent, personal “habit”</td>
</tr>
</tbody>
</table>

**COMMENTS:**

---

**GRADE RECOMMENDATION AT THIS POINT:** ________

---

Supervising Teacher’s Signature

Teacher candidate’s Signature

44
Bethel College – School of Education
TEACHER CANDIDATE FINAL EVALUATION
By Supervising Teacher

Teacher candidate ___________________________ Date ______________________
Supervising Teacher ________________________________ Grade/Subject __________

4 – Exemplary: performance exceeds the standard in some way
3 – Proficient: performance meets the standard
2 – Developing: performance does not consistently meet the standard
1 – Failing: performance does not meet the standard

I. PLANS
   ___ Regularly completes daily lesson plans
   ___ Daily lesson plans are of good quality
   ___ Engages in satisfactory long range planning
   ___ Considers students’ backgrounds and interests in creating culturally relevant curriculum
   ___ Good organization is evident throughout the planning
   ___ Allocates instructional time appropriately
   ___ Maintains appropriate expectations for learning of all students
   ___ Plans for the learning needs of students with exceptionalities

COMMENTS:

II. INSTRUCTS
   ___ Uses varied teaching strategies to accommodate the learning styles and cultures of students
   ___ Chooses teaching strategies that are appropriate for the lesson objectives
   ___ Uses instructional materials from sources outside the basic curriculum
   ___ Chooses instructional materials that reflect culturally diverse perspectives
   ___ Makes use of technology for student learning
   ___ Maintains appropriate instructional pacing
   ___ Displays consistently strong classroom management skills that are culturally responsive
   ___ Establishes a good rapport with students and seeks connections with even the more “difficult” students
   ___ Displays good skills in motivating students
   ___ Communicates clearly at a developmentally appropriate level

COMMENTS:

III. ASSESSES
   ___ Regularly assesses student learning
   ___ Evaluation closely aligns with learning objectives
   ___ Uses assessment information to provide accurate feedback to the students
   ___ Chooses a variety of well-designed evaluation instruments
   ___ Develops appropriate assessments when needed
   ___ Identifies students’ strengths through assessment data
   ___ Identifies continuing problems in student learning based upon assessment data

COMMENTS:
IV. SOLVES PROBLEMS

___ Seeks out relevant information regarding individual student’s and group needs
___ Plans appropriate modifications for individual student’s needs

- Is aware of the group’s learning needs during instruction and is able to make adjustments
___ Is aware of individual student’s learning needs during instruction and is able to make accommodations

- Utilizes students’ strengths when planning for learning
___ Makes appropriate adjustments to future instruction based upon assessment data
___ Is able to adapt to the daily changes that occur in a classroom or school

COMMENTS:

VI. ACTS PROFESSIONALLY IN ALL RELATIONSHIPS

___ Engages in interaction with teachers and staff that is consistently professional
___ Responds with confidence and poise in interactions with administrators
___ Responds with confidence in interactions with parents and initiates those interactions when necessary
___ Builds bridges between home, community and school
___ Respects all persons
___ Takes initiative and displays strong self-direction
___ Presents a professional demeanor in dress, speech and actions
___ Models correct writing skills in all professional communications
___ Speech contains no significant errors in grammar
___ Is prompt and reliable in all professional expectations
___ Deals with the pressures of students and the classroom with little visible anxiety
___ Exhibits a good level of enthusiasm for students and teaching
___ Maintains high ethical standards

COMMENTS:

VI. ENGAGES IN LIFELONG LEARNING

___ Engages in discussion of educational philosophy that contains some original ideas
___ Applies technology and other available resources to enhance professional growth
___ Is open to growing as a teacher of diverse learners
___ Seeks out feedback from colleagues with the goal of personal growth
___ Is able and willing to act upon suggestions from supervisors
___ Self-evaluates professional practice regularly
___ Self-evaluates with a high degree of accuracy

COMMENTS:

FINAL GRADE RECOMMENDATION: _____

Supervising Teacher’s Signature ____________________ Teacher candidate’s Signature ____________________

August 2008
The following standards serve as a guide to the rating scale used on the final evaluation form. Not every statement will apply to a particular component.

4 - EXEMPLARY STATUS

- The Teacher candidate/Intern has demonstrated exemplary performance related to this component over a length of time.
- The Teacher candidate/Intern clearly understands the concepts that underlie this component and may even bring new insights in its implementation.
- Problems seldom arise during implementation of this component, but when they do the Teacher candidate/Intern is able to quickly identify them and facilitate a solution.
- The performance related to this component could serve as a model for other beginning teachers.
- Because this individual is already working at such a high level of proficiency, very little mentoring in relation to this component will be needed as a beginning teacher.

3 - PROFICIENT

- The Teacher candidate/Intern has demonstrated satisfactory performance related to this component.
- The Teacher candidate/Intern has an understanding of the basic concepts that underlie this component and grasps their importance.
- Actual implementation is not flawless, but the Teacher candidate/Intern is generally able to identify the reasons for the problem and is able to implement any suggestions that are made.
- The Teacher candidate/Intern demonstrates both a desire and an ability to continue growing in this area and subsequent growth is expected.
- With continued support and experience, proficiency related to this component is eventually anticipated.

2 - DEVELOPING

- The Teacher candidate/Intern has not met entry-level expectations related to this component.
- The Teacher candidate/Intern does not appear to understand the rudimentary concepts that underlie this component nor grasp the importance of this component.
- Success in implementation of this component is seldom achieved and the Teacher candidate/Intern is often unable to implement suggestions that are made.
- This individual would need continued experience and mentoring in the fundamental aspects of this component in order to achieve satisfactory status.

1 - FAILING STATUS

- The Teacher candidate/Intern is well below entry-level expectations related to this component.
- The Teacher candidate/Intern appears to be either unable or unwilling to implement suggestions.
- At this time it is doubtful that the student has the skills or dispositions to achieve satisfactory status related to this component.
Bethel College School of Education

TEACHER CANDIDATE GRADE ASSIGNMENT GUIDELINES

A  EXEMPLARY PERFORMANCE - This grade is reserved for the truly outstanding novice.
- Scores on the Final Evaluation Form are predominantly 4's.
- From the very beginning this individual operated in the classroom at a qualitatively different level than most teacher candidates.
- Eagerly initiated the implementation of personal ideas.
- Displayed exceptional ability to analyze situations and facilitate solutions with minimal feedback.
- Displayed very strong motivation for continued growth and development.
- This individual will surely be an exceptional first year teacher.

A-  HIGHLY PROFICIENT OVERALL PERFORMANCE
- Scores on the Final Evaluation Form include many 4’s with some 3’s.
- Performance was strong throughout student teaching but lacked some of the “polish” of the A student.
- Progress was both strong and consistent throughout student teaching.
- Initiated many personal ideas and easily implemented suggestions from supervisors.
- Displayed strong problem-solving skills.
- This individual will be an excellent first year teacher.

B+  PROFICIENT OVERALL PERFORMANCE
- Scores on the Final Evaluation Form are predominantly 3’s with some 4’s.
- Performance was strong by the end of student teaching.
- Progress during student teaching was consistent.
- Initiated some personal ideas and was able to act on suggestions from supervisors.
- This individual will likely be a strong first year teacher with the benefit of continued support.

B  LOW PROFICIENT OVERALL PERFORMANCE
- Scores on the Final Evaluation Form are predominantly 3’s but may include an occasional 2.
- Progress during student teaching was sometimes slow, but clearly evident.
- Occasionally initiated personal ideas, but generally relied on suggestions from supervisors.
- This individual will be an effective first year teacher with the benefit of continued support.

B-  HIGH DEVELOPING OVERALL PERFORMANCE
- Scores on the Final Evaluation Form are a combination of 2’s and 3’s.
- Progress during student teaching was slow, but evident.
- Often relied on suggestions from supervisors and had some difficulty implementing them.
- This individual can be an effective first year teacher with the benefit of strong, continued support.

C+  DEVELOPING OVERALL PERFORMANCE
- Scores on the Final Evaluation Form are predominantly 2’s with some 3’s.
- Progress during student teaching was slow and often inconsistent, but evident.
- Relied heavily on suggestions from supervisors and had difficulty implementing those suggestions.
- This individual has the potential to be an effective first year teacher with the benefit of strong, continued support.

C  LOW DEVELOPING OVERALL PERFORMANCE
- Scores on the Final Evaluation Form are predominantly 2’s.
- Progress during student teaching was inconsistent.
- Relied almost entirely on suggestions from supervisors and sometimes was unable to implement them.
- This individual may have potential to be an effective first year teacher but will need a great deal of continued support.
- It is uncertain whether this individual will be recommended for licensure.

D-F FAILED PERFORMANCE
- Scores on the Final Evaluation Form are predominantly 2’s with some 1’s.
- Does not display the dispositions for additional professional growth.
- Has failed to perform at basic entry-level expectations.
- This individual will not be recommended for licensure.

Updated August 2007
APPENDIX C

TEACHER CANDIDATE/INTERN SELF-EVALUATION FORMS & INFORMATION
Bethel College School of Education

TEACHER CANDIDATE PRELIMINARY SELF-EVALUATION

(To be completed during week three by the teacher candidate)

Teacher candidate ___________________________ Date __________________

Supervising Teacher ___________________________ Grade/Subject __________

4 – Exemplary: performance exceeds the standard in some way
3 – Proficient: performance meets the standard
2 – Developing: performance does not consistently meet the standard
1 – Failing: performance does not meet the standard

I. PLANS
___ Regularly completes daily lesson plans
___ Engages in satisfactory long range planning
___ Good organization is evident throughout the planning
___ Establishes appropriate goals for student learning
___ Allocates instructional time appropriately

II. INSTRUCTS
___ Presents course content correctly
___ Chooses teaching strategies that are appropriate for the lesson objectives
___ Displays consistent classroom management skills
___ Establishes a good rapport with students
___ Communicates clearly and at a level that is appropriate for the age level

III. ASSESSES
___ Regularly assesses student learning
___ Uses assessment information to provide accurate feedback to the students
___ Evaluation closely aligns with learning objectives

IV. SOLVES PROBLEMS
___ Seeks out relevant information regarding individual students and group needs
___ Is aware of the level of student engagement during instruction
___ Is able to adapt to the daily changes that occur in a classroom or school

VII. ACTS PROFESSIONALLY IN ALL RELATIONSHIPS
___ Engages in professional interactions with teachers
___ Takes initiative
___ Presents a professional demeanor in dress, speech and actions
___ Speech contains no significant errors in grammar
___ Is prompt and reliable in all professional expectations
___ Exhibits a good level of enthusiasm for students and teaching

VI. ENGAGES IN LIFELONG LEARNING
___ Seeks out feedback from supervisors
___ Is able and willing to act upon suggestions from supervisors
___ Self-evaluates professional practice regularly

Please explain any item that received a 2 or 1 on the back of this form:

Supervising Teacher’s Signature ___________________________

Teacher candidate’s Signature ___________________________
Bethel College School of Education

TEACHER CANDIDATE MIDTERM SELF-EVALUATION

By Teacher candidate

<table>
<thead>
<tr>
<th>Teacher candidate</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervising Teacher</th>
<th>Grade/Subject</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check the one item in each row that most closely represents the teacher candidate’s performance at this time

4 – Exemplary: performance exceeds the standard in some way
3 – Proficient: performance meets the standard
2 – Developing: performance does not consistently meet the standard
1 – Failing: performance does not meet the standard

(Please comment on any item that receives either a 2 or a 1)

I. PLANS

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasionally completes daily lesson plans</td>
<td>__</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Quality of daily lesson plans is marginal</td>
<td>__</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Long range planning is poor</td>
<td>__</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Is generally aware of the students with exceptionalities but seldom adapts instruction to meet their learning needs</td>
<td>__</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>A lack of organization is evident in the planning</td>
<td>Adequate organization is evident in some of the planning</td>
<td>Good organization is evident in the planning</td>
<td>Excellent organization is evident throughout the planning</td>
<td></td>
</tr>
<tr>
<td>Establishes inappropriate or no goals for student learning</td>
<td>Establishes some appropriate and some inappropriate goals for student learning</td>
<td>Establishes appropriate goals for student learning</td>
<td>Establishes goals for student learning that displays insight into student needs</td>
<td></td>
</tr>
<tr>
<td>Plans instruction that is inappropriate to content area or lesson topic</td>
<td>Plans instruction that is marginally related to content area or the lesson topic</td>
<td>Plans appropriate instruction in relation to content area and the lesson topic</td>
<td>Plans relevant and appropriate instruction in relationship to content area and lesson topic</td>
<td></td>
</tr>
<tr>
<td>Inappropriately allocates instructional time</td>
<td>Allocates instructional time that is sometimes appropriate</td>
<td>Allocates instructional time appropriately</td>
<td>Allocates instructional time with excellent judgment</td>
<td></td>
</tr>
<tr>
<td>Has inappropriate or no goals for student learning</td>
<td>Has ambiguous expectations for student learning that are marginally appropriate</td>
<td>Develops and maintains appropriate expectations for student learning</td>
<td>Develops expectations for student learning that takes individual differences into account</td>
<td></td>
</tr>
<tr>
<td>Has inappropriate or no expectations for academic and social behavior</td>
<td>Has ambiguous or inconsistent expectations for academic and social behavior</td>
<td>Developing and maintaining appropriate expectations for academic and social behavior</td>
<td>Has clear and appropriate expectations for academic and social behavior</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:
## II. INSTRUCTS

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>_</td>
<td>Occasionally presents course content incorrectly</td>
<td>Generally presents course content correctly</td>
<td>Presents course content correctly</td>
<td>Displays a thorough understanding of the structure of the disciplines taught</td>
</tr>
<tr>
<td>_</td>
<td>Sometimes chooses inappropriate methods to present the content, giving little thought to student understanding</td>
<td>Sometimes chooses inappropriate methods to present the content, giving little thought to student understanding</td>
<td>Sometimes chooses inappropriate methods to present the content, giving little thought to student understanding</td>
<td>Sometimes chooses inappropriate methods to present the content, giving little thought to student understanding</td>
</tr>
<tr>
<td>_</td>
<td>Seldom recognizes opportunities to integrate content from other disciplines during classroom instruction</td>
<td>Occasionally recognizes opportunities to integrate content from other disciplines during classroom instruction</td>
<td>Occasionally recognizes opportunities to integrate content from other disciplines during classroom instruction</td>
<td>Consistently integrates content from other disciplines during classroom instruction</td>
</tr>
<tr>
<td>_</td>
<td>Seldom varies instruction, seeing little need to accommodate different learning styles</td>
<td>Occasionally tries different teaching strategies to accommodate the learning styles of the students</td>
<td>Occasionally tries different teaching strategies to accommodate the learning styles of the students</td>
<td>Intentionally and consistently applies varied teaching strategies to address the different learning styles of the students</td>
</tr>
<tr>
<td>_</td>
<td>Displays limited skill in motivating students and/or sees little need for its use</td>
<td>Displays fair skills in motivating most students but makes little attempt with the more resistant students</td>
<td>Displays good skills in motivating most students and makes some attempts to motivate the more resistant students</td>
<td>Displays excellent skills in motivating almost all students and makes a concerted effort to motivate the more resistant students</td>
</tr>
<tr>
<td>_</td>
<td>Utilizes a very limited range of teaching strategies</td>
<td>Utilizes a fair variety of teaching strategies</td>
<td>Utilizes a good range of teaching strategies</td>
<td>Utilizes a wide range of interesting teaching strategies</td>
</tr>
<tr>
<td>_</td>
<td>Teaching strategies chosen are often not appropriate</td>
<td>Teaching strategies chosen are sometimes appropriate</td>
<td>Teaching strategies chosen are generally appropriate for the lesson objectives</td>
<td>Teaching strategies are thoughtfully chosen to enhance the lesson objectives</td>
</tr>
<tr>
<td>_</td>
<td>Seldom uses instructional materials beyond those provided in the textbook</td>
<td>Sometimes uses instructional materials from sources outside the basic curriculum</td>
<td>Often uses instructional materials from sources outside the basic curriculum</td>
<td>Consistently utilizes well-chosen instructional materials from outside sources</td>
</tr>
<tr>
<td>_</td>
<td>Seldom makes use of technology for student learning</td>
<td>Occasionally makes use of technology for student learning</td>
<td>Often makes use of technology for student learning</td>
<td>Regularly makes use of technology that is carefully chosen to enhance student learning</td>
</tr>
<tr>
<td>_</td>
<td>Often struggles with pacing of instruction</td>
<td>Generally maintains reasonable lesson pacing</td>
<td>Maintains appropriate pacing of the instruction</td>
<td>Accurately reads the classroom climate to adjust the lesson pacing to match</td>
</tr>
<tr>
<td>_</td>
<td>Is able to establish a rapport with only those students who first initiate a relationship</td>
<td>Is able to establish a good rapport with many students but makes no attempt to reach out to the students who are more distant</td>
<td>Is able to establish a good rapport with most students and tries to connect with the more “difficult” students</td>
<td>Naturally establishes a rapport with almost all the students and displays the persistence to reach the more “difficult” students</td>
</tr>
<tr>
<td>_</td>
<td>Displays fair classroom management skills, but they are often inconsistent</td>
<td>Displays adequate classroom management skills that lack some consistency</td>
<td>Displays good classroom management skills that are generally consistent</td>
<td>Displays excellent classroom management skills that are natural and consistent</td>
</tr>
<tr>
<td>_</td>
<td>Communication is sometimes unclear and/or at a level that is inappropriate for the age level</td>
<td>Communicates fairly well at a level that is generally appropriate for the age level</td>
<td>Communicates clearly and at a level that is generally appropriate for the age level</td>
<td>Communicates clearly and articulate at a level that is appropriate for the age level</td>
</tr>
<tr>
<td>_</td>
<td>Lacks awareness and/or ability to respond to student needs during instruction</td>
<td>Usually is able to respond to student needs when they are clearly made known</td>
<td>Is generally aware and able to respond to student needs during instruction</td>
<td>Anticipates and appropriately responds to student needs during instruction</td>
</tr>
</tbody>
</table>

COMMENTS:
### III. ASSESES

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Seldom assesses student learning</em></td>
<td><em>Assesses student learning intermittently</em></td>
<td><em>Regularly assesses student learning</em></td>
<td><em>Consistently assesses student learning</em></td>
</tr>
<tr>
<td><em>Uses assessment but provides inaccurate or no feedback to the student</em></td>
<td><em>Uses assessment but provides limited feedback to the student</em></td>
<td><em>Uses assessment information to provide accurate feedback to the student</em></td>
<td><em>Uses assessment information to provide detailed and accurate feedback to the student</em></td>
</tr>
<tr>
<td><em>Often utilizes poorly designed evaluation instruments</em></td>
<td><em>Sometimes utilizes poorly-designed evaluation instruments</em></td>
<td><em>Utilizes fairly well-designed evaluation instruments</em></td>
<td><em>Utilizes very well-designed evaluation instruments</em></td>
</tr>
<tr>
<td><em>Evaluation seldom aligns with learning objectives</em></td>
<td><em>Evaluation sometimes aligns well with learning objectives</em></td>
<td><em>Evaluation generally aligns well with learning objectives</em></td>
<td><em>Evaluation clearly aligns well with learning objectives</em></td>
</tr>
<tr>
<td><em>No evidence of reflection on the impact of assessment upon instruction</em></td>
<td><em>Limited evidence of reflection on the impact of assessment upon instruction with little or no insight into student learning</em></td>
<td><em>Evidence of reflection on the impact of assessment upon instruction with appropriate insight into student learning</em></td>
<td><em>Consistent reflection on the impact of assessment upon instruction with excellent insight into student learning</em></td>
</tr>
<tr>
<td><em>Unable to identify difficulties in student learning</em></td>
<td><em>Identifies only obvious difficulties in student learning based on assessment data</em></td>
<td><em>Identifies continuing problems in student learning based on assessment data</em></td>
<td><em>Identifies even minor difficulties in student learning based on assessment data</em></td>
</tr>
<tr>
<td><em>Makes little or no adjustments to instruction based on assessment data</em></td>
<td><em>Makes some appropriate adjustments to instruction based on assessment data</em></td>
<td><em>Consistently makes appropriate adjustments to instruction based on assessment data</em></td>
<td><em>Makes fine adjustments to instruction that supports the students’ needs</em></td>
</tr>
</tbody>
</table>

### IV. SOLVES PROBLEMS

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Did not seek out information regarding individual students’ needs, or obtained it from inappropriate sources</em></td>
<td><em>Seeks out somewhat relevant and/or limited information regarding individual student’s needs</em></td>
<td><em>Seeks out relevant information regarding individual student’s needs</em></td>
<td><em>Seeks out detailed, comprehensive information regarding individual student’s needs</em></td>
</tr>
<tr>
<td><em>Made no modifications or planned modifications that were inappropriate for individual student’s needs</em></td>
<td><em>Planned some modifications for individual students that were somewhat appropriate</em></td>
<td><em>Planned appropriate modifications for individual student’s needs</em></td>
<td><em>Planned modifications that exhibited strong insight into student’s individual needs</em></td>
</tr>
<tr>
<td><em>Displays limited understanding of the developmental patterns of the students and seldom uses that information to make classroom decisions</em></td>
<td><em>Displays some understanding of the developmental patterns of students of the age group and occasionally uses that information to make classroom decisions</em></td>
<td><em>Generally understands the developmental patterns of students of the age group and applies that information to make classroom decisions</em></td>
<td><em>Clearly understands the developmental patterns of students of the age group, consistently using that information to make classroom decisions</em></td>
</tr>
<tr>
<td><em>Is unaware of the level of student engagement during instruction</em></td>
<td><em>Reads the level of student engagement during instruction but is unable to make adjustments</em></td>
<td><em>Reads the level of student engagement during instruction and is able to make some adjustments</em></td>
<td><em>Is sensitive to the student engagement and able to make fine adjustments to increase engagement for all students</em></td>
</tr>
<tr>
<td><em>Is unaware of the group’s obvious learning difficulties and attempts to make some adjustments</em></td>
<td><em>Is aware of the group’s obvious learning difficulties and attempts to make some adjustments</em></td>
<td><em>Is aware of the group’s learning needs during instruction and is able to make adjustments to those needs</em></td>
<td><em>Is so aware of the group’s learning needs that fine adjustments can be made in the midst of the instruction</em></td>
</tr>
<tr>
<td><em>Is unaware of individual student’s learning needs during instruction and/or makes no attempts to accommodate</em></td>
<td><em>Is aware of obvious areas of learning difficulty for individual students and attempts to make accommodations</em></td>
<td><em>Is aware of individual student’s learning needs during instruction and is able to make accommodations</em></td>
<td><em>Is so sensitive to individual student’s learning needs that fine adjustments can be made in the midst of the instruction</em></td>
</tr>
<tr>
<td><em>Makes no adjustments to future instruction from the assessment data</em></td>
<td><em>Makes some adjustments to future instruction based upon assessment data</em></td>
<td><em>Makes appropriate adjustments to future instruction based upon assessment data</em></td>
<td><em>Makes fine adjustments to future instruction based upon assessment data</em></td>
</tr>
<tr>
<td><em>Often has difficulty adapting to the changes that occur in a classroom/school</em></td>
<td><em>Sometimes has difficulty adapting to the changes that occur in a classroom/school</em></td>
<td><em>Generally is able to adapt to the daily changes that occur in a classroom or school</em></td>
<td><em>Easily adapts to the daily changes that occur in a classroom/school</em></td>
</tr>
</tbody>
</table>

**COMMENTS:**
### V. ACTS PROFESSIONALLY IN ALL RELATIONSHIPS

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seldom initiates interactions with teachers and staff and is sometimes uncomfortable when others approach him/her</td>
<td>Engages in interactions with teachers and staff that is generally on a professional level and occasionally self-initiated</td>
<td>Engages in interactions with teachers and staff that is consistently professional and often self-initiated</td>
<td>Initiates interactions with teachers and professional staff that enhance professional growth and are always in the best interest of students</td>
<td></td>
</tr>
<tr>
<td>Exhibits a lack of confidence in interactions with administrators</td>
<td>Responds appropriately in interactions with administrators but does not seek out those opportunities</td>
<td>Responds with confidence and poise in interactions with administrators</td>
<td>Initiates appropriate interactions with administrators and responds with confidence and poise at all encounters</td>
<td></td>
</tr>
<tr>
<td>Exhibits a lack of confidence in interactions with parents and avoids those interactions</td>
<td>Responds appropriately in interactions with parents but does not initiate those opportunities</td>
<td>Responds with confidence in interactions with parents and can initiate those interactions when necessary</td>
<td>Initiates appropriate interactions with parents and respondents with confidence and poise at all encounters</td>
<td></td>
</tr>
<tr>
<td>Seldom takes the initiative and displays low levels of self-direction</td>
<td>Sometimes takes the initiative and displays some level of self-direction</td>
<td>Takes initiative and displays appropriate self-direction</td>
<td>Consistently takes the initiative displays a strong level of self-direction</td>
<td></td>
</tr>
<tr>
<td>Often presents an unprofessional demeanor in dress</td>
<td>Sometimes presents an unprofessional demeanor in dress</td>
<td>Generally presents a professional demeanor in dress</td>
<td>Consistently presents a professional demeanor in dress</td>
<td></td>
</tr>
<tr>
<td>Often presents an unprofessional demeanor in speech</td>
<td>Sometimes presents an unprofessional demeanor in speech</td>
<td>Generally presents a professional demeanor in speech</td>
<td>Consistently presents a professional demeanor in speech</td>
<td></td>
</tr>
<tr>
<td>Often presents an unprofessional demeanor in actions</td>
<td>Sometimes presents an unprofessional demeanor in actions</td>
<td>Generally presents a professional demeanor in actions</td>
<td>Consistently presents a professional demeanor in actions</td>
<td></td>
</tr>
<tr>
<td>Models marginal writing skills both in and out of the classroom</td>
<td>Models adequate writing skills both in and out of the classroom</td>
<td>Models correct writing skills in all professional communications</td>
<td>Models exemplary writing skills both in and out of the classroom</td>
<td></td>
</tr>
<tr>
<td>Speech contains some errors in grammar and/or word choice with negligible recognition of those errors</td>
<td>Speech contains some errors in grammar and/or word choice, but there is a conscious effort to correct those errors</td>
<td>Speech contains no significant errors in grammar and word choice is appropriate</td>
<td>Speech contains no mistakes in grammar and words are chosen carefully</td>
<td></td>
</tr>
<tr>
<td>Is seldom prompt and reliable in professional and personal expectations</td>
<td>Sometimes has difficulty being prompt and reliable in professional expectations</td>
<td>Is generally prompt and reliable in professional expectations</td>
<td>Is consistently prompt and reliable in all professional and personal expectations</td>
<td></td>
</tr>
<tr>
<td>Often displays visible anxiety and emotion when dealing with students and classrooms</td>
<td>Deals with the pressures of students and classroom with a fair amount of visible anxiety and emotion</td>
<td>Deals with the pressures of students and classroom with little visible anxiety</td>
<td>Deals with the pressures of students and classrooms without undo, visible anxiety</td>
<td></td>
</tr>
<tr>
<td>Seldom exhibits enthusiasm for students and teaching</td>
<td>Sometimes exhibits a level of enthusiasm for students and teaching</td>
<td>Generally exhibits a good level of enthusiasm for students and teaching</td>
<td>Consistently exhibits a high level of enthusiasm for students and teaching</td>
<td></td>
</tr>
<tr>
<td>Often displays a low level of ethical standards</td>
<td>Sometimes displays a low level of ethical standards</td>
<td>Generally maintains high ethical standards</td>
<td>Maintains the highest ethical standards at all times</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**
VI. ENGAGES IN LIFELONG LEARNING

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When prompted can articulate an educational philosophy that contains many unoriginal ideas</strong></td>
<td>Engages in discussion of an educational philosophy that contains both original and unoriginal ideas</td>
<td>Initiates discussion of educational philosophy that contains some clearly original ideas</td>
<td>Consistently engages in reflection and refinement of educational philosophy that contains many original, personalized ideas</td>
</tr>
<tr>
<td><strong>Sometimes behaves in ways that are clearly inconsistent with the articulated philosophy</strong></td>
<td>Generally behaves in ways that are consistent with the articulated philosophy</td>
<td>Behaves in ways that are consistent with the articulated philosophy although the alignment may not always be conscious</td>
<td>Consiously seeks to behave in ways that are consistent with a personal philosophy</td>
</tr>
<tr>
<td><strong>Has difficulty applying technology or avoids its use and seldom makes use of resources to aide professional organization</strong></td>
<td>Applies technology when necessary and makes limited use of resources available to enhance professional organization</td>
<td>Applies technology and makes appropriate use of resources made available to enhance professional organization and growth</td>
<td>Consistently makes use of all available technology and seeks out resources for the purposes of professional organization and growth</td>
</tr>
<tr>
<td><strong>Sometimes recognizes personal shortcomings in content knowledge but seldom takes the initiative to make up for those shortcomings</strong></td>
<td>Generally recognizes any personal shortcomings in content knowledge and sometimes takes the initiative to make up for those shortcomings</td>
<td>Realizes personal shortcomings in content knowledge and generally initiates personal study to make up for those shortcomings</td>
<td>Anticipates when additional, personal study of the content is needed to enhance the classroom instruction</td>
</tr>
<tr>
<td><strong>Seldom seeks feedback from colleagues</strong></td>
<td>Sometimes seeks out feedback from colleagues with the primary goal of “getting a better grade”</td>
<td>Seeks out feedback from colleagues with the primary goal of personal growth</td>
<td>Actively seeks out feedback from colleagues with the goal of improving student learning</td>
</tr>
<tr>
<td><strong>Is seldom receptive to suggestions from supervisors</strong></td>
<td>Is sometimes less receptive to suggestions from supervisors</td>
<td>Is generally receptive to suggestions from supervisors</td>
<td>Is consistently receptive to suggestions from supervisors</td>
</tr>
<tr>
<td><strong>Is seldom able and/or willing to act upon suggestions from supervisors</strong></td>
<td>Is sometimes unwilling and/or unable to act upon suggestions from supervisors</td>
<td>Is generally able and willing to act upon suggestions from supervisors</td>
<td>Is always able and willing to act upon suggestions from supervisors</td>
</tr>
<tr>
<td><strong>Self-evaluation of professional practice is seldom accurate</strong></td>
<td>Self-evaluates professional practice with only marginal accuracy</td>
<td>Self-evaluates professional practice with a fairly good level of accuracy</td>
<td>Self-evaluates professional practice with a very high level of accuracy</td>
</tr>
<tr>
<td><strong>Rarely displays self-evaluation of professional practice</strong></td>
<td>Displays self-evaluation of professional practice occasionally</td>
<td>Displays self-evaluation of professional practice with regularity</td>
<td>Displays self-evaluation of professional practice as a consistent, personal “habit”</td>
</tr>
</tbody>
</table>

COMMENTS:

GRADE RECOMMENDATION AT THIS POINT: ________

Teacher candidate’s Signature
Bethel College – School of Education
TEACHER CANDIDATE FINAL SELF-EVALUATION
By Teacher candidate

Teacher candidate ________________________________ Date __________________
Supervising Teacher ________________________________ Grade/Subject ____________

4 – Exemplary: performance exceeds the standard in some way
3 – Proficient: performance meets the standard
2 – Developing: performance does not consistently meet the standard
1 – Failing: performance does not meet the standard

I. PLANS

___ Regularly completes daily lesson plans
___ Daily lesson plans are of good quality
___ Engages in satisfactory long range planning
___ Considers students’ backgrounds and interests in creating culturally relevant curriculum
___ Good organization is evident throughout the planning
___ Allocates instructional time appropriately
___ Maintains appropriate expectations for learning of all students
___ Plans for the learning needs of students with exceptionalities

COMMENTS:

II. INSTRUCTS

___ Uses varied teaching strategies to accommodate the learning styles and cultures of students
___ Chooses teaching strategies that are appropriate for the lesson objectives
___ Uses instructional materials from sources outside the basic curriculum
___ Chooses instructional materials that reflect culturally diverse perspectives
___ Makes use of technology for student learning
___ Maintains appropriate instructional pacing
___ Displays consistently strong classroom management skills that are culturally responsive
___ Establishes a good rapport with students and seeks connections with even the more “difficult” students
___ Displays good skills in motivating students
___ Communicates clearly at a developmentally appropriate level

COMMENTS:

III. ASSESSES

___ Regularly assesses student learning
___ Evaluation closely aligns with learning objectives
___ Uses assessment information to provide accurate feedback to the students
___ Chooses a variety of well-designed evaluation instruments
___ Develops appropriate assessments when needed
___ Identifies students’ strengths through assessment data
___ Identifies continuing problems in student learning based upon assessment data

COMMENTS:
IV. SOLVES PROBLEMS

- Seeks out relevant information regarding individual student’s and group needs
- Plans appropriate modifications for individual student’s needs
- Is aware of the group’s learning needs during instruction and is able to make adjustments
- Is aware of individual student’s learning needs during instruction and is able to make accommodations
- Utilizes students’ strengths when planning for learning
- Makes appropriate adjustments to future instruction based upon assessment data
- Is able to adapt to the daily changes that occur in a classroom or school

COMMENTS:

VIII. ACTS PROFESSIONALLY IN ALL RELATIONSHIPS

- Engages in interaction with teachers and staff that is consistently professional
- Responds with confidence and poise in interactions with administrators
- Responds with confidence in interactions with parents and initiates those interactions when necessary
- Builds bridges between home, community and school
- Respects all persons
- Takes initiative and displays strong self-direction
- Presents a professional demeanor in dress, speech and actions
- Models correct writing skills in all professional communications
- Speech contains no significant errors in grammar
- Is prompt and reliable in all professional expectations
- Deals with the pressures of students and the classroom with little visible anxiety
- Exhibits a good level of enthusiasm for students and teaching
- Maintains high ethical standards

COMMENTS:

VI. ENGAGES IN LIFELONG LEARNING

- Engages in discussion of educational philosophy that contains some original ideas
- Applies technology and other available resources to enhance professional growth
- Is open to growing as a teacher of diverse learners
- Seeks out feedback from colleagues with the goal of personal growth
- Is able and willing to act upon suggestions from supervisors
- Self-evaluates professional practice regularly
- Self-evaluates with a high degree of accuracy

COMMENTS:

FINAL GRADE RECOMMENDATION: ________

_________________________  _________________________
Supervising Teacher’s Signature  Teacher candidate’s Signature

August 2008
Bethel College Teacher Preparation Program  Name ________________________________

Professional Disposition Indicators – Self Report

4 – I consistently practice this disposition - an area of real strength
3 – I often practice this disposition - an area that is growing
2 – I occasionally practice this disposition - an area in need of continued growth
1 – I seldom practice this disposition – an area of weakness

I. Values Lifelong Learning
1. Values all knowledge
2. Takes responsibility to make learning meaningful
3. Contributes positively to discussions
4. Thinks critically about content
5. Takes the initiative to facilitate personal/professional growth

II. Values All People
6. Appears to genuinely care about the needs of others
7. Demonstrates sensitivity to the fair treatment of all people
8. Responds positively to diverse cultural perspectives
9. Exhibits patience with a wide range of academic abilities
10. Utilizes and/or responds positively to a variety of teaching strategies
11. Values differing opinions

III. Values Professionalism
12. Seeks to build positive relationships
13. Responds well to authority
14. Collaborates with peers/colleagues and seeks their support
15. Responds well to suggestions and/or criticisms

IV. Values a Life of Integrity
16. Models the highest standards of honesty and responsibility
17. Exhibits self-control and tact in interactions
18. Handles sensitive information with discretion
19. Practices regular and punctual attendance
20. Completes assigned tasks in a timely manner

Please include any relevant comments:

---------------------------------------------------------------------
Signature ___________________________ Date ________________________

“Make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, brotherly kindness; and to brotherly kindness, love. For if you possess these qualities in increasing measure, they will keep you from being ineffective and unproductive in your knowledge of Jesus Christ.”

II Pet. 1:5-8

August 2008
APPENDIX D

TEACHER CANDIDATE/INTERN IMPACT ON STUDENT LEARNING AND CASE STUDY FORMS & INFORMATION
IMPACT ON STUDENT LEARNING #4

Whole class instruction of two consecutive lessons in the same class/content

**Objective:** Analyzing data for student learning & differentiation. This assignment is included within the first 5 weeks of the student teaching experience.

Documentation includes the following:

a) Clear, detailed plans for each lesson
b) Copy of the lesson assessments (at least one assessment must be developed by the candidate)
c) Report of the raw assessment data and analysis of the data for lesson #1
d) Reflection on the data with an emphasis upon student learning and modifications needed for lesson #2
e) Identification of students who are in need of remediation and students who would benefit from enrichment activities.
f) Description of appropriate learning activities for both groups.
g) Report of the raw assessment data and analysis of the data for lesson #2
h) Reflection on the data from lesson #2 with an emphasis upon student learning and suggestions for future instruction
i) Overall reflections on both lessons
j) Lesson Evaluation forms for both lessons by cooperating teacher
k) Lesson Self-Evaluation forms for both lessons by candidate
l) Lesson Evaluation form for one lesson by college supervisor

**Assessment:** This assignment includes a peer review in preparation for the capstone ISL. A formal assessment by a Bethel faculty member with input from the supervising teacher and the college supervisor is also required.
IMPACT ON STUDENT LEARNING - ISL#5

Purpose:
The purpose of this capstone student teaching assignment is to provide evidence of candidate ability to perform the following:

1. Plan instruction for a series of 5-6 related lessons
2. Design and/or choose appropriate assessments for student learning
3. Deliver instruction that impacts the learning of all students under your care
4. Analyze assessment data to determine the impact that instruction has on the students’ learning.
5. Make decisions for instruction for individuals and the whole group based upon the data
6. Communicate the results to others

Connection to the Conceptual Framework:
This assignment provides evidence of candidate competence for all 6 performance areas of the Bethel College Teacher Preparation Program Conceptual Framework.

1. Plans
2. Instructs
3. Assesses
4. Solves problems
5. Acts professionally
6. Engages in Lifelong Learning

I. Documentation:
This project will be organized into 5 sections. Following is a brief overview of the components that make up each section, followed by a more detailed description.

Documentation will be submitted to your college supervisor for evaluation and feedback no later than 2 weeks before the completion of student teaching. Secondary Majors may submit the project one week after their 50 days of student teaching.

This project should be in a notebook or folder and clearly organized according to the following sections:

1. Method: Section one is to include: (these are described in detail in II)
   • Context
   • Learning goals
   • Lesson Plans
   • Student Cases

2. Assessments: Section two is to include:
   • A copy, or description, of each assessment that was used during the lesson series

3. Analyzing & Reporting Data: Section three is to include:
   • Table of all students’ scores on pre-assessment, all formative assessments, and post-assessment
   • Some formative assessments may not have “scores”, a narrative description of the results is appropriate
   • Copies of all student work samples for the three case students, (please blacken student names)
   • Your written analysis of the data

4. Reflection on Data and Student Learning:
   • Narrative responses to the reflective questions

5. Lesson Presentation Evaluation Form: Section 5 is to include:
   • Copy of at least 1 Lesson Presentation Evaluation form completed by your supervising teacher during this lesson series
II. **Method: (This is a detailed description of Section 1)**

Determine an appropriate “unit” of instruction or a series of 5-6 related lessons that address the same 2-3 learning goals. This may or may not follow the textbook instruction. The following items will be included in the document that is submitted to your college supervisor:

1. **Context:** Describe the class in which you completed this assessment. Include grade/content, class size, classroom demographics, number of students with an IEP, and any other relevant descriptors.
2. **Primary Learning Goals:** Statement of the overall learning goals of the instruction. This could include a list of the important concepts/skills to be learned, or the state standards addressed could be listed.
3. **Daily Lesson Plans:** Include a copy of the lessons plan for each day’s instruction. The plans should be clear and detailed and include all the required elements – objectives, standards, assessments, strategies, modifications, etc. Daily lesson plans must include formative assessments as well as modifications for the three target students.
4. **Student Cases:** Based upon your knowledge of the students, you will choose three students with varied learning needs. The students should have the following characteristics:
   • One student who is high achieving
   • One student who has a diagnosed learning difficulty with an IEP. If you do not have a student with an IEP, then choose a low performing student with a clear learning challenge. This could include an ELL student, a student with behavior challenges, or a student with very low motivation.
   • One student who differs culturally from you. Diversity applies very broadly and in addition to culture and language differences could include socio-economic, religious, gender, or family structure distinctions.

Write a one to two paragraph description of each student’s learning needs, including the source of the information. You will track these three students and show how you will differentiate your teaching based on formative assessments within this lesson series. Your daily lesson plans should clearly reflect accommodations (either remediation or enrichment) you make for these students. You will track the progress of these students more carefully throughout the lesson series.

III. **Assessments: (This is a detailed description of Section 3)**

1. **Pre-assessment instrument or activity:** You could design or choose a traditional paper-pencil pre-test or follow a more informal format. However, whatever format you apply, the goal is to establish a clear baseline of the students’ knowledge/skills before the instruction begins.
2. **Post-Assessment, or Summative, instrument:** Design or choose a summative assessment of the students’ learning from the instruction. If appropriate, you could use the same instrument for both the pre and post assessments.
3. **Assessments:** Include samples or descriptions of all the formative assessments used throughout the instruction. These may be personally designed or taken from other sources. Each lesson plan should include a formative assessment. These formative assessments will guide your instruction.

IV. **Analyzing & Reporting the Data:**

1. Organize the raw assessment data into a format that would be easily accessible to someone else. Include the following:
   • A record of each student’s performance on the pre-assessment.
   • A record of each student’s performance on the post/summative-assessment.
   • A record or description of each student’s performance on each formative assessment.
2. **Analysis of Whole-class Data:**
What patterns of difficulty or mistakes do you identify within the students’ work?
List any changes you made during lesson implementation based on formative assessment feedback (e.g., re-teaching a concept, omitting part of a lesson, slowing down, additional subgroup modifications, etc.).
What did you do to address those areas of difficulty in your subsequent lesson/s? This could include changes to the instruction or the assessment.
How does the data speak to the effectiveness of your instruction? Are the students “getting it”?

3. **Analysis of Individual Student’s Data:** Make copies of the three individual student’s assessments, including any feedback you provided them. Please blacken the last name or replace it with a pseudonym.
   - How well did each student achieve the stated objectives? What is the basis for that conclusion?
   - What modifications (remediation or enrichment) did you make, and were those effective?
   - What changes would be beneficial to enhance the learning for this student on the next lesson/s?

V. **Reflecting on the Data & Student Learning:**

Reflect upon the whole-class student learning using the following guidelines:
   - With which learning objective/s were the students most successful? Why do you think this occurred?
   - With which learning objective/s were the students least successful? Why do you think this occurred?
   - In what ways do you believe the instructional strategy/s you chose affected your students’ learning either for the positive or the negative?
   - In what ways do you believe the format of the assessment instrument affected your students’ learning either for the positive or the negative?
   - Does the assessment data represent genuine student learning? How do you know?
   - What would you do differently if you were teaching these lessons again?
IMPACT ON STUDENT LEARNING (ISL#5) - ASSESSMENT RUBRIC

Candidate __________________________________________  Semester of Student Teaching _________________________

4 – Exceeds Expectations: exceeds the standard in some way  2 – Marginally Meets Expectations: does not consistently meet the standard
3 – Meets Expectations: meets the standard  1 – Below Expectations: does not meet the standard

Evaluator: Place an X in the box of the one most appropriate descriptor in each row

<table>
<thead>
<tr>
<th>Method: Planning for Instruction &amp; Student Cases</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the classroom context is missing or poorly identified</td>
<td>Description of the classroom context is missing key descriptors</td>
<td>Description of the classroom gives a fairly clear picture of the learning context</td>
<td>Clearly described the classroom context including all the relevant descriptors</td>
</tr>
<tr>
<td>Statement of learning goals is missing or provide no alignment to the actual unit instruction</td>
<td>Statement of learning goals is included, but alignment to instruction is minimal</td>
<td>Statement of learning goals is included and provides some linkage to standards and instruction</td>
<td>Clearly stated learning goals include important concepts/skills and a strong alignment to standards and instruction</td>
</tr>
<tr>
<td>Daily lesson plans are missing and/or are not in required format</td>
<td>Daily lesson plans are missing some required elements or are seriously lacking in detail</td>
<td>Daily lesson plans include the required elements but lack some detail</td>
<td>Daily lesson plans are detailed and include all required elements</td>
</tr>
<tr>
<td>Selected instructional strategies that are sometimes inappropriate or questionably support the learning goals</td>
<td>Selected instructional strategies that are marginally appropriate to the content &amp; learning goals</td>
<td>Selected instructional strategies appropriate to the content &amp; learning goals</td>
<td>Selected &amp; adapted instructional strategies that enhanced the presentation of the content &amp; learning goals</td>
</tr>
</tbody>
</table>

**Student Cases**

| No descriptions of case students are included | Case students were chosen but descriptions are not clear regarding learning needs | Case students are appropriately chosen and include some description of learning needs | Case students are well-chosen and a vivid description of student needs is included |
| Information about students’ learning needs is missing or seriously limited | Information regarding students’ needs is limited and relies primarily upon personal observation | Obtained relevant information from at least one source regarding students’ learning needs | Obtained detailed, comprehensive information from appropriate sources regarding students’ learning needs |
| No modifications or accommodations are included in the daily plans | At least one plan indicated modifications or accommodations for at least 1 of the case students | Several daily plans indicated modifications or accommodations for case students | Daily plans include appropriate modifications or accommodations for case students |
II. Assessments:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilized no pre-assessment tool or one that provided irrelevant or inadequate information</td>
<td>Utilized a pre-assessment instrument that provided marginal information for a base-line</td>
<td>Utilized a suitable pre-assessment instrument to establish a base-line of learning</td>
<td>Chose a pre-assessment instrument or activity that provided excellent information for establishing a base-line</td>
</tr>
<tr>
<td>Utilized no post-assessment tool or one that provided irrelevant information</td>
<td>Utilized a post-assessment instrument that provided marginal information regarding student learning</td>
<td>Utilized a suitable post-assessment instrument that provided adequate information regarding student learning</td>
<td>Chose a post-assessment instrument or activity that provided excellent information regarding student learning</td>
</tr>
<tr>
<td>Chose poorly constructed formative assessments or included only 1 assessment</td>
<td>Chose 3 nominally appropriate formative assessments or included only 2 formative assessments</td>
<td>Chose 3 appropriate formative assessments for learning</td>
<td>Chose 3 or more varied and well-constructed formative assessments for learning</td>
</tr>
<tr>
<td>Assessments provided very little or no linkage to the learning objectives</td>
<td>Chose assessments that provide some linkage to the objectives</td>
<td>Chose assessments that provide clear linkage to the learning objectives</td>
<td>Chose assessments that supported and enhanced the learning objectives</td>
</tr>
</tbody>
</table>

III. Analyzing & Reporting Data:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment data was missing and/or presented in a very disorganized manner</td>
<td>Presented most of the assessment data or the assessment data was presented in a less organized manner</td>
<td>Presented all the required assessment data</td>
<td>Presented all the assessment data in a way that was clear, organized and compelling</td>
</tr>
<tr>
<td>Work samples for the case students are not included</td>
<td>Some work samples for the case students are included</td>
<td>Work samples for all 3 case students are included</td>
<td>Work samples for all 3 case students are included with written feedback when appropriate</td>
</tr>
<tr>
<td>Whole-Class Analysis</td>
<td>Identified some of the obvious difficulties/strengths in student learning based upon the assessment data</td>
<td>Identified major difficulties/strengths in student learning based upon assessment data</td>
<td>Identified even minor difficulties/strengths in learning based upon the assessment data</td>
</tr>
<tr>
<td>Made little or no adjustments to the instruction</td>
<td>Made at least one adjustment to the daily instruction when the need was very obvious from the data</td>
<td>Made some adjustments to the daily instruction when needed based upon analysis of the assessment data</td>
<td>Made appropriate adjustments to the daily instruction based upon the analysis of formative assessment data</td>
</tr>
<tr>
<td>Made little or no adjustments to the assessments</td>
<td>Made at least one adjustment to the assessments when the need was very obvious</td>
<td>Made appropriate adjustments to the assessments when needed based upon analysis of the assessment data</td>
<td>Made appropriate adjustments to the assessments based upon the analysis of the data</td>
</tr>
<tr>
<td>Case Student Analysis</td>
<td>Identified obvious area/s of learning difficulty for at least one case student</td>
<td>Identified major areas of learning difficulty for case students based upon the data</td>
<td>Identified strengths and even minor areas of difficulty for case students based upon data</td>
</tr>
<tr>
<td>Made no adjustments to instruction for individual students or inappropriate ones</td>
<td>Made obvious adjustments to instruction for at least 1 case student</td>
<td>Made some appropriate adjustments to instruction for case students on subsequent lessons</td>
<td>Made appropriate adjustments to instruction on a daily basis that met the case student’s individual needs</td>
</tr>
<tr>
<td>Made no adjustments to assessment for individual students or inappropriate ones</td>
<td>Made obvious adjustments to assessment for at least 1 case student</td>
<td>Made some appropriate adjustments to assessment for case students on subsequent lessons</td>
<td>Made fine adjustments to assessments that met the case student’s individual needs</td>
</tr>
</tbody>
</table>
IV. Reflection on Data and Student Learning:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided very little reflection upon the overall learning objectives</td>
<td>Provided minimal reflection upon the overall learning objectives</td>
<td>Provided appropriate reflection upon the overall learning objectives</td>
<td>Provided reflection upon learning objectives that indicated strong insight into data &amp; student learning</td>
</tr>
<tr>
<td>Provided very little, or no, reflection upon the effectiveness of the instructional strategies</td>
<td>Provided minimal reflection upon the effectiveness of the instructional strategies</td>
<td>Provided appropriate reflection upon the effectiveness of the instructional strategies</td>
<td>Reflection upon the effectiveness of the instructional strategies indicated strong insight into the data &amp; student learning</td>
</tr>
<tr>
<td>Provided very little, or no, reflection upon the effectiveness of the assessment instruments</td>
<td>Provided minimal reflection upon the effectiveness of the assessment instruments</td>
<td>Provided appropriate reflection upon the effectiveness of the formative assessment instruments</td>
<td>Reflection upon the effectiveness of the formative assessment instruments indicated strong insight into the data &amp; student learning</td>
</tr>
<tr>
<td>Overall reflections throughout the unit were often inaccurate, inconsistent and lacking in substance</td>
<td>Overall reflections throughout the unit were sometimes accurate, but less consistent and/or substantive</td>
<td>Overall reflections throughout the unit were generally accurate and substantive</td>
<td>Overall reflections throughout the unit were consistently accurate and demonstrated a high level of insight</td>
</tr>
<tr>
<td>Decisions that were made for future instruction were inappropriate or did not follow the assessment data</td>
<td>Decisions that were made for future instruction somewhat followed the assessment data presented</td>
<td>Decisions that were made for future instruction logically followed the formative assessment data presented</td>
<td>Decisions for future instruction logically followed the instructional &amp; formative assessment data &amp; displayed good discernment</td>
</tr>
<tr>
<td>Decisions that were made for future assessment were inappropriate or did not follow the assessment data</td>
<td>Decisions that were made for future assessment somewhat followed the assessment data presented</td>
<td>Decisions that were made for future assessment logically followed the assessment data presented</td>
<td>Decisions for future assessment logically followed the assessment data &amp; displayed good discernment</td>
</tr>
</tbody>
</table>

**COMMENTS:**

______________________________  ______________________________
College Supervisor’s Signature       Date
CASE STUDY - EDTR502

A Summary of the Assignment:
The purpose of this assignment is to have you design and develop intervention strategies for one student with academic or behavioral abilities/disabilities within the context of the regular education classroom. It will be based upon a lesson(s) that you prepare for and present to the class in which you are doing your field experience or student teaching. You need to develop a lesson plan(s) to teach to the whole class that is based upon a standard for the grade level you are teaching. You are to select one unique learners and complete one case studies. As a part of this case study you will need to determine appropriate intervention strategies that will assist the student in accomplishing the outcomes for the lesson(s).

(Option #1)
If the student you have chosen is not performing academically at grade level you will need to develop intervention strategies for that student. It is important that you identify a standard and write an objective for the entire class and for your unique learner. The objective may be the same for the whole group and the student you have selected for your case study or the objectives may be different depending upon the needs of your unique learner. You will then be required to make a manipulative that will help the student to achieve the objective that you have written based upon his or her needs and the standard for teaching and learning.

(Option #2)
If a student you have chosen has behavioral issues, you must identify the behavior, try to determine what antecedents cause the behavior and write an objective for that student while at the same time developing a behavioral contract, checklist, or behavior intervention plan. You must include the behavior plan, and any checklists or contracts you use as these will serve as the manipulative.

Whether you choose to help a student achieve academically or behaviorally you may use any of the strategies and/or adaptations that you have learned. If you have chosen to teach an academic skill, you will need to teach the lesson to your class using strategies and interventions where appropriate. If you have chosen to help a student with behavior issues, you must implement the behavior contract, checklist, or behavior intervention plan that you have written. You will need to self reflect and then write about the effectiveness of your interventions and the manipulative. In other words, did the student achieve his/her objective? If so, why; if not, why not?

NOTE* If you choose to teach the academic skill, the lesson plan that you write should be one that encompasses as many lessons as necessary to teach and assess the required objective.

CASE STUDY PART 1 (Academic Skill of Behavior Plan)
You are to write a two to three page paper for your unique learner discussing the following:

1) **Description of the Learner:** Describe the student. Include information about the student’s background, such as age, gender, race, ethnicity, culture, language, religion, socioeconomic class, family, and/or significant life experiences.

2) **Description of the Student’s Learning Strengths:** (Describe the strengths socially, emotionally, and academically of the learner.)

3) **Description of the Students’ Learning Challenges:** Describe the challenges that the student is facing in the classroom and that you and the teacher are facing in relating to your unique learner.

CASE STUDY PART 2 (Choose Academic Skill or Behavior Plan Option)

(Option #1) **Academic Skill:**
You will be required to write part 2 of the case study which will include your lesson plan and the description of the adaptations, a description and rationale as to why you chose the interventions that you used, a sample of the manipulative, the success or lack of success of your intervention(s) with the student and why you believe this to be so, and a self-reflection regarding the necessity or lack of necessity of changes that you would make if you were to teach the lesson again.
Objectives: Your plan needs to contain objectives for the intended learning. Local and/or state standards should be identified. Ask yourself these questions: What do you want the students (all of them) to be proficient in after your instruction? What do you want the unique learners to be proficient in after your instruction? Will your objectives be the same or different? If the unique learner that you have chosen has an IEP, the objective should be written based upon the goals and objectives stated in the IEP.

Materials: Identify resource materials such as textbooks and other instructional materials that you will be using while planning the lesson. Please include any handouts or assignments that are to be used during the lesson. Please include the materials you will need to create the manipulative.

Instruction/Activities: Your plan will include a description of the instruction and activities implemented in your lesson for all students and for your unique learners.

Description of the Adaptations (Modifications and Accommodations): Describe the adaptations you are using with the two unique learners to help them achieve and met the objectives you have written for them. Provide copies of any special materials you will be using during the lesson.

Manipulative: You are to make a manipulative to teach the lesson to your unique learner. Please list the materials you will need under materials and create the manipulative.

Description and Rationale: Include your reasons for the approaches (modifications and accommodations, manipulatives) that you have used for the student.

Assessment/Evaluation: Your plan should include the assessment that will measure the effectiveness of the instruction in relation to student learning. In other words, what assessment will you use to determine if ALL of the students met the objective? What assessment will you use to make sure that your unique learner met the objective? Please include a copy of the assessment and a description of the assessment(s) that you used. This can be formal or informal/formative or summative, whatever is appropriate to your instruction.

Description of Effectiveness and/or Necessity of Changes to Modifications/Accommodations/Manipulatives: Assess whether or not the above strategies, modifications, adaptations, manipulatives have been effective in helping the students to achieve academic success in the classroom. Identify the strengths of the lesson that resulted from your modifications and/or accommodations. These strengths should concentrate on the impact of the modifications and/or accommodations on the learner. State your rationale as to why you believe this is so. If your student was not successful using these interventions, please discuss why you believe this to be so.

Complete your case study by stating at least one thing that you might do differently to improve the accommodations for your unique learner. These improvements may be directly the result of issues that arose during your actual instruction (materials, resources, presentation, instruction, activities, modifications, accommodations, manipulatives and/or assessment(s)). They may be potential areas of concern that you would want to proactively address in the future for these students. Include your rationale for these changes. If your modifications/adaptations, and manipulatives were effective in helping the student to achieve behavioral and/or academic success in the classroom, state your rationale as to why you believe this to be so.

(Option #2) Modifying Behavior Using a Behavior Plan

You will be required to write part 2 of the case study which is to include a description of the student’s behavior, the reasons for the existence of the behavior, the behavior plan which includes the rationale as to why you have written the plan as you have, a behavior checklist to record student behavior, and any descriptions of the adaptations that you will implement as a part of the behavior plan. The manipulative that you are to include must be a checklist where student behavior will be recorded. You must also write a description and rationale as to why you chose the interventions that you used, the success or lack of success of your intervention(s) with the student and why you believe this to be so, as well as a self-reflection regarding the necessity or lack of necessity of changes that you would make if you were to teach the lesson again.

Objectives: Your plan needs to contain objectives for the intended behavior. Ask yourself this question: What do you expect the child to do while he/she is in your classroom, in other teacher’s classrooms, in the school?
behavioral objective in measurable terms. If the unique learner that you have chosen has an IEP, the objective should be written based upon the goals and objectives stated in the IEP.

**Materials:** Identify resource materials that you will be using to implement the behavior plan. Please include any handouts/checklists that are to be used.

**A List of the Steps Included in the Behavior Plan:** List the steps that will be followed when the behavior exhibits itself.

**Manipulative:** You are to make a manipulative in the form of a checklist, self-reinforcing chart, teacher behavior record sheet, etc. to chart student behavior for the period of time that you have chosen to help the student work towards decreasing the inappropriate behavior. Include the record sheets that were used to record behavioral data.

**Description and Rationale:** Include your reasons for the approaches (modifications and accommodations, manipulative) that you have used with the student.

**Assessment/Evaluation:** Reflect and summarize the data you have gathered to determine if the student has met his/her objective.

**Description of Effectiveness and/or Necessity of Changes to Behavior Plan, Checklist, and Assessment:** Assess whether or not the behavior plan has been effective in helping the student to decrease his/her inappropriate behavior in the classroom. Identify the strengths of the behavior plan that resulted from your modifications and/or accommodations. These strengths should concentrate on the impact of the modifications and/or accommodations on the learner. State your rationale as to why you believe this is so. If your student was not successful using this intervention, please discuss why you believe this to be so.

Complete your case study by stating at least one thing that you might do differently to improve the behavior plan for your unique learner. This improvement may be directly the result of issues that arose during the implementation of the behavior plan, the recording of behaviors, or the environment of the classroom, etc. They may be potential areas of concern that you would want to proactively address in the future for these students. Include your rationale for these changes. If your behavior plan modifications/adaptations were effective in helping the student to achieve behavioral success in the classroom, state your rationale as to why you believe this to be so.

**General Guidelines for Documentation:**
Your case study should be at least three typewritten pages that are double spaced with a 12 – 14 legible font such as Arial or Times New Roman. Within these guidelines, give detailed and clear descriptions as well as appropriate and well-supported rationales. **PLEASE DO NOT** include last names anywhere in your case study. Change the first names, or abbreviate names (teachers and students). Thank you.
APPENDIX E

TEACHER CANDIDATE/INTERN
VIDEO LESSON FORMS & INFORMATION
**VIDEO LESSON #1: SELF-EVALUATION**

Video Lesson #1 is to be completed within the first three weeks of your Student Teaching/Internship experience.

<table>
<thead>
<tr>
<th>CONTENT DELIVERY &amp; STUDENT RESPONSE:</th>
<th>Weakness</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informs students of lesson objectives and expectations</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Presents the material in a logical sequence</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Points out the material <em>most</em> important for students to learn</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Repeats key points</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Employs good questioning strategies</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Represents key items visually (board, overhead, chart)</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Provides adequate number of examples</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Checks for student understanding during lesson delivery</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Provides opportunities for students to “practice” new material</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Checks on student understanding/progress during practice</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Provides lesson closure or summary</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER PRESENTATION STYLE:</th>
<th>Weakness</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaks clearly</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Maintains high level of enthusiasm</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explains all directions and procedures thoroughly</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Transitions smoothly among lesson elements</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Allows for very little down time</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provides equal attention to all students in the classroom</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Avoids annoying mannerisms or speech patterns</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSROOM MANAGEMENT:</th>
<th>Weakness</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Involves all the students actively in the instruction</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Motivates the students</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>3. Moves around the classroom during instruction</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. Remains aware of student behavior</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>5. Deals with any student misbehavior appropriately</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Deals with any student inattention appropriately</td>
<td>1 2 3 4 5</td>
<td></td>
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VIDEO LESSON #2: PEER COACHING FORM

Video lesson #2 should be completed near the middle of your experience (during weeks five to six) Within a few days of the lesson, preview the videotape. Then, view the videotape with a partner (peer coach). Your coach will ask you the following questions regarding the lesson, and he/she will record your responses on this form.

Teacher ______________________________ Date __________________

Coach ________________________________

1. What was your primary objective for this lesson?

2. Describe how you chose the content for this lesson? What decisions did you have to make regarding what should be included or omitted?

3. Describe how you chose the instructional strategies for this lesson? What made you feel this would be an appropriate approach to the instruction?

Describe the effectiveness of those strategies.

4. What organizational decisions did you have to make during your planning? (Preparation of materials? Student grouping?) Was there anything that you had failed to anticipate?

5. How did you gain your students’ attention and get them focused on instruction? How effective were you?

6. Were your directions/instructions clear? What leads you to this judgment?

7. Describe the effectiveness of your classroom management.

8. Describe how effective you were in meeting your primary objective, and what evidence do you have of this?

9. What would you do differently if you were to teach this same lesson again?