

Learning for Tomorrow Teaching for Today

School/University Collaboration

Elementary Education Field Guide

The Professional Year
ED-ECS 462 Teaching Experience in
Primary Grades, K-3

Boise State University

College of Education

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PROGRAM OVERVIEW (GOALS)

<p>Introduction</p>	<p>The Teacher Education Programs at Boise State are designed to promote the continual development of teachers with an emphasis on increasing student learning. Working and practicing in classrooms is recognized as a significant part of the total preparation for teaching and includes directed observation, interaction with students, and teaching. The programs provide candidates with in-depth experiences, which include exposure to all grade levels (K-12), student shadowing, school culture, traditional classroom teaching, as well as the opportunity to work with a diverse student population. Application of knowledge from courses in classroom situations is basic in the preparation of teachers. Classroom experience is the link between formal preparation and full-time, independent teaching. Guided reflection of classroom experiences from a variety of perspectives fosters the self-analysis and evaluation skills essential for continued professional development.</p> <p>This handbook presents the organization for internships, describes the expectations and assessment procedures, outlines the procedural steps in the process, and identifies key personnel and their responsibilities.</p>
<p>The Mission</p>	<p>The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances the healthy development of individuals through a commitment to lifelong learning, wellness, personal excellence, and respect for individuals.</p>
<p>The Vision</p>	<p>The College of Education will be a leader in integrated teaching and learning, the advancement of knowledge through research and scholarship, and the preparation of professionals who provide exemplary educational and related services to improve the lives of individuals in a changing and complex global society.</p>
<p>Conceptual Framework: The Reflective Practitioner</p>	<p>Reflective practitioners think critically about pedagogy, subject matter, and the needs and backgrounds of all students. Boise State University education programs are guided by our professional understanding of the importance of reflection and the process by which it occurs. In practice, reflection requires educators to continually test ideas and hypotheses and to judge the worth of activities by careful observation of consequences. Within this context reflective practitioners:</p> <ul style="list-style-type: none"> ❖ Use research, theory, law and the wisdom of practice to guide decision making; ❖ Create an environment conducive to learning in which students participate in decision making; ❖ Emphasize the importance of students being able to work independently and collaboratively; ❖ Teach toward curricular goals, adapting approaches as needed, while maintaining high standards for all students; ❖ Use continuous, varied assessments to help all students learn and achieve their potential; ❖ Enhance learners' abilities to communicate in spoken and written language and other media;

	<ul style="list-style-type: none"> ❖ Work collaboratively and value planning as a collegial activity; ❖ Use modern technologies appropriately; ❖ Continue their professional development, staying current with professional best practices; and ❖ Contribute to the continuous improvement of schools. <p>Successful reflective practice goes beyond what the educator knows and can do. It includes habits of mind and heart. Dispositions deemed important include:</p> <ul style="list-style-type: none"> ❖ Commitment to the fundamental principles of a democratic, diverse society; ❖ Global perspective, recognizing the interdependence of all people while valuing independence and self-reliance; ❖ Accepting responsibility for themselves and acting responsibly toward others; ❖ Cultivating aesthetic sensibilities in ourselves and students, encouraging creative and artistic endeavors, and approaching beauty and wonder as ways to interpret and change the world; and ❖ Appreciating complexity and ambiguity, using dissonance to stimulate learning in students and ourselves, and resisting the urge to charge ahead into sureness or to retreat into perpetual uncertainty and indecision. <p>We believe that preparing reflective practices requires community and collaboration. Programs at Boise State University are designed and overseen by faculty members throughout the institution with involvement of public school personnel and patrons. Coursework includes the study of learning and human development theories, content knowledge, and pedagogy to facilitate effective educational decisions. To fulfill our vision, courses are carefully integrated with school experiences at well-established partnership sites, providing candidates opportunities to thoughtfully put theory into practice. Candidate proficiencies are based on standards and assessments that occur at key checkpoints throughout the programs of study. This and other key data is used to improve critical components of all professional education programs.</p> <p>Defining Reflective Practice</p> <p>While reflective thinking dates to ancient times, discussions of reflective practice continue to be associated with the work of John Dewey. In whatever way reflective practice is defined, Dewey recognized its power when he wrote:</p> <p>...education upon its intellectual side is vitally concerned with cultivating the attitude of reflective thinking, preserving it where it already exists, and changing looser methods of thought into stricter ones whenever possible. Of course, education is not exhausted in its intellectual aspect; there are practical attitudes of efficiency to be formed, moral dispositions to be strengthened and developed, aesthetic appreciations to be cultivated.</p> <p>Reflective practice requires professionals to step back from themselves and the situation, to examine all aspects of the teaching/learning act, including essential dispositions. It implies that they use an empirical, analytical review of their teaching and that they employ a moral and ethical framework to guide their analysis and modification of teaching behavior.</p>
Idaho Core Teacher Standards	<p>The foundation of the Teacher Education program is Idaho's Core Teacher Standards that describe the expectations for initial preparation of teachers and are based on national standards for the preparation of teachers. We adhere to these standards in the design and delivery of pre-service teacher education programs that will prepare highly effective teachers.</p>

	<p>The assessment of student performance and program effectiveness is based on these principles. The Idaho Core Teacher Standards and their associated indicators of accomplishment are:</p> <p>Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.</p> <p>Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social and personal development.</p> <p>Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.</p> <p>Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard 6: Communication Skills - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Standard 7: Instructional Planning Skills - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>Standard 8: Assessment of Student Learning - The teacher understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</p> <p>Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mentoring of the art and science of teaching.</p> <p>Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.</p>
<p>Field Experience Goals</p>	<p>Teacher education field experiences prepare candidates:</p> <ul style="list-style-type: none"> ❖ to enter learning communities rather than isolated classrooms. ❖ for the full range of a teacher's responsibility. ❖ to teach everyone's children and not just children like themselves. ❖ to advance the skills and knowledge of each student in the classroom.

EXPECTATIONS

Student Teachers	<p>Student teachers are expected to devote full time for 8 weeks to their teaching duties. It is expected students will have the primary role in the classroom for at least three weeks in each eight week experience.</p> <p>Requirements for the professional year are minimal in order to enable the prospective teacher to capitalize on self-development. However, the student is still a “student of teaching,” and the university has responsibility for feedback and evaluation.</p> <ol style="list-style-type: none"> 1. Read the information that has been given to you (handbooks, schedules, etc.). Make notes and ask questions about parts you do not understand. Become familiar with the policies and procedures of the mentor teacher. 2. Students must check in at the main office each time they visit a school. Each school will arrange for appropriate identification. 3. At the beginning of the internship, specific due dates need to be discussed and a schedule needs to be finalized that works with the plans of the school and/or mentor teacher. Any issues that would prevent the student teachers from completing their assignments need to be discussed with the university supervisor. 4. Demonstrate proper attitude through dress, behavior and ethics. Students are expected to dress in a professional manner at all times. This means being aware of each school's dress code for faculty. 5. Attendance and punctuality are part of professionalism. Any missed time due to illness or an emergency must be made up at the convenience of the mentor teacher. Time spent as a paid substitute, even for the mentor teacher, may not be counted in the total hours. 6. Circumstances that prevent the students from fulfilling their internship need to be immediately brought to the attention of the university supervisor in advance of the absence (except in emergency situations). 7. Always be prepared. Demonstrate a high degree of thorough, organized, consistent planning. The mentor teachers’ existing curriculum and management plans will guide student teachers. Our purpose is to support teachers' work, not further complicate their lives. 8. Reach out to others for ideas, resources, and assistance in the successful completion of your assignments. 9. Show a sense of loyalty to your school and the university. Attend appropriate seminars and orientation meetings. 10. Commit to creating a positive experience for yourself, your students, and mentor teacher. 11. Student teachers should be aware of issues of professional liability. For example, they should never meet with an individual student in a closed room. Student teachers may never give rides to students. Student teachers must be careful to avoid situations in which they may be accused of improper or unprofessional conduct. This is an issue that affects the individual student teachers, the host school, the district, and Boise State University. 12. Student teachers may wish to review their telephone answering machine greeting for professionalism. Your teacher may need to call you. 13. Student teachers and the mentor teacher should discuss the following issues and topics (as well as other concerns) in a meeting before the student teacher’s first classroom session. Student teachers in a new placement should call the mentor teacher at least one week in advance of the first classroom session to arrange a meeting. <ul style="list-style-type: none"> ❖ Discipline procedures: What procedures are in effect in the classroom and school? What is the student teacher's appropriate role in "enforcing" rules? ❖ Limits of authority: How much independence does the student teacher
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	<p>have in the classroom? What sorts of things must the student teacher clear in advance with the classroom teacher?</p> <ul style="list-style-type: none"> ❖ Preparation for each session: How can the student teacher and classroom teacher coordinate their plans for a productive session?
Mentor Teachers	<p>Student teachers have a wide range of experiences, talents, and interests. However, they are not yet teachers. Mentor teachers should always feel free to make decisions about the most appropriate role for an individual student teacher working in their classroom. Following are some suggestions that may give mentor teachers and student teachers ideas for working together effectively. We believe in a collaborative model of teaching. Mentor teachers should remain in the classroom to provide direction, modeling, and feedback to the student teacher and assist in pupil learning. Mentor teachers may phase in and out of the classroom as the student teachers' skills develop in directing class activities.</p> <ol style="list-style-type: none"> 1. Student teachers can work with small groups of students as well as the entire class. 2. The mentor teacher should feel comfortable requiring that the student teacher submit a rather detailed lesson plan in advance of any such teaching. Other mentor teachers like to have student teachers "shadow teach" where the mentor teacher teaches the lesson first and the student teacher teaches the same lesson the next time. 3. Student teachers profit from a variety of tasks that the mentor teacher must carry out as a part of day-to-day teaching. This may include taking and reporting attendance, checking papers, recording grades, putting up bulletin boards, finding resources, assisting students in the library, and working in an individual tutorial situation. 4. Become familiar with the knowledge, skills, and dispositions expected of students in this phase of their education. 5. Help student teachers feel welcome and inform students in your class about the role of the student teacher. 6. Model good teaching and communication with students as an example for student teachers. 7. Check for the appropriateness of the lessons and activities the student teachers bring. 8. When time permits, talk to student teachers about teaching practices and student needs. 9. Have high expectations for professionalism for student teachers: <ul style="list-style-type: none"> ❖ Appropriate dress; ❖ Consistency with planned schedule of work; ❖ Punctuality; ❖ Appropriate behavior with students; ❖ Positive with and encouraging of students; ❖ Well-planned activities a week in advance of when they will be taught; ❖ Flexibility; ❖ Ability to maintain confidentiality
University Liaison	<p>The university liaison is a Boise State University College of Education faculty or an adjunct faculty member who represents the College of Education and maintains a relationship with a designated partner school to facilitate the goals of the partnership. The university liaison serves as the contact person for the college when issues arise regarding student teachers in their early field experiences. The responsibilities of the University Liaison are as follows:</p> <ol style="list-style-type: none"> 1. Supervise the student teachers assigned to the partner school. 2. Participate in professional development opportunities designed to facilitate or improve the partnership relationship. 3. Contribute to P-12 student achievement in ways that are mutually agreed upon by

	teachers and principals in the partner school.
University Supervisors	<p>Student Teaching</p> <ol style="list-style-type: none"> 1. Meet with student teacher and the mentor teacher to clarify and identify responsibilities. 2. Review school policies and schedule with student teacher. 3. Check to make sure student teacher has reviewed assessment system with mentor teacher. 4. Obtain tentative schedule for student teacher assuming responsibility for teaching. 5. Offer any support or coaching necessary to student teacher. 6. Document observations and hold follow-up conferences with student teacher and with mentor teacher, if necessary. 7. Encourage mentor teacher to allow student teacher to take strong leadership role in the collaborative effort, including parent/caregiver conferences. 8. Complete mid-term evaluation and meet with student teacher and mentor teacher for a three-way conference. 9. Provide continuous feedback on student teacher's performance. 10. Analyze and approve lesson plans, handouts and tests, as necessary. 11. Serve as a coach for student teachers. 12. Collect student teacher's mid-term self-assessment. 13. Conduct regular seminars with student teachers at the school. 14. Arrange for a three-way evaluation/feedback conference with mentor teacher and student teacher. 15. If necessary, assist in arranging visits to other classrooms on behalf of the student teacher. 16. Oversee the completion of required student teacher assignments. 17. Complete online and paper evaluation forms. 18. Check with mentor teacher to make sure his/her final evaluation form of the student teacher is completed. 19. Assign and report grade.

POLICIES

Financial Compensation for Student Teachers	<p>This section outlines the conditions under which Boise State University student teachers enrolled in field experiences may receive compensation from a school entity for services rendered as part of the internship. In all cases it is expected that student teachers will follow school policy on employment procedures. In each instance, the process for compensation is initiated by district administration.</p> <p>During Student Teaching</p> <p>During Student Teaching, a candidate may substitute teach and receive remuneration under the following circumstances. Student teachers must complete all of the assignments expected during Student Teaching and at the conclusion demonstrate they have the knowledge, skills, and dispositions required of a beginning teacher.</p> <p>Substitute teaching is:</p> <ol style="list-style-type: none"> 1. restricted to the current mentor's(s') classroom(s); 2. allowed if prior, written approval of the principal, Director of the Office of College School Partnerships and Field Experiences, mentor teacher(s), and supervisor indicating a readiness to substitute is on file in the Office of College School
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	<p>Partnerships and Field Experience; and</p> <p>3. limited to a maximum of 5 days, unless prior arrangements are made through the Director of the Office of College School Partnerships and Field Experiences.</p>
Supervision Fees during the Professional Year	Students requesting to complete their field experience outside the 50 mile Boise State University service area will be assessed \$300 for internship semester and \$500 for student teaching semester to cover the cost of supervision and administration. This fee will be paid at the beginning of the experience to the Office of Teacher Education. In addition, they will be assessed for supervisor travel at the current State mileage rate, if necessary.
Changes in Assignment	If changes of assignment schedules are necessary even on a temporary basis, the university supervisor and Director of College School Partnerships and Field Experiences should be notified in advance of the change.
Liability Insurance	Student teachers are covered by liability insurance during the Professional Year: Idaho Code Section 33-1201 states, "A student while serving as a practice teacher under the supervision of a certificated teacher, shall be accorded the same liability insurance coverage by the school district being served as that accorded a certificated teacher in the same district, and shall comply with all rules and regulations of the school district or public institution while acting as such practice teacher."
Coursework during Student Teaching	It is recommended student teachers not enroll in additional courses or during the student teaching semester. They must be able to devote all of their attention to meeting the needs of their students in the classroom and demonstrating their own ability in meeting the expectations of the program.
Seminars	Student teachers are required to attend seminars throughout Student Teaching. University supervisors will clarify the specific format, dates, times, and places for these seminars during the general orientation meeting. Suggested topics include the requirements for Student Teaching, the nature of the field experience, suggestions and helpful hints for improving classroom performance, and professional career information and guidance.
Teacher Strikes	<p>Student teachers have unique positions in the school and may have responsibilities to persons on both sides of the controversy. In light of this, the Office of College School Partnerships and Field Experiences established the following guidelines for student teachers who may find themselves in a school where a "strike" is taking place. These guidelines should be followed even if the student is not in Idaho.</p> <ol style="list-style-type: none"> 1. Student teachers should notify the university supervisor as soon as possible if a strike in a particular school is imminent. 2. The university supervisor should notify the Director of the Office of College School Partnerships and Field Experiences and/or the Chairperson of the Department of Curriculum, Instruction, and Foundational Studies regarding the general status of a strike. 3. Student teachers should not teach but remain away from the building in a school district during a teacher's strike. The extra time may be spent preparing for classes. 4. Prior to and during a strike, student teachers should not engage in any actions, which would tend to support or oppose a strike. Do not attempt to cross picket lines. 5. A determination will then be made whether a reassignment of the student teacher to another school district will be necessary.
Teaching Load	Neither Boise State University nor the State of Idaho requires a specific number of teaching clock hours during Student Teaching. Certification is based upon the completion of the BSU teacher education program requirements (which have been approved by the Idaho Professional Standards Commission). Competency of the candidate rather than completion of a specific number of internship clock hours determines success within the teacher education program. Specific requirements may vary among subject matter areas or certification levels.
Three-Way	Next to the actual experience of working with students in a school setting, conferences

Conferences	<p>with experienced teachers are the most important activities in the student teacher's professional year. Communication may occur between classes, before school, during lunch, or any time a problem arises.</p> <p>Final conferences are planned to summarize and evaluate the student teaching experience and to collect required materials.</p> <p>The university supervisor will also meet with the student teacher and the mentor. The purposes of these conferences are to exchange information, provide support services, confirm progress, and formalize program and individual evaluation.</p>
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ASSESSMENT

Midterm/Self-Evaluation	<p>A formative evaluation should be completed at midterm (at 4 weeks for 8 week placements) to provide guidance to the student teacher on specific strengths and areas for refinement on which to concentrate during the second half of the experience. The <u>Professional Year: Intern/Student Teacher Assessment</u> (http://surveypro.boisestate.edu/ProYear/Content/ProYear.asp?P1=1r90%2D1kng%2D1mj) should be printed by the mentor teacher and then discussed, and analyzed with the student teacher at the midterm conference.</p> <p>The same may be used for additional formative evaluations during the internship. The mentor teacher may determine the timing and number of additional evaluations considered appropriate during the internship.</p>
Final Grade	<p>Assessment is a continuous, cooperative process. The mentor teacher should hold regular assessment conferences with the student teachers throughout the professional experience. Problems should be reported to the university supervisor.</p> <p>The university supervisor and mentor will determine the final grades cooperatively, based on the student teacher's performance during the Professional Year Internship and Student Teaching. Final authority and responsibility for grading and recording of grades rests with the university supervisor. A grade of Pass/Fail is given and recorded in the registrar's office upon completion of the experience.</p>
Final Evaluation	<p>The final evaluation becomes a part of the student teacher's permanent record. Each item on the assessment should be evaluated carefully and independently. The completed final evaluation is completed on-line, print it, sign it and give it to the Office of College School Partnerships and Field Experiences. The university supervisor is available for consultation if additional information about the evaluation process is desired.</p>
Withdrawal From Student Teaching	<p>Student teachers may withdraw from the Professional Year Internship or Student Teaching in accordance with standard university policies and procedures (check current BSU bulletin). If a student teacher decides to withdraw from the experience, the mentor teacher, principal, and the university supervisor should be notified as soon as possible.</p>
Guidelines for Students Who Are Doing Unsatisfactory Work	<p>Both the university supervisor and mentor teacher maintain accurate, ongoing, written records of conferences, suggestions, and any other relevant information regarding the assignment. These records should be dated, and copies should be given to the student teacher as each is completed. Student teachers should review written comments following every classroom observation by the university supervisor. Candidates experiencing problems must be notified no later than mid-point of their internship or as soon as the problem is identified.</p> <p>A school administrator and the Office of College School Partnerships and Field Experiences should be informed as early as possible regarding student teachers experiencing problems, and given a written description of the nature of the problem(s) or potential problem(s). The supervisor may request classroom observations of the student teacher by the principal. The</p>

	<p>principal should receive copies of all documentation at this point. Student teachers identified as experiencing problems or potential problems should be monitored carefully, if necessary on a day-to-day or week-to-week basis.</p> <p>If problems persist, the university supervisor must arrange for a second opinion and additional documentation through classroom observation(s) of the student teacher by a Teacher Education faculty member familiar with the program.</p> <p>The supervisor, mentor teacher, principal, faculty member and the student teacher should make a decision on the course of action collaboratively. At this time a plan of action should be drawn up. This plan should state clearly the area or areas needing strengthening, recommendations for remediation, and a time line. Student teachers must be provided an opportunity to provide evidence of successful completion of the Action Plan.</p> <p>If the problem has been identified as critical, the student teacher must be kept informed of the different courses of action being considered. Depending on the severity of the problem, five courses of action are possible:</p> <ol style="list-style-type: none"> 1. Additional support, study and assistance, for example: <ol style="list-style-type: none"> a. Study and peer tutoring b. Modeling by master teacher, followed by student teacher performance and feedback c. Help or remediation by faculty member 2. Extension of time in the student teaching placement. 3. Alternative placement if the university supervisor feels that personality conflicts are contributing to the problem. 4. Withdrawal <ol style="list-style-type: none"> a. Student teacher initiated (it is imperative that the student teacher accept the responsibility for checking with the current catalog regarding final dates and follow established procedures). b. Faculty initiated c. School initiated 5. Performance judged unsatisfactory--completion of the assignment with the understanding that the mentor teacher and the university supervisor may judge the work to be unsatisfactory and the student could receive a grade of "F" for the assignment. If the student teacher disagrees with the decision (e.g. withdrawal or extension), the candidate may appeal to the Professional Standards Committee through the Office of College School Partnerships and Field Experiences. <p>The student teacher should be aware of the Boise State University Academic Policies/Regulations that state: "Independent studies, internships, and student teaching may be taken only once and are not repeatable." (Refer to BSU Bulletin Academic Regulations).</p> <p>If there is a conflict of opinions between the university supervisor and cooperating teacher during the student teaching assignment, the university supervisor should request a conference consisting of the following persons:</p> <ul style="list-style-type: none"> ❖ Mentor Teacher ❖ Principal (when necessary) ❖ Director of the Office of College School Partnerships and Field Experiences ❖ Student teacher ❖ Chairperson of the respective department <p>If a candidate is allowed to withdraw from Student Teaching with the understanding that he/she will be allowed to apply for Student Teaching at a later date:</p>
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	<ol style="list-style-type: none"> 1. Stipulations must be in written form, dated and signed by the university supervisor and the candidate, a copy of which will be placed in the candidate's folder in the Office of College School Partnerships and Field Experiences. 2. The Professional Standards Committee will review the candidate's folder to see whether all predetermined conditions have been met before the student will be permitted to repeat student teaching. 3. A period of one year must pass before the student may petition to enroll again. At that time, it is the responsibility of the student to provide evidence that all conditions have been met. Established deadlines for applications will apply. 4. Interviews at prospective sites may be required.
<p style="text-align: center;">Removal from Student Teaching</p>	<p>If a student teacher withdraws from Student Teaching, copies of all documentation will be placed in the student's folder in the Office of College School Partnerships and Field Experiences and kept on permanent file. If a decision has been made to deny the candidate an opportunity to enroll in Student Teaching again, he/she may appeal to the Professional Standards Committee.</p> <p>When a decision of this magnitude is made, it requires that the student be given the right of due process. For this to occur, five steps are essential, including:</p> <ol style="list-style-type: none"> 1. A hearing to be conducted by the Director of College School Partnerships and Field Experiences where the student, supervising faculty, department chair, mentor teacher and school principal are present. 2. A written notice to the student of the hearing that includes date, time, location and a statement of specific concerns; 3. The right of the student to have someone accompany her/him to the hearing; 4. An opportunity for the student to present her/his side and question those in attendance; 5. A written notice of the decision accompanied by a statement of the facts; and the right to appeal.

PROFESSIONAL YEAR ACTIVITIES

Activity I: Teacher Interviews	
Experience	Professional Year Student Teaching
Idaho Core Teacher Standards Addressed	Standards 2, 3, 4, 5, 7, 8, 10
Introduction	
Goal	As a result of this activity, the student teacher will develop a clear understanding of how his/her mentor teacher plans, teaches, and maintains an environment conducive to learning.
Objectives	After interviewing the mentor teacher, student teachers will: <ol style="list-style-type: none"> 1. Describe how the mentor teacher plans instruction to meet the needs of all students. 2. Describe how the mentor teacher maintains an environment conducive to learning. 3. Describe how the mentor teacher instructs so all students meet the intended outcome.
Activity Instructions	<p>Interview your Mentor Teacher, make notes, write a reflection, and be prepared to discuss your findings:</p> <p>A. Planning and Preparation</p> <ol style="list-style-type: none"> 1. How do you plan for the learning needs, abilities, and interests of your students? How do you align your planning to the characteristics of the age group? 2. How do you select state/district standards for subjects/units? Do you include all of them during the school year? 3. How do you assess student learning before and after instruction? 4. How do you decide which learning activities and materials to use? <p>B. Classroom Environment</p> <ol style="list-style-type: none"> 1. How do you establish an environment for learning? 2. How do you manage classroom procedures (e.g., handling transitions and materials to make effective use of time)? 3. How do you manage student behavior? 4. How do you plan for grouping and monitoring on-task behavior during lessons and unit work? 5. How do you use parent helpers and volunteers? 6. How do you organize physical space in the classroom for optimal learning? <p>C. Instruction</p> <ol style="list-style-type: none"> 1. How do you decide on goals/objectives and write lesson plans? 2. How do you engage students in learning and provide feedback? What types of grouping patterns do you use? 3. How do you know all students are learning? How do you decide to move on even if all students do not understand? 4. How do you maintain student/class records? 5. How do you prepare students for standardized or state tests and requirements (ISAT, IRI, DMA, DWA, learning continuum)? How do use the data after you receive it? 6. How do you communicate with parents/guardians?
Due Date	To be determined
Assessment Criteria	Student teacher's work will be evaluated on the thoroughness of their completion of the written descriptions of their experiences with the mentor teacher. Additionally, participation and contribution in seminar discussion will be noted. Supervisor discretion will be required in assessing this activity as different supervisors may require somewhat different structures in the reporting of the findings (responses to the questions).

	<i>Circle the appropriate descriptor to indicate student performance in the following areas.</i>		
	Pass	Fail	Description of planning
	Pass	Fail	Description of classroom environment
	Pass	Fail	Description of instruction
	Pass	Fail	Participation and contribution to seminar discussion
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	Pass	Fail	Overall performance for activity (must include 3 passes to receive passing score).

Activity II: Educational Context	
Experience	Professional Year Student Teaching
Idaho Core Teacher Standards Addressed	Principles 2, 3, 9, and 10
Introduction	Most social situations require that one approach them with caution. In these instances, we need to reserve judgment and commitment until we know something about the individuals and their expectations, the social rules and procedures, and the relation between the specific context in which we are placed and the larger context. In other words, some sort of analysis of the situation is a necessary part of any social interaction. A field experience in teaching is one sort of social interaction, and as such it, too, requires some preliminary analysis of the setting. The purpose of this assignment is to acquaint you with some of the individuals and their expectations, the rules and procedures, and to help you define the relationship of the classroom(s) in which you are placed and the larger context of the school and community in which it is located.
Goal	The purpose of this assignment is to acquaint you with some of the individuals and their expectations, the rules and procedures, and to help you define the relationship of the classroom(s) in which you are placed and the larger context of the school and community in which it is located.
Objectives	<ul style="list-style-type: none"> • To define a school's climate and context • To become acquainted with various staff members that you may not work directly with so that you are able to understand their roles within the school and how they help to create the climate of the school
Activity Instructions	<p>Complete the following:</p> <ol style="list-style-type: none"> 1. "Shadow" and/or interview at least three of the following staff members. Take notes explaining the experience and be prepared to share these during seminar. <ul style="list-style-type: none"> • Reading/Title I Specialist • Custodian • Office Administration • Counselor/School Psychologist • "Specials" Teachers (e.g. music, P.E., library/media specialist) • Special Education Teacher • Paraprofessional or Classroom Aide • School Nurse or Health Educator • Safe School Representative, if applicable • Cafeteria Staff 2. Write a description of your experience with the staff member(s) including your responses to the following questions: <ul style="list-style-type: none"> • What role does this person play in the school? In the students' lives? • How may this person best be used as a resource with teachers in the building, in your opinion? • What are the most important things you learned about your school site and teaching as a profession from this experience? • In what ways does this individual view his/her job as pivotal to the school? • In what ways does this job affect the work of the teachers? • In what ways does this job affect the learning of students? • What challenges does this person face on a regular basis?

	<p>3. Walk through your school site's hallways using your five senses. Take note of aspects such as cleanliness; plants and artwork; bulletin boards – including character or academic focus, for example, and if student work is displayed; classroom doors being open or closed; sounds coming from various classrooms; classroom arrangements when noticeable from hallway; entryway signs; the office as a ‘first impression’ of the building; and “people presence” in hallways – adults? Students – alone, in small groups? Classes in lines?</p> <p>Write a description of the school climate based on your impressions during your walk through.</p> <p>4. Respond to the following questions citing specific examples to clarify your comments.</p> <ul style="list-style-type: none"> • Describe the community in which the school is situated. Is it primarily residential? Business area? What community resources are in close proximity (e.g., public library, museums, police station, fire station, boys and girls club, etc.)? • Who are the students that attend this school? Who are the students in the classroom(s) to which you are assigned? <ul style="list-style-type: none"> ○ Race/ethnicities that are represented among your students (check all that apply). <ul style="list-style-type: none"> Native American Asian American Latino/a (e.g., Mexican American) African American European American Multiracial ○ Number of your students who have emigrated from another country. Where are your students from? ○ Number of your students who are native English speakers. English language learners. • What is the philosophy of teaching and learning of this school? <ul style="list-style-type: none"> ○ What is the mission statement of the school? ○ What is the philosophy of teaching and learning held by your mentor teacher? • How is this philosophy enacted? <ul style="list-style-type: none"> ○ What academic programs are utilized in this school? In the classroom(s) you are in? ○ What is the average class size in this school? What is it for the grade level(s) in which you work? ○ What is the teacher-pupil ratio? Does this change over the course of the day? Is so, when and why? • How are academic programs supported? Things to consider in response to this are: <ul style="list-style-type: none"> ○ Professional development opportunities for teachers ○ The school-home connection ○ The planning and use of support staff ○ Additional or special support programs available to students (e.g., after school programs, etc.) • Who are the students that attend this school? Who are the students in the classroom(s) to which you are assigned? • What additional resources are available to parents, children, and teachers of this school? How are these assessed and used?
Due Date	To be determined
Assessment Criteria	<p>Student teacher's work will be evaluated on the thoroughness of their completion of the written descriptions of their experiences with staff member(s) and school climate (i.e., the completeness of their descriptions as related to the questions addressed in numbers 2, 3, and 4 of the activity). Additionally, participation and contribution in seminar discussion will be noted. Supervisor discretion will be required in assessing this activity as different supervisors may require somewhat different structures in the reporting of the findings.</p>

	<i>Circle the appropriate descriptor to indicate student performance in the following areas.</i>		
	Pass	Fail	Description of experience with staff member(s)
	Pass	Fail	Description of school climate
	Pass	Fail	Participation and contribution to seminar discussion
<hr/>			
	Pass	Fail	Overall performance for activity (must include 3 passes to receive passing score).

Activity III: Three-Way Observations/Conferences	
Experience	Student Teaching
Idaho Core Teacher Standards Addressed	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Introduction	<p>Next to the actual experience of working with students in a school setting, conferences with experienced teachers are the most important activities in the student teacher's professional year. Time should be set aside by the mentor and the student teacher several times each week for planned conferences. Informal communications are also anticipated to occur between classes, before school, during lunch, or any time a problem arises.</p> <p>Midterm conferences may be scheduled to discuss internship progress, problems, concerns, and relationships. Final conferences are planned to summarize and evaluate the internship experience and to collect required materials.</p>
Goal	Student teachers will demonstrate they are developing the knowledge, skills, and dispositions required to advance into Student Teaching. They will receive positive feedback from their mentor teacher and university supervisor.
Objectives	<p>Student teachers will:</p> <ol style="list-style-type: none"> 1. Teach a lesson they have planned while the mentor teacher and supervisor observe. 2. During a conference with the mentor teacher and supervisor, the student teacher will discuss the strengths and weaknesses of the lesson presented and develop a plan to increase the strengths and overcome the weaknesses.
Activity Instructions	<p>There are three parts to the three-way observation/conference. The student teacher is responsible for setting up all the times for the various sessions.</p> <p>Session 1 Pre-Observation</p> <p>The student teacher will write a lesson plan and meet the university supervisor to discuss the lesson one week prior to teaching it. This is an opportunity to receive input from the supervisor before the actual teaching experience.</p> <p>Session 2 Teaching</p> <p>The student teacher will teach the lesson with the university supervisor and mentor teacher observing it.</p> <p>Session 3 Formative Evaluation</p> <p>The student teacher will meet with both the supervisor and the mentor teacher to discuss the completed lesson as a means to provide feedback. Possible discussion questions include:</p> <ul style="list-style-type: none"> • How as student participation distributed? • To what extent were students productively engaged? • How were students intellectually engaged throughout the lesson? <ul style="list-style-type: none"> ○ What high-level questions were asked during the lesson? ○ What were the students' responses? ○ How did you press students to cognitively engage in these questions? • How and when did you know students accomplished the intended outcome? • What student-to-student conversations were supported? • How and why did you alter your goals or instructional plan as you taught the lesson? • If you had the opportunity to teach this lesson again to this same group of students, what would you do differently? Why?

Due Date	To be determined			
Assessment Criteria	<i>Observation Evaluation Form</i>			
	<i>Idaho Core Teacher Standards</i>	Professional	Progressing	*Needs More Attention
	1. Understands Content			
	2. Understands Student Development			
	3. Understands Diversity			
	4. Designs Instructional Strategies			
	5. Manages and Motivates			
	6. Communicates in appropriate modes			
	7. Plans and Integrates			
	8. Evaluates and Assesses Appropriately			
	9. Reflects on Practice			
	10. Participates in Professional Community			
	Strengths			

Activity IV: Work Sample	
Experience	Professional Year Student Teaching
Idaho Core Teacher Standards Addressed	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Introduction	<p>Through this activity you will create a Work Sample, which will document the planning for and implementation of the unit.</p> <p>Creation of a Work Sample serves multiple purposes.</p> <ol style="list-style-type: none"> 1. Writing about, reflecting on, and creating the Work Sample provides you with an additional learning opportunity. 2. The Work Sample is a product from which your supervisor can evaluate your novice teacher practices. In particular, evaluation will focus specifically on your abilities to plan for and implement instruction that is meaningful and relevant. To do this, we expect that you will consider (1) students needs, interests, levels of development, and (2) development of knowledge, skills, and dispositions that students will need in life, such as those delineated in state/district standards and norms. The assessment-learning-assessment cycle will need to be evident in your unit. 3. The Work Sample is a product, which you can use as a portfolio entry in a professional portfolio. Your product should be clear, concise, and easy to read as it is perused by an administrator. <p>All this material needs to be organized and placed in a notebook or have some sort of cover.</p>
Goal	For this activity you are expected to plan for and implement a one-week unit of study in your classroom. You will develop a series of connected lesson plans for this unit with the support and recommendations of your mentoring teacher. It is the expectation that this will provide a meaningful and relevant learning opportunity for a novice teacher.
Objectives	You will develop a series of connected lesson plans for this unit with the support and recommendations of your mentor teacher.
Activity Instructions	<p style="text-align: center;">The work sample should consist of these parts:</p> <p>A. Introduction (1 page)—narrative that gives the background/ explanation of the overall unit</p> <ol style="list-style-type: none"> 1. Brief description of the unit <ul style="list-style-type: none"> • Subject area • Grade level • Classroom contexts 2. Rationale for the unit <ul style="list-style-type: none"> • How it links to your students’ interests and prior knowledge • Goals and main objectives for the unit --linked to state/district standards-- (knowledge/skills/dispositions) • Assessment data indicating current performance level <p>B. Overview of the lessons (1 page) (What did you plan for and accomplish?)</p> <ol style="list-style-type: none"> 1. Brief narrative—planning--number of lessons, amount of time, adaptations for students. Any changes to the unit? Why? 2. Graphic—list/calendar of the lessons 3. Include lesson plans at the back of this section

	<p>C. Report of student progress (1 page)</p> <ol style="list-style-type: none"> 1. Narrative report of student assessments <ul style="list-style-type: none"> • Alignment with unit objectives in pre/post tests • Informal assessments • Your assessment of how students did as a whole/how individual students fared. 2. Graphics comparing student and class pre/post tests results 3. Examples of pre-test post/tests at the back of this section <p>D. Highlights of the unit—photos, culminating activities—samples of student products, etc. including a brief explanatory narrative.</p> <p>E. Reflection on practice (2-3 pages)</p> <ol style="list-style-type: none"> 1. Reflect on tasks/subject matter –what worked what did not work and why? What have you learned about the tasks you planned to foster children’s development? 2. Reflect on student engagement. Were students engaged? Why/why not? What did you learn about engagement? 3. Reflect on your roles --instruction—what worked didn’t work, why? Management—what worked? Why? 4. What have you learned about instruction from this unit? Yourself as a teacher? Where do you want to go next in your own professional development? — Link to the future! <p>Please make sure you that if you refer to students by name that you use a pseudonym. Please black out any student names on papers.</p>
Due Date	To be determined

<p>Assessment Criteria</p>	<p>The work sample must include all of the elements listed below and must be word-processed, double-spaced, and error-free. You should provide a Table of Contents that lists the sections of your paper and the page numbers. You will submit your work sample to your university liaison and mentor teacher. Your work sample will be evaluated using the following scoring rubric. The level of specificity and sophistication of the work sample will increase from the Professional Year Internship to Student Teaching.</p>			
<p>Scoring Rubric</p>				
	<p>Unacceptable (0)</p>	<p>Developing (1)</p>	<p>Proficient (2)</p>	<p>Score</p>
<p>Introduction</p>	<p>Organization is unclear; some important components may be missing</p>	<p>Acceptable introduction; includes all of the required components</p>	<p>Well organized and thorough introduction; all required components</p>	
<p>Overview of unit</p>	<p>Incomplete and/or unclear description of the unit lessons; plans missing objectives; lessons are not well linked</p>	<p>Adequate description of the unit lessons; adequate progression to the lessons; lesson objectives are specified</p>	<p>Clear and thorough description of the unit lessons; well developed progression to the lessons; lessons are well-linked to meet the unit goals; lesson objectives are specified;</p>	
<p>Report on student progress</p>	<p>Assessments poorly designed; not consistent with learning outcomes; missing data; conclusions not consistent with data</p>	<p>Assessments adequately designed; mostly consistent with learning outcomes; most data; conclusions somewhat warranted</p>	<p>Assessments well designed; consistent with learning outcomes; informal assessments noted; all data present ; conclusions warranted</p>	
<p>Unit highlights</p>	<p>No documents included in this section</p>	<p>Relevant student products, photos are included;</p>	<p>Relevant student products, photos are included; entries foster understanding of the teaching/learning activity</p>	
<p>Reflection on practice</p>	<p>Some understanding is evident but work is not thorough or has frequent lapses, especially in communication; minimal engagement with making connections</p>	<p>Adequate understanding of the teaching process is evident; reflection is acceptable</p>	<p>High level of understanding of the teaching process is evident; reflection is thoughtful and well-written</p>	

Professional Year Student Teaching

Activity V: Professional Portfolio	
Experience	Student Teaching
Idaho Core Teacher Standards Addressed	Standards 1,2, 3, 4, 5, 6, 7, 8, 9, 10
Introduction	During student teaching you are expected to complete a professional portfolio that is both a process and product. It involves the gathering, organizing, and selection of appropriate documents/artifacts as a focus for reflection and further growth. These processes will result in a product at the end of the semester that is organized, purposeful, and directed to specific audiences.
Goal	Candidates are expected to create a portfolio of documents/artifacts generated during their teacher education program. Documents/artifacts will be accompanied by reflective entry slips that provide candidates the opportunity to “step back from” and reflect upon various aspects of practice and classroom situation. The candidate’s goal is to achieve coherence among all pieces of the portfolio so that they present an accurate picture of competence as a teacher and abilities as a reflective practitioner.
Objectives	<p>Creation of the Professional Portfolio serves multiple purposes.</p> <ol style="list-style-type: none"> 1. Selecting and reflecting on various portfolio artifacts provides candidates with a learning opportunity focused on understandings of teaching practices. The process provides an opportunity for candidates to organize the pieces of their teacher education program into a cohesive understanding of teaching, learning, and school contexts. 2. Candidates will demonstrate their accomplishments and mastery of the goals of the BSU teacher education program. 3. Both the process and the product will assist candidates in securing a teaching position and plan for continued professional growth.
Activity Instructions	<p>All portfolios must meet these minimum criteria:</p> <ol style="list-style-type: none"> 1. Portfolio includes an introductory statement of philosophy, a statement of continued professional learning goals, and 5-7 documents/artifacts with entry slips. 2. Together the entries address all BSU teacher education goals. The attached goal index form (page XX) will need to be placed near the beginning of the portfolio. 3. The documents/artifacts must include the following: <ol style="list-style-type: none"> a. an introductory statement in which you articulate your philosophy/vision of education b. a statement of your goals for your continued growth as a teacher c. a classroom management plan d. at least one original/adapted <u>lesson plan</u> that specifies the Idaho Academic Standards e. at least one original/adapted <u>unit plan</u> that specifies the Idaho Academic Standards f. evidence of use of assessment data/information to inform and differentiate student instruction g. evidence that demonstrates connections to community h. evidence of knowledge in multiple subject areas such as reading, writing/language arts, math, science, social studies, health

Optional documents/artifacts may include (not limited to this list)

videotapes of instruction
 student work
 sample responses to student work
 supervisor and mentoring teacher evaluations
 letters, notes, feedback from students and parents
 journal/log entries
 results of conferences, curriculum planning session
 photos of student teaching activities
 original curriculum materials, student handouts
 samples of your own writing
 awards
 newspaper articles about activities in which you were involved

4. Portfolio is reader-friendly and presented in a professional manner.

- Includes a cover page
- Includes a table of contents
- Contains the goal index form
- Employs standard usage, e.g. spelling, grammar, punctuation
- Is clearly organized
- Is word processed or typed (except for original documents and artifacts as they were used or appeared in the field)
- Consistent formatting
- Includes Idaho Academic Standards in any lesson/unit plans

ENTRY SLIPS

An entry slip is the part of a portfolio that precedes each document/artifact. They will typically be about 1 single-spaced page in length. Entry slips have three parts. Labeling each section of the entry slip will help the readers.

1. **CONTEXT:** Describes the artifact and puts it in context. Consider the “w” questions as a mental prompt (who what, when where, why).
2. **LEARNING GOALS:** Tells what learning goal the entry illustrates. You are (briefly) substantiating your claim that a specific artifact demonstrates what you know and can do as a teacher. Consider using this prompt: This _____ (artifact label) illustrates my ability to _____ (BSU teacher education goal) because
3. **REFLECTION:** Share your current reflection on the evidence in the entry and the chosen goal. This section is typically longest and allows you to “bend back to think forward.” The mark of a good teacher is the ability to think deeply to become even more effective. This section should demonstrate your ability to engage in that kind of thinking. This section could also demonstrate your growth over time. For example, you may chose the classroom management plan that you completed in your early course work as an artifact, but use the entry slip to reflect on how your thinking/abilities have changed through the professional year.

Here are some prompts to help you with the reflective section of the entry slip:

- How does it connect to what you believe and know about the concepts represented in the goals and targets?
- What did you learn that will help you become a better teacher?
- How would you do it differently next time and why?
- What connections between theory and practice are evident in this entry?
- How has your thinking changed or evolved?
- Do you exhibit understanding of rationales and alternatives for choices?
- How are social, historical, and political forces implicated in classroom dynamics?

- What social forces are at work?
- Who benefits/who is burdened by this course of action?

The entry slips require metacognitive thinking. What you are thinking may be very obvious to you, but unclear to your reader. Be sure to work on clear communication. Consider your audience. Get feedback on first drafts from others.

Self- assessment prompts

Some questions to ask yourself about the range of artifacts:

1. Do the artifacts range over the subject matter areas?
2. Have I included a variety of modes – course papers, lesson plans, journal entries, student work, teacher evaluations, etc.? A portfolio of all lesson plans does not display enough variety, no matter how great the lessons are.
3. Are the artifacts of high quality?
4. Do I deal with several different kinds of diversity—adapting instruction for individual differences; adapting or using curriculum that addresses issues of gender, class, race, ethnicity, and/or language diversity? If this isn't possible, do I know how I will address this lack of diversity with the reflective part of the entry slip?
5. Do the artifacts show a range of instructional strategies or approaches?
6. Do I have at least one artifact that demonstrates connections to a community outside the classroom/school?
7. Does the range demonstrate personal one-on-one interactions, caring, and/or commitment as well as work with the class as a whole?
8. Does the range of artifacts demonstrate the wide range of roles/tasks of my teaching?
9. Does the range of artifacts demonstrate the learning/social opportunities that I provide for students in the classroom—including interactions that support and develop self/group identity around issues of individual difference and diversity?

Some questions to ask yourself about your portfolios

1. Is my portfolio well-organized, consistently formatted, and reader friendly?
2. Do I have a cover page, table of contents, goal index form, and a statement about my professional development goals?
3. Have I covered all of the BSU teacher education learning goals?
4. Is my philosophy statement thoughtful and clearly written? Do my artifacts and entry slips reflect my philosophy?
5. Are my entry slips thoughtful, thorough, and represent my current thinking? Do my reflections go beyond descriptive reflection to comparative and evaluative reflection? Are my entry slips clearly written and reader friendly?

Goal Index Form

Place check marks in the appropriate boxes to show which Standards are demonstrated in each entry.

Entry	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
Entry 1:										
Entry 2:										
Entry 3:										
Entry 4:										
Entry 5:										
Entry 6:										
Entry 7:										
Entry 8:										

Standards: 1. Knowledge of subject matter; 2. Knowledge of Human Development and Learning; 3. Adapting Instruction for Individual Needs; 4. Multiple Instructional Strategies; 5. Classroom motivation and management skills; 6. Communication Skills; 7. Instructional Planning Skills; 8. Assessment of Student Learning; 9. Professional Commitment and Responsibility; 10. Partner

Resources

Campbell, D. M., Cignetti, P. B., Melenyzer, B. J. Nettles, D. H., & Wyman, R. M. (1997). *How to develop a professional portfolio: A manual for teachers*. Boston: Allyn and Bacon.

Zeichner, K.M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Mahwah, New Jersey: Erlbaum.

[www. Teachernet.com/how-to/employment/portfolios](http://www.Teachernet.com/how-to/employment/portfolios)

Due Date

To be determined

Assessment
Criteria

Student Teaching – Activity 5: Portfolio Rubric

The following rubric will be used to assess the required elements of the portfolio:

We believe that the portfolio is an example of authentic assessment that allows students to illustrate their learning through multiple forms of evidence; at the same time they are reflecting on this evidence and communicating that reflection coherently to others. The following rubric will be used to assess the required elements of the portfolio:

	Unacceptable (0)	Progressing (1)	Professional (2)	Score
Philosophy Statement	Missing. Organization is unclear. Statement lacks thoughtfulness. Incomplete.	Acceptable statement that is mostly thorough, thoughtful, and cohesive. Artifacts/entry slips do not necessarily reflect philosophy.	Well organized statement that is well organized, thorough, thoughtful, and cohesive. Artifacts/entry slips reflect philosophy.	
Professional Goals	Missing. Goals do not appear related to learning experiences	Demonstrates knowledge of self as a learner.	Demonstrate strong knowledge of self as a learner and a professional.	
Documents/ Artifacts	Incomplete number of artifacts; not all specified artifacts are included; artifacts do not cover all learning goals; artifacts are not of high quality and do little to demonstrate candidate's abilities	Minimum number of artifacts; all specified artifacts are included; artifacts cover all learning goals; some artifacts are of high quality; artifacts demonstrate some range of teacher tasks; artifacts somewhat demonstrate candidate's attention to diversity, individual students, community links	Minimum/plus number of artifacts; all specified artifacts are included such as philosophy statement, classroom management plan, one unit plan with Idaho Standards, etc.; artifacts cover all learning goals; artifacts are of high quality; artifacts demonstrate a broad range of teacher tasks; artifacts clearly demonstrate candidate's attention to diversity, individual students, community links.	
Entry slips	Entry slips are missing; entry slips are not thorough;	Entry slips are somewhat thorough; descriptions of context are somewhat clear; connections to standards are somewhat clear; reflection goes beyond the descriptive level only occasionally	Entry slips are thorough; descriptions of context are clear; connections to standards are clear; reflection typically goes beyond typically go beyond the descriptive level; high level of understanding of teaching process and dilemmas of teaching	
Professional presentation	Portfolio lacks organization; organizational pieces; does not demonstrate professional use of conventions for spelling, grammar, and punctuation; adequate organization and formatting; Portfolio is not typed	Portfolio includes all the organization pieces such as cover page, table of contents, and the goal index form; professional use of conventions for spelling, grammar, and punctuation; adequate organization and formatting; portfolio is typed	Portfolio includes all the organization pieces such as cover page, table of contents, and the goal index form; professional use of conventions for spelling, grammar, and punctuation; portfolio is well organized, formatted, and typed	