Special Education Field Guide

School/University Collaboration

*Learning for Tomorrow*
*Teaching for Today*

The Professional Year, Dual-Option 1:

Semester 2: Student Teaching
Special Education Classroom
ED-ESP 467 and ED-CIFS 467

for
Dual Special Education – Elementary Education Certification

Boise State University
College of Education
Fall 2014
Introduction: Developing an Inquiry Stance
(Nationalequityproject.org)

**Inquire**, v., 1. to explore and discover. 2. to ask questions: to be open to seeing new potentials and possibilities. Synonyms: discover, search, systematically explore, and study.

Teaching and leading is a complex activity, and schools are complex places, situated within a social, political, and historical context. Interpreting and understanding common behaviors and actions in school culture requires being careful in assigning meaning to everyday events or simply accepting certain ways of doing business because “that’s the way it has always been done.”

This type of openness requires an “inquiry stance.” An inquiry stance is a way of making meaning of what is going on around us. Developing an inquiry stance suggests a willingness to step back and reflect rather than react to what is happening.

An inquiry stance involves the following:

**Asking Questions About Teacher Practice, Student Learning, or School-wide Practices** Rather than jumping to conclusions or blindly accepting, teachers and leaders with an inquiry stance ask questions and then set out to find answers to these questions. The motivation for the questions comes from a desire to understand.

**Checking Assumptions Against Evidence** (Others’ and Our Own) Teachers and leaders with an inquiry stance check their assumptions. An assumption is something you take as true based on a particular belief, value, or condition that goes unchecked. Checking one’s assumptions means trying on alternative interpretations of an event or behavior or asking, “Who’s controlling the story or narrative of this event?” Or, “What’s my evidence for agreeing with the theory or belief at the root of this action?”

**Informing One’s Understanding of a Situation with New Data** Teachers and leaders with an inquiry stance are continuous learners, building their background knowledge through the reading of research and being in dialogue with colleagues with similar and different experiences and worldviews. Teachers and leaders with an inquiry stance use data in a variety of forms to answer their questions and wonderings. This data may be quantitative achievement data or it could be more qualitative data related to social interactions. In either case, the teachers and leaders collect and use data in a systematic way to answer their questions.

**The Boise State University Professional Year** The activities in this field guide were designed to help foster an inquiry stance toward teaching and were designed with the tenets listed above in mind. We encourage you to continue to come back to this page, as you go through your professional year, to remind yourself of the touchstones of your work as a **Professional Educator** (see Boise State’s Conceptual Framework on p. 6).
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DUAL-OPTION TEACHER CANDIDATE CHECKLIST OF REQUIREMENTS

SEMESTER 1 (See separate Field Guide)

Culminating in Standard Performance Assessments for Teachers (S-PAT)
- Activity 1: Expectations Continuum
- Activity 2: Lesson Planning
- Activity 3: Supervision Team Observation and Conferences
  - First Observation Cycle
  - Second Observation Cycle
- Activity 4: Video Recording and Reflection
  - Video Reflection 1
  - Video Reflection 2
- Activity 5: Professional Year Assessment and Individual Professional Learning Plan
  - Midterm
  - Final
- Activity 6: Professional Leadership, Collaboration and Communication Log
- Activity 7: Summative Performance Assessment for Teachers (S-PAT)
  - Unit Plan
  - Analysis of Student Work
  - Assessment
  - Video and Reflection
  - Concluding Reflection

SEMESTER 2

- Activity 1: Expectations Continuum
- Activity 2: Professional Leadership, Collaboration, and Communication Log
- Activity 3: Special Education Instructional Planning, Teaching, and Assessment
- Activity 4: Special Education Work Sample
- Activity 5: Supervision Team Observation and Conferences
  - Third Observation Cycle
  - Fourth Observation Cycle
- Activity 6: Video Recording and Reflection
  - Video reflection 3
  - Video reflection 4
- Activity 7: Professional Year Assessment and Individual Professional Learning Plan
  - Midterm
  - Final
- Activity 8: Inquiry Project
Brief Description of Requirements

Each candidate will be assigned a University Liaison who will work with/in the partner school to support candidate learning and provide final assessments and evaluation. In addition to meeting periodically with a liaison both formally and informally (before school, after school, in between classes, during lunch), candidates will engage in learner-focused conversations designed to exchange information, provide support services, confirm progress, and formalize program and individual evaluation. The following activities are required for candidates:

SEMESTER 1

Activity 1: Complete Expectations Continuum (APPENDIX A). Separately completed by candidate and each mentor teacher and then compared/discussed within the first few weeks of school.

Activity 2: Lesson Planning. Interns and Student Teachers are expected to write lesson plans, teach these lessons, and reflect upon these lessons. All lesson planning and preparation should lead to a successful Unit Plan in the S-PAT including standards alignment, essential questions, engaging strategies, differentiated instruction, integration of technology, and a thorough assessment plan. (See liaisons for lesson and unit planning templates and guidelines.)

Activity 3: Supervision Team Observation and Conferences. Interns need at least one formal supervision team observation and conference. Student teachers need at least two formal supervision team observations and conferences. The observation includes a formal lesson plan, a pre-conference/preview, and a post-conference, all connected to the Idaho Core Teacher Standards and Danielson Framework.

Activity 4: Video Recording and Reflection. Candidates are to video themselves working with students (small or large group), for a minimum of 15 minutes and write a reflection on each recording. Interns need at least one video reflection completed. Student teachers need at least two videos and reflections. Use Reflection Rubric (APPENDIX B) as a guide. One of the student teaching videos should be included in the S-PAT.

Activity 5: Midterm and Final Assessment. At midterm and the end of the semester, candidates will self-assess and create goals, using the Professional Year Assessment Form (APPENDIX C) and the IPLP (APPENDIX D). The final evaluation each semester becomes a part of the candidate’s permanent record. Each item on the assessment should be evaluated carefully and independently. This will be submitted electronically and a hard copy, signed by liaison, mentor, and candidate, will be turned into the Office of Teacher Education.

Activity 6: Professional Leadership, Collaboration and Communication Log (APPENDIX E). Candidates will keep a log of all activities related to Idaho Core Teacher Standards 9 and 10, including detailed descriptions of participation and contributions.

Activity 7: Standard Performance Assessment for Teachers (S-PAT). This culminating activity will demonstrate overarching learning connected to the Idaho Core Teaching Standards and Danielson Framework for Teaching.

SEMESTER 2

Activity 1: Complete Expectations Continuum (APPENDIX A). Separately completed by candidate and each mentor teacher and then compared/discussed within the first few weeks of school.
Activity 2: Professional Leadership, Collaboration and Communication Log (APPENDIX E). Candidates will keep a log of all activities related to Idaho Core Teacher Standards 9 and 10, including detailed descriptions of participation and contributions.

Activity 3: Special Education Instructional Planning, Teaching, and Assessment. Interns and Student Teachers are expected to write lesson plans, teach these lessons, and reflect upon these lessons. All lesson planning and preparation should lead to a successful Unit Plan in the S-PAT including standards alignment, essential questions, engaging strategies, differentiated instruction, integration of technology, and a thorough assessment plan. (See liaisons for lesson and unit planning templates and guidelines.) In addition, dual-option candidates will be asked to use progress monitoring and other means of assessment to collect and record data on individual student growth and needs within the special education classroom.

Activity 4: Special Education Work Sample. This multi-dimensional activity will demonstrate the candidate’s competencies in various tasks and duties of the special educator. With guidance from your liaison and mentor teacher, you will complete small projects in areas of Pre-Referral planning, IEP development, and Functional Behavioral Assessment and planning. These projects will be completed in direct correlation with your school and classroom placement.

Activity 5: Supervision Team Observation and Conferences. Interns need at least one formal supervision team observation and conference. Student teachers need at least two formal supervision team observations and conferences. The observation includes a formal lesson plan, a pre-conference/preview, and a post-conference, all connected to the Idaho Core Teacher Standards and Danielson Framework.

Activity 6: Video Recording and Reflection. Candidates are to video themselves working with students (small or large group), for a minimum of 15 minutes and write a reflection on each recording. Interns need at least one video reflection completed. Student teachers need at least two videos and reflections. Use Reflection Rubric (APPENDIX B) as a guide. One of the student teaching videos should be included in the S-PAT.

Activity 7: Midterm and Final Assessment. At midterm and the end of the semester, candidates will self-assess and create goals, using the Professional Year Assessment Form (APPENDIX C) and the IPLP (APPENDIX D). The final evaluation each semester becomes a part of the candidate’s permanent record. Each item on the assessment should be evaluated carefully and independently. This will be submitted electronically and a hard copy, signed by liaison, mentor, and candidate, will be turned into the Office of Teacher Education.

Activity 8: Inquiry Project. There are multiple components to this research based activity.

- Educational Context Assignment (completed at the beginning of the internship. Will be used for this assignment and again in your final S-PAT)
- Identify and define a “problem of practice” in the classroom/professional setting
  - Frame this as a research question you will investigate further
- Conduct background reading and external research on the issue
- Develop a plan of action to address the question
- Implement plan to extent possible
  - Be prepared to describe the steps you took in detail
- Summarize and share findings

PROGRAM OVERVIEW

This field guide is designed for teacher candidates who intend to complete their student teaching with ED-ESP 467 and ED-CIFS 467, Option 1: Dual Special Education – Elementary Education Program. Teacher candidates are typically at the senior level in their programs and have successfully completed their Internship Semester, ED-ESP 459, as well as other field experiences in schools through various
coursework opportunities. They have elected to pursue certification in Special Education in addition to a degree in Elementary Education. They have either completed or are concurrently enrolled in all required special education and related professional education courses required for certification.

Introduction
The Teacher Education Programs at Boise State are designed to promote the continual development of teachers with an emphasis on increasing student learning. The programs provide candidates with in-depth experiences, which include exposure to all grade levels, student shadowing, school culture, traditional classroom teaching, as well as the opportunity to work with diverse student populations. 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. This handbook presents the organization for the Professional Year, describes the expectations and assessment procedures, outlines the procedural steps in the process, and identifies key personnel and their responsibilities.

The Mission
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.

The Vision
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.

Conceptual Framework:

The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Idaho Core Teacher Standards:

The foundation of the Teacher Education program is Idaho’s Core Teaching Standards that describe the expectations for initial preparation of teachers and are based on national standards for the preparation of teachers. Boise State adheres to these standards in the design and delivery of pre-service teacher education programs that will prepare highly effective teachers. The assessment of candidate performance and program effectiveness is based on these principles. The Idaho Core Teacher Standards and associated indicators of accomplishment include:
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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

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

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

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

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

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

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

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

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

Danielson Framework for Teaching

In accordance with Idaho expectations for both candidates and professional educators, Professional Year learning activities and assessment are aligned to the Danielson’s Framework for Teaching. This framework is based on well-established definitions of effective teaching. Four domains of teaching comprise this framework. Idaho Core Standards are aligned with these domains:

<table>
<thead>
<tr>
<th>Idaho Core Teaching Standards</th>
<th>Framework for Teaching Component(s)</th>
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</thead>
<tbody>
<tr>
<td>1. Learner Development</td>
<td>Domain 1: Planning and Preparation</td>
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</table>
### Field Experience Goals
Teacher education field experiences prepare candidates:
- 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 enrolled in ED-ESP/ED-CIFS 467 are generally assigned one mentor teacher in a special education classroom. The university liaison will help the mentor teacher and the student teacher organize a balanced workload based on the special education classroom in which the student teacher is placed. For their field experience in the special education classroom, student teachers will be involved in all tasks essential to the role of the special educator, including prereferral intervention, assessment, IEP development, instruction, behavior management, and collaboration with parents and colleagues.

Teacher Candidates are associate members of the school faculty and are expected to move into an increasingly professional role in the classroom--capitalizing on opportunities for collegial support and self-development. Candidates are expected to perform in a professional manner and devote full energies to their teaching. They are expected to work collaboratively with mentor teachers and make a positive impact on faculty and students by demonstrating qualities of a professional educator.

The following suggestions are guidelines for the behavior of all candidates during the Professional Year:

1) Candidates need to read relevant information (handbooks, schedules, etc.); make notes and ask questions as needed; become familiar with the policies and procedures of the mentor teacher.
2) Candidates 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 experience, 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(s). Any issues that would prevent the candidate from completing her/his assignments need to be discussed with the university liaison as soon as possible.
4) Demonstrate proper attitude through dress, behavior and ethics. Candidates 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 candidate from fulfilling his/her Professional Year requirements need to be immediately brought to the attention of the university liaison in advance of the absence (except in emergency situations).
7) Always be prepared; demonstrate a high degree of thorough, organized, consistent planning; allow mentor teachers’ existing curriculum and management plans to guide performance. Boise State’s 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(s).
11) Be aware of issues of professional liability. For example, do not meet with an individual student in a closed room. Candidates may never give rides to students. Be careful to avoid situations in which improper or unprofessional conduct may be assumed. This is an issue that affects the individual candidate, the host school, the district, and Boise State University.
12) Review telephone voicemail greetings for professionalism. Your mentor teacher(s) may need to call.
13) Discuss the following issues and topics with your mentor teacher(s) (as well as other concerns – See Activity 1). Interns in a new placement should call the mentor teacher at least one week in advance of the first classroom session to arrange a meeting.
   • Discipline procedures: What procedures are in effect in the classroom and school? What is the candidate’s appropriate role in "enforcing" rules?
   • Limits of authority: How much independence does the candidate have in the classroom? What sorts of things must the candidate clear in advance with the classroom teacher?
• Preparation for each session: How can the candidate and classroom teacher coordinate their plans for a productive partnership?

Professional Year Interns (Semester 1):
Dual-option Interns are expected to spend 4 days a week throughout the semester in their partner schools. The intern’s time must be spent in direct contact/activities or classroom responsibilities – grading, reading curriculum, planning lessons, and attending teacher conferences. Interns must complete the requirements listed in the checklist at the beginning of this Field Guide.
Requirements for the Internship field experience involve the intern as a “student of teaching.” University liaisons will facilitate feedback and evaluation conferences and cooperating school faculty should also structure instructional and professional feedback for candidates. Boise State uses a co-teaching model for the Professional Year so partner school faculty and candidates are expected to work together on planning and instruction until the candidate graduates to a shared implementation of instruction and “shadow teaching.” Interns are expected to devote full time for a minimum of 3 weeks to their teaching duties. It is expected that interns will work collaboratively with mentor teachers in a co-teaching model. It is expected interns will take the lead in all aspects of teacher practice in the classroom for at least four weeks in the last eight weeks of experience.
*See CHECKLIST of REQUIREMENTS, above, for specific activities

Professional Year Student Teachers (Semester 2):
Student teachers are expected to devote full time (5 days a week) for a minimum of 16 weeks to their teaching duties. It is expected that student teachers will work collaboratively with mentor teachers in a co-teaching model. It is expected student teachers will take the lead in all aspects of teacher practice in the classroom for at least four weeks in each eight week experience or eight weeks in a 16 week experience.
*See CHECKLIST of REQUIREMENTS, above, for specific activities

Policies

Financial Compensation for Teacher Candidates
This section outlines the conditions under which Boise State University teacher candidates enrolled in field experiences may receive compensation from a school entity for services rendered as part of the Professional Year. In all cases it is expected that teacher candidates will follow school policy on employment procedures. In each instance, the process for compensation is initiated by district administration.

During the Professional Year Internship
Candidates are encouraged to work in an educational setting. However, because a mentor teacher does not monitor them, the hours are not counted toward fulfillment of university requirements.

During the Professional Year Student Teaching
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.

Substitute Teaching is:
1) restricted to the current mentor’s(s’) classroom(s);
2) allowed if prior approval of the principal, Associate Dean for Teacher Education, mentor teacher(s), and liaison indicate a readiness to substitute; and
3) limited to a maximum of 5 days, unless prior arrangements are made through Office of Teacher Education.
Supervision Fees
Candidates requesting to complete their student teaching outside the 50-mile Boise State University service area will be assessed $500.00 for Student Teaching 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.

Changes in Assignment
If changes of assignment schedules are necessary even on a temporary basis, the university supervisor/liaison and Office of Teacher Education representative should be notified in advance of the change.

Liability Insurance
Teacher Candidates 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 during the student teaching semester. Candidates must appeal to the Professional Standards Committee to receive approval for coursework. 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
Candidates are required to attend seminars periodically throughout the Professional Year. University liaisons will clarify the specific format, dates, times, and places for these seminars.

Teacher Strikes
Teacher Candidates 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 Teacher Education established the following guidelines for candidates 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.
1. Candidates should notify the university liaison as soon as possible if a strike in a particular school is imminent.
2. The university liaison should notify the Associate Dean for Teacher Education regarding the general status of a strike.
3. Candidates 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, candidates should not engage in any actions that would tend to support or oppose a strike. Do not attempt to cross picket lines.
5. A determination will be made whether a reassignment of the candidate 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 clock hours determines success within the teacher education program. Specific requirements may vary among subject matter areas or certification levels.
Final Grade
Assessment is a continuous, cooperative process. The mentor teacher should hold regular assessment conferences with the candidates throughout the professional experience. Problems should be reported to the university liaison.

The university liaison and mentor will determine the final grades cooperatively, based on the candidate’s performance during the Professional Year Internship and Student Teaching. **Final authority and responsibility for grading and recording of grades rests with the university liaison.** A grade of Pass/Fail is assessed and recorded in the Registrar’s Office upon completion of the experience.

Withdrawal from Student Teaching
Candidates may withdraw from the Professional Year Internship or Student Teaching in accordance with standard university policies and procedures (check current BSU catalog). If a candidate decides to withdraw from the experience, the mentor teacher, principal, and the university liaison should be notified as soon as possible.

Guidelines for Students Who Are Doing Unsatisfactory Work
Both the university liaison and mentor teacher maintain accurate, ongoing, written records of conferences, suggestions, and any other relevant information regarding the candidate performance. These records should be dated, and copies should be given to the intern as each is completed. Candidates should review written comments following every classroom observation by the university liaison. Candidates experiencing problems must be notified no later than mid-point of the semester or as soon as the problem is identified.

A school administrator and the Office of Teacher Education should be informed as early as possible regarding candidates experiencing problems, and given a written description of the nature of the problem(s) or potential problem(s). The liaison may request classroom observations of the candidate by the principal. The principal should receive copies of all documentation at this point. Candidates identified as experiencing problems or potential problems should be monitored carefully, if necessary on a day-to-day or week-to-week basis.

If problems persist, the university liaison can arrange for additional documentation through classroom observation(s) of the candidate by a teacher education faculty member familiar with the program.

If the problem has been identified as critical, the candidate 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:

1. Additional support, study and assistance, for example:
   a. Study and peer tutoring
   b. Modeling by master teacher, followed by candidate performance and feedback
   c. Help or remediation by faculty member
2. Extension of time in the student teaching placement within University guidelines.
3. Alternative placement if the university liaison feels that personality conflicts are contributing to the problem.
4. Withdrawal
   a. Candidate initiated (it is imperative that the intern 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 liaison may judge the work to be unsatisfactory and the student could receive a grade of “F” for the experience. If the candidate disagrees with the decision (e.g.
withdrawal or extension), the candidate may appeal to the Professional Standards Committee through the Office of Teacher Education.

The candidate 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.)

If there is a conflict of opinions between the university liaison and mentor teacher during the student teaching assignment, the university liaison should request a conference consisting of the following persons:

- Mentor Teacher
- Principal (when necessary)
- Teacher Education Program Coordinator
- Candidate
- Chairperson of the respective department and/or Associate Dean for Teacher Education

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:

1. Stipulations must be in written form, dated and signed by the university liaison and the candidate, a copy of which will be placed in the candidate’s folder in the Office of Teacher Education.
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.

**Removal from Student Teaching**

If a candidate withdraws from the Professional Year, copies of all documentation will be placed in the candidate’s folder in the Office of Teacher Education 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. 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:

1. Documentation of a performance plan with guidelines for successful and unsuccessful completion.
2. Evidence of meeting or not meeting performance plan measures.
3. A meeting with liaison, Office of Teacher Education representative, candidate, mentor teacher, and partner school representative where progress toward successful or unsuccessful completion is determined.
4. An opportunity for the candidate to present her/his position and question those in attendance.
5. A written notice of the decision accompanied by a statement of the facts; and the right to appeal.

**Description and Expectations of the Mentor Teacher**

*Please see Mentor Teacher Handbook*

**Description and Expectations of the University Liaison**

The university liaison is a Boise State University Teacher Education Unit 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 teacher candidates in their field experiences.
Supervision Expectations

1. Meet with candidate and mentor teacher to outline team member responsibilities and pedagogical objectives for internship.
2. Discuss frequency and type of feedback provided to candidates.
3. Provide feedback to candidates on task completion and professionalism. Feedback should be maintained through two-way communication on a weekly basis, where both candidate and liaison are responsible for initiating and continuing communication with one another.
4. Verify that the candidate is participating appropriately in classroom/school activities. Discuss the support considered necessary with the mentor teacher.
5. Meet with candidate and mentor teacher for three-way evaluation meeting.
6. Complete candidate evaluation and assign grade for field experience.
7. Read/respond to reflections, required activities, and lead seminars as appropriate.
8. Meet with candidate and mentor teacher for all supervision team observations and conferences, including the collection of all mid-term and final observations and assessments.
9. Meet with student teacher and the mentor teacher to clarify and identify responsibilities.
10. Review school policies and schedule with candidate.
11. Verify that the candidate has reviewed assessment system with mentor teacher.
12. Obtain tentative schedule for candidate assuming responsibility for teaching.
13. Offer any support or coaching necessary to candidate.
14. Document observations and hold follow-up conferences with candidate and with mentor teacher, if necessary.
15. Encourage mentor teacher to allow candidate to take leadership role in the collaborative effort, including parent/caregiver conferences.
16. Complete mid-term evaluation and meet with candidate and mentor teacher for supervision team conferences.
18. Provide continuous feedback on candidate’s performance.
19. Analyze and approve lesson plans, handouts and assessments, as necessary.
20. Serve as a coach for candidates.
21. Conduct regular seminars with candidates.
22. Assist in arranging visits to other classrooms on behalf of the candidate, if desired.
23. Oversee the completion of required Professional Year assignments.
24. Complete online and paper final evaluation forms.
25. Check with mentor teacher to verify the final evaluation form of the candidate is completed.
26. Complete all candidate Professional Year Assessments and assign grade for field experience.
27. Meet with candidate and mentor teacher for all supervision team observations and conferences, including the collection of all mid-term and final observations and assessments.

Specific Responsibilities of the Special Education University Liaison:

1. Document at least 5 observations with feedback per semester using Danielson Framework for Teaching methods and (if necessary) hold follow-up conferences with candidate and with mentor teacher. Copies of these documented observations will be sent to: (a) the candidate, (b) the candidate’s mentor teacher, and (c) the Office of Teacher Education to be placed in the candidate’s permanent file.
2. Conduct regular (no less than monthly) seminars with candidates.
3. Regular attendance of the monthly Elementary Education Liaison Group (EELG) meetings through Boise State’s Office of Teacher Education.
Additional Responsibilities (may include):

1. Professional development with school staff.
2. Instructional Coaching
3. Work/meet with mentor teachers and the principal to facilitate or improve the partnership relationship.
4. Contribute to P-12 student achievement in ways that are mutually agreed upon by teachers and principals in the partner school.
5. Assist in arranging visits to other classrooms on behalf of the candidate, if desired.

Description and Expectations of the School Principal

The School Principal can support the professional development of the teacher candidate by doing the following:

1. Accept as a professional commitment the significance of student teaching in the preparation of teachers.
2. Assist in the selection of qualified, experienced, and professionally committed mentor teachers who are willing to provide meaningful experiences in their classrooms to candidates.
3. Prior to the start of each semester, communicate with the Director of Teacher Education in the College of Education at Boise State University the number of candidate placements possible in the school and the appropriate times they could be used.
4. Arrange with teacher candidates, in their first contact, a time to discuss school expectations of their behavior and professional demeanor.
5. Check periodically with the mentor teacher(s) regarding the efficacy of the experience and the assignment.
6. Report any problems to the University Liaison, University Supervisor, and/or the Director of Teacher Education.
PROFESSIONAL YEAR ACTIVITIES
(See Field Guide Requirements Checklist)

For dual licensure, teacher candidates enrolled in ED-ESP 467 are expected to successfully develop classroom management skills required in elementary special education classrooms as well as learn how to adapt and provide effective instructional strategies for the wide range of disabilities and behaviors unique to students with special needs. This requires a high level of commitment on the part of the candidate in order to demonstrate professional skills consistent with expectations of a competent beginning elementary teacher as well as special education teacher.

ED-ESP 467 Teaching Experience in Special Education is a seven-credit pass/fail course. To receive a passing grade the student teacher must provide evidence of the following student teaching assignments that fulfill the required objectives for the course. Liaisons, see Appendices for assessment rubrics.

<table>
<thead>
<tr>
<th>Student Teaching Activity</th>
<th>In Field Guide</th>
<th>Target Due Date: (Discuss with Liaison)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Expectations Continuum</td>
<td>pp. 18, 26 – 27</td>
<td>Within the first 2 weeks of placement</td>
</tr>
<tr>
<td>#2 Professional Leadership, Collaboration, and Communication Log</td>
<td>pp. 18, 28</td>
<td>Ongoing throughout semester</td>
</tr>
<tr>
<td>#3 Special Education Instructional Planning, Teaching, and Assessment</td>
<td>pp. 18 – 21, 36, 38 – 43</td>
<td>Ongoing throughout semester; Minimum of 3 full weeks in classroom</td>
</tr>
<tr>
<td>#4 Special Education: Work Sample</td>
<td>pp. 21 – 22, 37, 44 – 48</td>
<td>Ongoing throughout semester</td>
</tr>
<tr>
<td>#5 Supervision Team Observation &amp; Conferences</td>
<td>pp. 22 – 23, 30 – 32</td>
<td>Twice within semester</td>
</tr>
<tr>
<td>#6 Video &amp; Video Reflection</td>
<td>pp. 23 – 24, 29</td>
<td>Twice within semester</td>
</tr>
<tr>
<td>#7 Professional Year Assessment</td>
<td>24, 29, 30 – 32, 33 – 35</td>
<td>Twice: Mid-term and End of semester</td>
</tr>
<tr>
<td>#8 Inquiry Project</td>
<td>24 – 28</td>
<td>Inquiry Seminar at Boise State</td>
</tr>
</tbody>
</table>
**Activity 1: Expectations Continuum**
The purpose of this activity is to provide a foundation for the mentor teacher-teacher candidate relationship. This relationship is critical to the success of a collaborative approach to the Professional Year. This is a requirement for interns and any student teacher who is with a new mentor.

### Idaho Core Teacher Standards/Danielson Domains Addressed:
- Standards 9 & 10; Domain 4

### Objectives:
To foster candidate-mentor teacher communication regarding expectations for the Professional Year experience.

### Instructions:
1. Complete the Expectations Continuum form. Candidate groups will debrief this experience together. [See APPENDIX A].
2. Have your mentor teacher complete the Internship Expectations form independently.
3. Set up a time to jointly discuss expectations for the semester with your mentor teacher(s). Take notes and make decisions for roles in the classroom based on individual expectations.
4. Be prepared to share this with your liaison.

### Assessment:
Assessment will be based on participation in activity and reflective participation in seminar discussions.

**Activity 2: Professional Leadership, Collaboration and Communication Log**
Candidates are asked to keep a Professional Leadership, Collaboration and Communication Log (APPENDIX E) of all professional activity outside of the classroom. This includes, but is not limited to: professional development, Professional Learning Communities participation, parent/teacher conferences, workshops, IEP meetings, field trips, school events, home visits.

### Idaho Core Teacher Standards/Danielson Domains Addressed:
- Standards 9, 10; Domain 4

### Objectives:
1. To demonstrate an understanding of the multiple ways in which a teacher demonstrates professionalism.
2. To get involved in the school community beyond the immediate responsibilities in the classroom.

### Procedures:
Candidates should always be looking for ways to get involved in the school beyond their classroom. The purpose of this log is to help you be more aware of these contributions, to seek them out, and to reflect upon them.
Using the log provided, candidates should give a brief title/description of the activity (ie: Love and Logic Workshop) and then in the right hand column, a detailed description of the role(s) that he/she played (ie: took notes, volunteered to role play, completed requirements and received “certificate of completion”).

**Activity #3: Special Education Instructional Planning, Teaching, and Assessment**

### Idaho Core Teacher Standards/Danielson Domains Addressed:
- Standards 1 – 10; Domains 1 - 4

### Overview/Purpose:
Candidates will be expected to take the lead in all aspects of teacher practice in the general education classroom for a period of time agreed upon by the mentor teacher and the university liaison, for a minimum of at least 3 full weeks. In the special education setting, the mentor teacher will allow the candidate to take the lead in as many different instructional settings as possible:
developing/adapting curriculum or materials for specific students, writing goals/objectives, making decisions about specific instructional strategies to implement or adapt, and monitoring/assessing progress. Time allotment is variable, depending upon individual student needs.

While student teaching in the special education classroom, you the candidate are expected to develop extended and daily instructional plans for the students you are assigned. These plans should provide guidance on how important instructional outcomes for targeted students will be accomplished.

You will provide evidence of formal assessments, informal assessments, and/or ongoing progress monitoring as part of your planning process. Assessments as well as Individual Education Plans (IEPs) and general education standards should guide your instructional decisions.

You are encouraged to apply what you have learned in your teacher preparation coursework as you develop instruction and select instructional materials and activities. Cognitive learning should be guided by the six principles of Universal Design for Learning (UDL):

- Big Ideas
- Conspicuous Strategies
- Mediated Scaffolding
- Strategic Integration
- Primed Background Knowledge
- Judicious Review

**Objectives/Goals:** Candidates need as much time as possible with real students in day-to-day instructional opportunities in order to gain the required skills and self-confidence they will need before stepping into their own future classroom. Candidates need guidance and practice in designing instruction over extended periods of time, organizing materials, managing time, and providing effective, motivating student learning opportunities.

At the student teaching level, candidates also need to learn what goes on behind the scenes: the day-to-day instructional decisions and scheduling, the collaboration between staff members, and the other ongoing decisions made about how to help individual students or how to improve the learning environment.

Candidates will organize plans using appropriate curriculum and assessment, develop lessons, coordinate instructional strategies with students in the special educational setting for extended periods of time under the guidance of their mentor teacher(s) and university liaison.

- Candidates will demonstrate best practices in instruction and assessment for students with disabilities. Best practices in instruction are ideally those that have empirical evidence of their effectiveness with students with specific disabilities. Best practices in assessment are driven by a) assessment information that is collected to address specific purposes, especially instructional decision-making, and b) assessment information that is to be used to benefit the students.
- Candidates will connect goals and objectives written during the IEP process with what takes place on a daily basis in the classroom.
- Candidates will write plans that show a clear relationship to general education curriculum standards. Plans should show a relationship between IEPs, student needs on assessments, and what standards are being met. (i.e., If student teachers are required to use scripted curriculum materials, they should not write, “Monday: lesson #1, Tuesday: lesson #2, Wednesday: lesson #3”. Be more specific: “Monday: Lesson #1 –Phonemic Awareness. Students will sort pictures of words, CVCe pattern, by vowel sounds.”)

**Activity Instructions:**
1. During the periods of time that you take the lead in the classroom or individual instructional settings, you will keep your own daily planner. This planner can be modeled after the mentor teacher’s planner and should be approved at least a day in advance by the mentor teacher. Many mentor teachers prefer to plan one complete week in advance. Plan a minimum of at least two days in advance so that you can make adjustments prior to your time with students.

2. You are also responsible for scheduling planning times with the mentor teacher, being prepared to discuss ideas for specific classroom management concerns, organization of materials as needed, and ways to help the instructional time be as effective as possible.

3. Specific lesson plans and/or unit plans that are designed by the candidate should be written out in detail separately from the daily planner. [See Appendix H and Appendix I.]

4. Additional candidate expectations include:
   a. Developing instructional plans for your assigned students with disabilities for a minimum of at least three full weeks.
   b. Specific formats for documenting instructional plans are left to the discretion of your mentor teacher and university liaison. In general, plans must satisfy any requirements established by the building administrators, and they must describe activities, materials, and the instructional and assessment strategies that you plan to implement with your student(s).
   c. Writing and organizing your instructional plans in a way that permits efficient, clear communication to the mentor teacher, paraprofessionals, administrators, and other parties with a need to access instructional plans. Depending upon the size of your group or the type of disabilities of your students, you may keep plans in an individual folder for each student or keep your plans in a daily/weekly format for larger groups. Follow the advice of your mentor teacher or your liaison.

5. Your plans should include a way of collecting performance/behavioral data on a regular basis. With many students, this data is recorded daily. Date should be recorded at least weekly on each student you are assigned to.

6. Provide either a hard-copy or electronic compilation of your work for your liaison, in which to place your plans that you’ve developed. In an entry description, include:
   • Student Profile: general information about the students you were assigned, including general readiness and achievement levels, interests, unique characteristics, time spent in general education settings
   • Pre-Assessment/Post-Assessment: information existing from formal achievement scores that are relevant to your instruction, if available
   • Instructional Context: location in which you taught, instructional materials or programs
   • Your reflections about the process of designing long-term and short-term instructional plans for these specific students

Assessment:

• Mentor teachers will collaborate with you throughout the week concerning your progress, ways to enhance or improve specific lessons, or suggestions on how to deal with specific issues.
• Your university liaison will provide feedback both in written form (see Appendix D) as well as in individual meetings with the candidate. Liaisons will observe candidate teaching at least 5 times in a semester using Framework for Teaching strategies.
  o You will be asked to share your plans with your liaison during and preferably before his/her observations. Your plans will be evaluated as part of your liaison’s evaluations, fulfilling Idaho Core Teaching Standard #7: Planning for Instruction.
  o Your proficiency at preparing lessons in advance and then demonstrating your ability to adapt, change, or modify your plans as needed is evaluated as part of your final evaluation process, based upon the Framework for Teaching domains and components.
• Candidates are encouraged to write self-reflections concerning their progress and submit them to their mentor teacher and/or liaison for feedback. Reflection is also encouraged on the feedback provided by the liaison during observations (Appendix C).
• If either the mentor teacher or university liaison observe issues that raise concerns about the candidate’s ability to be proficient in any area by the end of the semester, additional collaborative meetings will be scheduled. (See section: Guidelines for Candidates doing Unsatisfactory Work.)

Activity # 4: Special Education Work Sample

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1, 2, 6, 7, 9, 10; Domains 3-4

Overview/Purpose: Special educators are expected to develop a wide range of skills beyond student instruction. As part of your special education classroom experience, you will carry out work sample projects that demonstrate your skills in completing various administrative duties expected by certified special education teachers. Plan to complete a work sample project from each of these areas: 1) Prereferral process, 2) IEP development process, 3) Functional Behavioral Assessment and Planning process, and 4) one other inquiry-based project of your choice. Suggestions for possible work sample projects are listed below under the four categories, and candidates are encouraged to discuss these and other possible projects with their mentor teacher(s) and liaison:

1. Prereferral Process
   • Attend the regularly-scheduled RTI team meetings. Take notes, collect forms, record observations, and actively participate when possible.
   • Complete your school’s prereferral process (like RTI) with a student referred by a general education teacher
   • With a general educator, jointly develop and implement prereferral strategies
   • Take observation notes in a general education setting to help in the RTI decision-making process
   • Take the lead in facilitating the discussion of a completed referral at your school’s evaluation team meeting

2. IEP Development
   • Take observation notes in a general education setting, then write a report to be used as part of the development of an IEP for a student who is in the middle of a referral process
   • Assume the typical formal assessment responsibilities for a student referred to special education or for a student who needs reassessment for three-year evaluation process (parent permission required)
   • Score and/or help interpret test scores from an assessment completed by another staff member
   • Prepare a draft of a summary report concerning the interpretation of assessment results
   • Draft the goals and objectives that you would recommend for a student with a new IEP
   • Revise goals and objectives for a student whom you’ve been instructing to show evidence of improvement/goal completion and your recommendations for the next step
   • Actively participate in an IEP meeting with a parent: take notes for the team, give input concerning your instructional strategies that were effective, and/or explain a written report that you helped write

3. Functional Behavioral Assessment and Planning
   • With the help of your mentor teacher, choose a student who has behavioral concerns; gather and record information that can be used to develop a theory about why the behavior occurs or recurs; draft an FBA. [See Appendix J for a sample Functional Behavioral Assessment.]
• Draft a Behavior Intervention Plan (BIP) that includes 1) definition of target behavior, 2) plan of prevention, 3) plan to teach, 4) plan of response, and 5) crisis management. [See Appendix J for sample BIPs.]
• Develop, chart, and/or organize a data collection method for a student already with a BIP. Write a report about the effectiveness of the plan with the data you’ve collected

Objectives/Goals: As a student teacher, you will not be able to experience everything that a certified special educator is expected to do to fulfill state and federal regulations. But, you should participate in as many different experiences as possible and take the leadership in areas that are assigned to you by your mentor teacher.
When dealing with real students in real situations, your experiences with these important responsibilities will vary greatly. If you are unable to actively take part in one of the three areas above, discuss alternatives with your university supervisor.

Activity Instructions:

1. Plan a meeting with your Special Education mentor teacher to discuss possible opportunities and meetings that will be available during your student teaching semester.
2. Read through the list of possibilities. With the help of your mentor teacher and university liaison, choose an idea from each of the four areas: 1) Prereferral process, 2) IEP Development process, and 3) Functional Behavioral Assessment and Planning.
3. Schedule time to complete these ideas throughout your student teaching semester. As in real life, many of these special education duties might be conducted or completed outside of the regular instructional day.
4. If possible, complete your work samples for the Prereferral process, IEP Development, and Functional Behavioral Assessment and Planning on the same individual student.
5. Federal and state regulations as well as many other factors may inhibit your ability to take a leadership role in some of these activities. Obtain your mentor teacher’s approval, principal’s approval, and (as necessary) student family approval before starting any of your ideas.

Assessment: Provide either a hard-copy or electronic compilation of your work for your liaison, in which to place the materials, data, or other evidence of your work. See Assessment Rubric in Appendix G.

Activity 5: Supervision Team Observation and Conferences

Next to the actual experience of working with students in a school setting, conferences with experienced teachers are the most important activities in the candidate’s Professional Year. These are important as collaborative debriefings of candidate-taught lessons. The purposes of these conferences are to collectively discuss issues of teacher practice, provide support and formative assessment for the candidate, and set goals for future practice.

Interns will complete at least one formal shared observation, either in person or via video and email; Student Teachers complete at least two.

Idaho Core Teaching Standards/Danielson Domains Addressed: Standards 1,2,3,4,5,6,7,8,9,10; Domains 1- 4

Objectives:
1. Interns will demonstrate they are developing the knowledge, skills, and dispositions required to advance into student teaching. Student teachers will demonstrate they are developing the knowledge, skills, and dispositions required for a novice teacher. All candidates will demonstrate abilities to reflect on lessons and receive feedback from others.
2. Candidates will teach a lesson they have planned while the mentor teacher and liaison(s) observe the lesson.
3. During a conference with the mentor teacher and liaison(s), the candidate will discuss the strengths and areas for refinement of the lesson presented. They will develop a plan to increase the strengths and improve in areas for refinement.

**Instructions:** There are three parts to the observation/conference. The candidate is responsible for setting up all the times for the various sessions.

- **Session 1 Pre-Observation**
  The candidate will write a lesson plan and share it with the university liaison(s) and mentor teacher to discuss the lesson prior to teaching it.

- **Session 2 Teaching**
  The candidate will teach the lesson with the university liaison(s) and/or mentor teacher observing.

- **Session 3 Post Conference** (formative evaluation)
  The candidate will meet with the liaison(s) and/or the mentor teacher to discuss the completed lesson as a means to provide feedback. **Learner-focused discussion** should focus on and be framed within the **Danielson Framework**.

**Assessment:** Candidates may or may not evidence all areas of Idaho Core Teacher Standards in individual lesson observation. However, the post-conference is an excellent space for discussing areas for growth and celebration connected to any one of the 10 standards and 4 domains in the Danielson Framework. Use the **Professional Year Assessment** (APPENDIX C) for discussing the lesson, as well as for formative assessment purposes.

**Activity 6: Video and Video Reflection**

Reflection is a process, both individual and collaborative, which begins with uncertainty. It involves identifying questions and key elements of a matter that has emerged as significant, then taking one’s thoughts into dialogue with oneself and with others. One evaluates insights gained from that process with reference to: 1) additional perspectives, 2) one’s own values and beliefs, and 3) the larger context within which the questions are raised. Through reflection, one reaches newfound clarity, on which one may base changes in action or disposition. One of the most powerful learning tools for educators is to observe oneself teach and engage in reflective analysis. Toward that end, Interns will be required to set a goal for their instruction, video record at least one instructional moment, and write a reflection based on their original goal. Student Teachers will be required to engage this process twice – once as a part of the S-PAT. Liaisons will schedule seminars dedicated to collegial sharing of video observation and reflective analysis.

**Idaho Core Teaching Standards/Danielson Domains Addressed:** Standards 1-10; Domains 1-4  
*(depending on the issue addressed in the reflection, different standards/domains may be addressed)*

**Objectives:**
1. Candidates will cultivate the capacity for reflection and gain new insights into their professional practice. They will learn to share experiences and wonderings about them through “self-talk” as well as in community.
2. Candidates will develop reflective skills as a professional educator.
3. Candidates will learn to become more self-aware and participate in a community of practice.
4. Candidates will observe a video recording of their teaching and reflect on a pre-determined specific aspect of that instructional moment based on their original goal for instruction.

**Procedures:** Candidates are to video themselves working with students (small or large group), for a minimum of 15 minutes. During student teaching, one of these videos must record lesson implementation.
of teaching within the candidate’s Unit Plan (for S-PAT). Candidates are then to review the video with an identified focus (connected to professional learning goal and Core Standards/Danielson Framework) and write a reflection guided by the Reflection Rubric (APPENDIX B). Candidates will engage in at least one seminar in which they share their video and reflection with peers and engage in collegial study/professional growth with support of liaison.

Assessment: Due date varies per liaison: submit written reflections as liaison specifies and with analysis connected to the Reflection Rubric (APPENDIX B). Evidence of deep reflection and new understandings based on reflection with self and in a community will be assessed according to the Reflection Rubric (APPENDIX B). Also see the S-PAT Rubric (APPENDIX E) for further video reflection guidelines.

Activity 7: Professional Year Assessment and Individualized Professional Learning Plan

Constructive, formative, and summative feedback is an integral aspect of the Professional Year experience. Candidates will self-assess according to the Professional Year Assessment at the midterm and end of semester. Mentor teacher(s) and university liaisons will also complete the Professional Year Assessment (APPENDIX C) at the midterm and end of term. Utilizing the results of these assessments and the dialogue that ensues, candidates will fill out the IPLP (APPENDIX D) to set goals.

Idaho Core Teaching Standards/Danielson Domains Addressed: Standards 1-10; Domains 1-4

Objectives:
1. Candidates will gain valuable insights into professional practice through their self-assessment. Candidates, mentor teachers, and university liaison(s) will document progress and candidate performance.
2. Candidates will set goals for future practice based on collegial conversations connected to the Professional Year Assessment using the IPLP.

Procedures:

Twice a semester, at the mid-term and end:
1. Candidates will self-assess on a hard copy of the form. Mentors will do the same.
2. Candidates will meet with mentor teacher(s) and university liaison(s) to discuss progress/performance and set goals using the IPLP form (APPENDIX D).
3. At the end of the semester/field experience, mentor teacher(s) and university liaison will submit the assessment form online.

Activity 8: Inquiry Project

The purpose of this assignment is to provide opportunities for candidates to investigate community, school, and classroom contexts. You will engage in inquiry related to a question or problem of practice that you develop. In order to do so, you will take into account your perspectives, your context, what research has to say about this issue, and data that you collect to try and further your understanding of the issue. Because of the multiple layers involved in inquiry, there are multiple components to this research based activity.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1-10, depending on the issue; Domains 1, 2

Instructions (liaisons will tailor how and when these each section is to be completed):

PART I: Educational Context
Teaching and learning occur in complex social settings. Analysis of these contexts is a necessary part of teaching. This context assignment will also lend itself to the S-PAT requirement in Student Teaching and inform planning, instruction, and reflection.

**Objectives:**

1. To describe and understand the following contexts and any effects on teaching/learning
   a. Community in which the school is set
   b. School context and climate
   c. Classroom context
2. To become acquainted with mentor teacher and various staff members whom you may not work directly with so that you are able to understand their roles within the school and how they contribute to the school learning.

1) **Community Context**
- Using various sources such as district/school websites, driving through the community, talking with school personnel, describe the community in which the school is situated. Is it primarily residential? Business? What resources are in close proximity (e.g., public library, museums, police station, fire station, boys and girls club, etc.)? What are the demographics of the school attendance area? Include SES. What resources could you take advantage of?
- Explain how you feel the community context will affect you and your practice as a teacher.

2) **School Context**
- **Adults in the School** (respond to the questions below)
  - “Shadow” and/or interview a professional in the building other than a traditional classroom teacher (PE teacher, custodian, paraprofessional, ELL teacher, nurse, etc.)
  - What roles does this person play and how do these roles affect others?
- **Physical Spaces**
  - Walk through your school site’s hallways using your five senses. Take notes 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? Describe your impressions.
- **Students in the School**
  - Consider class sizes at each grade level, student-teacher ratios, attrition, and turnover.
- **Programs**
  - What resources and programs are available to parents, children, and teachers?
- **School philosophy**
  - What is the philosophy of teaching and learning of this school?
  - What is the mission statement of the school?

3) **Classroom context** (Create a brief report on your classroom context by gathering the data listed below. Be ready to share in seminar and develop S-PAT based on contextual factors)
- **Students’ demographics**
  - Investigate the Race/ethnicities, languages, and cultures represented among your students, i.e. with your mentor teacher, discuss English language development levels of ELLs and diverse learning needs of students with disabilities.
- **Anecdotal Records**
  - Make a seating chart of your students the first week. Keep anecdotal records on each student in one class period with data gathered during observations of classroom interactions. These notes may be helpful in selecting focus students for your final S-PAT artifacts.
- **Mentor Teacher Practices/decisions** (Interview/observe mentor to answer these questions):
  - What is the philosophy of teaching/learning held by your mentor teacher and how is it enacted?
How does the mentor teacher plan, assess, use standards, make decisions, manage the classroom, etc?

**PART II: Inquiry into a Problem of Practice**

One of the goals during the professional year is to develop an inquiry stance. One of the ways you do this is to develop a question of your own, based on your experiences, and investigate this question closely.

**Objectives:**
1. To use literature and data to help better understand a question that you have about practice.
2. To inform the field by communicating what you learned and how it may assist you and others in serving P-12 student needs.

1) **Identify a Problem of Practice**
   - With your mentor(s), identify a “problem of practice” – what is a problem you have come into contact with in the classroom? Think about something within your context that you want to understand better, that concerns you, that you are curious about. Use any written reflection you have done as a starting point and consult with your mentor teacher and peers, as they may have some ideas.
   - Formulate a question based on this. Your question should be a “how” or “why” question that is open ended and cannot be answered with a “yes” or a “no”.

2) **Research**
   - Read several journal articles related to your question. Before drawing conclusions about your topic, it is necessary for you to find out what has already been written about it. There are a number of professional journals published for the practicing teacher (e.g., *The Reading Teacher, Teaching K-8, Instructor Magazine, AIMS Magazine, Educational Leadership, Journal of Research in Childhood Education*, etc.)
   - Develop a plan of action to address the question within your context and collect further data. This plan should include specific methodology and a timeline.

3) **Implementation**
   - Implement your plan and collect data to further your understanding of this topic in your setting.
   - How will you demonstrate whether or not your goal has been met? What information/data will you collect that will demonstrate this? This information will help you make sense of the topic you have chosen to explore. Data will come in different forms, and in part, will be determined by the focus of your inquiry. Possible information sources include:
     - Field notes from your classroom/school/inquiry context
     - Selected transcript of teacher/personnel interview
     - Professional articles
     - Collection of artifacts (e.g., curriculum guide/handouts/classroom policies/assignment sheets/student work/ etc.)
     - Selected transcript from student interview or observation of a student
   - Consider your own self. As you explore your topic, it is necessary to also appreciate the particular lens through which you view this educational situation. How does your history, school experiences, ethnicity, gender and other positions affect how you look and how you see the world? What are your biases and values when it comes to teaching and learning?

4) **Report**
   - Summarize; share what you learned from your research and how it can help you and others.
Consider your data. Begin to make some conclusions. What did you learn? What are the major themes that emerge from your project?

Write an “inquiry brief” outlining your findings and be prepared to publicly share key insights at an Inquiry Roundtable Session at the end of the semester.

Examples of teacher inquiry projects may be found online:
- [http://www.tcnj.edu/~burns6/inquiry_project.htm](http://www.tcnj.edu/~burns6/inquiry_project.htm) (7th grade project)
- [http://www.ed.psu.edu/educ/pds/teacher-inquiry](http://www.ed.psu.edu/educ/pds/teacher-inquiry)

Activity 2 Assessment Criteria
The following two scoring guides will be used for the two parts of Activity 2.

**PART I. Educational Context Scoring Guide**
*(must include 3 passes to receive passing score).*

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<th>Pass</th>
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<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation and contribution to seminar discussion:</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-------------------------------------------------------------------------------------------------------------------------------

**PART II. Inquiry into a Problem of Practice Scoring Guide**

<table>
<thead>
<tr>
<th>Identify and define a problem or issue in the classroom/professional setting:</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conduct background reading and other research on the issue:</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop a plan of action to address the question:</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implement plan to extent possible:</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes:

**Summarize and share findings publicly:**

Notes:

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX A: EXPECTATIONS CONTINUUM

Directions. Circle your level of agreement or disagreement for each statement.

OBSERVATIONS
1. Candidate is to observe mentor teacher several times at several different levels of instruction and discuss teaching expectations and student outcomes before take over any lessons

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

2. Candidate is to observe mentor teacher’s classroom management and specific strategies used with specific students and use the knowledge gained to guide the candidate’s classroom management used in this classroom.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

3. Candidate is to observe mentor teacher several times at several different levels of instruction and discuss teaching expectations and student outcomes before taking over any lessons.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

4. Candidate is to observe mentor teacher’s classroom management and specific strategies used with specific students and use the knowledge gained to guide the candidate’s classroom management used in this classroom.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

PLANNING
5. The candidate and mentor teacher plan together every day.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

6. The mentor teacher reviews all lesson plans written by the candidate and provides written feedback on how the plan can be improved. The candidate only teaches lessons that have been reviewed and approved by the mentor teacher.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

7. The mentor teacher provides all curriculum, objectives, teaching materials, activities, and instructional materials for the candidate.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

CLASSROOM MANAGEMENT
8. The mentor teacher is the only individual who should discipline students in the classroom. The candidate is to refer all discipline problems to the mentor teacher.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

9. The candidate’s classroom management style and strategies are to always be exactly the same as the mentor teacher’s discipline and management.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCTION**

10. The mentor should never interrupt a lesson being taught by the candidate

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

11. The candidate should never interrupt a lesson being taught by the mentor teacher.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

**PAPERWORK**

12. The candidate is responsible for grading all student work regardless of who taught the lesson.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

**INSTRUCTIONAL CONFERENCES**

13. The mentor teacher observes the candidate every time she teaches and provides the candidate with written formative feedback.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

**SCHOOL DUTIES**

14. The candidate participates in all school duties (lunch, recess, hall, bus, etc.) of the mentor teacher and any other teacher when asked.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

**PROFESSIONAL BEHAVIOR**

15. The candidate keeps the same hours as the mentor teacher. This not only includes the required teacher day, but additional hours before and after school.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

16. The candidate attends all professional meetings with the mentor teacher including team, grade level, faculty, in-service, and conferences.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

17. The mentor teacher will introduce the candidate as a teacher candidate rather than a student.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

18. It is O.K. for the candidate to dress casually, because s/he is not the “real” teacher.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

*Note: As you complete your discussion of these expectations, be sure to add any other issues or concerns not addressed in these exercises.*

### Appendix B: Professional Leadership, Collaboration, and Communication Log
(Please see Field Guide activity instructions for expectations and examples of Log completion.)

Candidate: ___________________  School: ___________________  Mentor Teacher: ___________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Task, activity, project, etc.</th>
<th>Time (hrs.)</th>
<th>InTASC Standard(s) Addressed</th>
<th>Description of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
</tr>
</tbody>
</table>

1. Learner Development  
2. Learning Differences  
3. Learning Environment  
4. Content Knowledge  
5. Application of Content  
6. Assessment  
7. Planning for Instruction  
8. Instructional Strategies  
9. Prof. Learning & Ethical Practice  
10. Leadership & Collaboration
# APPENDIX C: STANDARD REFLECTION RUBRIC

<table>
<thead>
<tr>
<th>Level 1: Unsatisfactory</th>
<th>Level 2: Basic</th>
<th>Level 3: Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus is on concerns of self or purely descriptive in nature. Little to no focus on the learning of students. Primary concerns may include: control of students, time, and workload, gaining recognition for personal success, avoiding blame for failure.</td>
<td>Focus is on specific teaching tasks, but does not consider connections between teaching issues. Some basic connection is made to student learning. Use of assessment to mark success or failure without evaluating specific qualities of student learning for formative purposes. Little or no reflection on adjustments to future instruction based on student learning needs.</td>
<td>Focus is on the students. Use of assessment to interpret how or in what ways students are learning in order to help them. Special considerations for struggling students with specific attention on meeting individual needs.</td>
</tr>
<tr>
<td>Questions about personal change are not asked. Questions about student learning are not asked. Often, not acknowledging problems or blaming problems on others, limited time, or resources. Analysis is limited to critique of others, tends to be generalized.</td>
<td>Questions are asked by oneself about specific situations. Frustrations are implied based on unexpected results, exciting results, or the complexity of the issue. Stops asking questions after initial problem is addressed. Does not expand on situation's effect on individual student learning.</td>
<td>Situated questions lead to new questions. Questions are asked with open consideration of new ideas. Seeks the perspective of students, peers, and others.</td>
</tr>
<tr>
<td>Analysis of practice and perspective based only on personal response. Analysis is treated as a task, but with little distance between self and the situation. Incorrect conclusions are drawn about the lesson's effectiveness. Little to no reflection on adjusting practice to address student learning needs.</td>
<td>Personally responds to a situation, but does not use the situation to inform practice and/or perspective. Only broad application to adjustment of instruction to address future student learning needs.</td>
<td>Provides a connection to personal inquiry of practice in order to develop new insights about teaching, learners, perspective, or improvement of practice. Specific examples provided on the adjustment of instruction to address future student learning needs.</td>
</tr>
</tbody>
</table>

Standards Addressed: Danielson 4a: Reflection on Teaching; Idaho Core 9: Professional Commitment and Responsibility (9.2, 9.3); CAEP 1: Content and Pedagogical Knowledge (1.1); 2: Clinical Partnerships and Practice (2.3)
To be recommended for teacher certification, candidates must score a level 2 or above in all components of each domain.

* Level four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

### Planning and Preparation

*(Correlated to Idaho Core Teacher Standards 1, 2, and 7)*

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Domain 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
<th>Growth Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrating knowledge of content and pedagogy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>B. Demonstrating knowledge of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>C. Setting instructional outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>D. Demonstrating knowledge of resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>E. Designing coherent instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>F. Designing student assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

### The Classroom Environment

*(Correlated to Idaho Core Teacher Standard 5)*

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Domain 2</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
<th>Growth Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Creating an environment of respect and rapport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>B. Establishing a culture for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>
### C. Managing classroom procedures

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

### D. Managing student behavior

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

### E. Organizing Physical Space

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

---

### Instruction and Assessment

*(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)*

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Domain 3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Communicating with students</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>B.</td>
<td>Using questioning and discussion techniques</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>C.</td>
<td>Engaging students in learning</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>D.</td>
<td>Using Assessment in Instruction</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>E.</td>
<td>Demonstrating flexibility and responsiveness</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

---

### Professional Responsibilities

*(Correlated to Idaho Core Teacher Standard 9 and 10)*

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Domain 4</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Reflecting on teaching</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>B.</td>
<td>Maintaining accurate records</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>C.</td>
<td>Communicating with families</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>
D. Participating in the professional community

E. Growing and developing professionally

F. Showing professionalism

(Signatures indicate that information has been shared with all parties.)

_____________________________________________________________    ________________
Teacher Candidate’s Signature                       Date

_____________________________________________________________  _________________
Mentor Teacher’s Signature          Date

_____________________________________________________________        _________________
University Supervisor’s Signature        Date
Appendix D: Individual Professional Learning Plan

**Directions:** Use the Framework for Teaching Reflection Assessment to determine and develop a Professional Learning Plan Goal.

<table>
<thead>
<tr>
<th>Professional Learning Plan Goal Criteria</th>
</tr>
</thead>
</table>
| **S** Specific Standards-Based | • Is the goal clearly focused on what is to be accomplished?  
• Why is this goal important?  
• Is it based on the Framework for Teaching (or Framework for Specialist) components and aligned critical attributes? |
| **M** Measurable | • Can this goal be measured?  
• Will the teacher be able to collect evidence of achievement?  
• Is this goal based upon multiple sources of data? |
| **A** Aligned and Attainable | • Is this goal aligned to district and school improvement goals?  
• Will resources be available to achieve this goal? |
| **R** Relevant | • How will this goal enhance teaching/professional practice/craft?  
• How will this goal enhance learning opportunities for students? |
| **T** Time Bound | • Can this goal be attained within the required timeframe? |

• **When:** Provide time frame for goal process.
• **Who:** List the students or staff that will be involved in the goal.
• **What:** List specific area of teaching/student learning that needs to be improved
• **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

*Example focused upon 1c – Setting Instructional Outcomes, 1e – Designing Coherent Instruction, 2c – Managing Classroom Procedures and 3c – Engaging Students in Learning:* During 2012-13 (WHEN), the 6th Grade Teacher (WHO) will increase instructional learning time and student engagement at the beginning of class each day by 1) improving student-managed procedures at during the first 15 minutes of class and 2) designing and implementing “high interest” Student Learning Outcome Aligned Core Content bell work (WHAT), as measured by number of 25 or less tardy yellow slips and 90% of students completing accurate (85% or better) bell work (DATA SOURCE).

**Directions for Goal Setting: Candidates must choose...**

1. A minimum of three goals developed collaboratively between the candidate and the university supervisor (mentor teacher can be invited to participate)
2. At least one goal that address at least one component in 2a-2d (prioritizing those components with a proficiency of 2).
3. At least one goal that address at least one component in 3a-3d (prioritizing those components with a proficiency of 2)

A third goal chosen from any domain and prioritizes those components with a proficiency of 2)
**Individual Professional Learning Plan (IPLP)**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Date:</th>
<th>University:</th>
</tr>
</thead>
</table>

**Domain Two Goal (2a – 2d): Identify Component______**

<table>
<thead>
<tr>
<th>Action Steps/Activities</th>
<th>Resources</th>
<th>Evidence</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Specific Teacher or specialist Professional Activities that are part of this plan.)</td>
<td>(Principal, Staff, PD or Materials)</td>
<td>(How will you know if this goal has been accomplished)</td>
<td>(Timeframe for Action Steps/Activities to be Completed)</td>
</tr>
</tbody>
</table>

| | | | |
| | | | |

**Domain Three Goal (3a – 3c): Identify Component______**

<table>
<thead>
<tr>
<th>Action Steps/Activities</th>
<th>Resources</th>
<th>Evidence</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Specific Teacher or specialist Professional Activities that are part of this plan.)</td>
<td>(Principal, Staff, PD or Materials)</td>
<td>(How will you know if this goal has been accomplished)</td>
<td>(Timeframe for Action Steps/Activities to be Completed)</td>
</tr>
</tbody>
</table>

| | | | |
| | | | |

| | | | |
| | | | |
Third Goal: Identify Component_____

<table>
<thead>
<tr>
<th>Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)</th>
<th>Resources (Principal, Staff, PD or Materials)</th>
<th>Evidence (How will you know if this goal has been accomplished)</th>
<th>Timeline (Timeframe for Action Steps/Activities to be Completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have reviewed the above Professional Learning Plan:

Candidate’s Signature: ____________________________ Date: ____________________________

University Representative: ____________________________ Date: ____________________________
APPENDIX F: ACTIVITY #3 ASSESSMENT RUBRIC

| Assessment Rubric: Activity #3: Special Education Instructional Plans |
|--------------------|-----------------|----------------|
| **Assessment Criteria:** |
| 0 = Unsatisfactory, doesn’t meet criteria |
| 1 = Progressing |
| 2 = Meets Expectations |
| 2 + = Exceeds Expectations: meets all criteria and exceeds one or more |
| **Requirements** | **Criteria** | **Score** |
| Developed Instructional Plans | Written plans included required details including goals/objectives, tasks/activities for students, and assessments, as needed. | |
| Taught lessons | Adequately managed the instructional time. Created a learning environment that encouraged positive social interaction and active engagement in learning. | |
| Professionalism | Plans were completed in a timely manner (i.e., available to the mentor teacher in advance). Candidate was flexible during the planning process: changing or modifying activities, adapting materials, and working around student behavioral issues or time constraints as needed. | |
| Quality of Plans | • Plans reflected student assessment, general education standards and curriculum, and IEP goals. |
| | • Plans were organized and easy to follow. |
| | • A progress monitoring system was designed as part of the plan, if needed, for students with disabilities. |
| Reflected on the planning process | Included comments about pre-planning decisions, comments about the actual instructional time, and also post-reflections after teaching that included both lesson strengths as well as things to change for next time. | |
| **Overall Score** | (0, 1, 2, or 2+) | |
## APPENDIX G: ACTIVITY #4 ASSESSMENT RUBRIC

### Assessment Rubric: Activity #4: Special Education Work Samples

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included Prereferral Process</td>
<td>Developed a work sample that demonstrates the knowledge and skills required for leading in a school’s prereferral process.</td>
<td></td>
</tr>
<tr>
<td>Included IEP Development Process</td>
<td>Developed a work sample that demonstrates the knowledge and skills required for leading in the development or review of the IEP process.</td>
<td></td>
</tr>
<tr>
<td>Included Process for Functional Behavior Assessment and Planning</td>
<td>Developed a work sample that demonstrates the knowledge and skills required for leading in the development and implementation of behavior plans.</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>The work samples are clearly labeled and organized in the Professional Portfolio with Entry Slips (reflective notes) explaining the various samples.</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Score (0, 1, 2, or 2+)**
APPENDIX H: BOISE STATE UNIVERSITY LESSON PLAN TEMPLATE

Dear Mentor Teachers and Teacher Candidates,

On the next page you will find the Boise State University Lesson Plan Format to be used by our teacher candidates. It has been purposefully designed to serve educative as well as planning purposes for novice teachers. The format, based on research of effective instructional practices, the needs of diverse learners, and development of beginning teachers, is intended to develop habits of mind and reflective practices for planning. Teacher candidates are engaged in planning for teaching across all curricular areas and across various social organizations for the first time. Some candidates have reported the value of using this detailed planning format, even when teaching what we would consider simple instructional routines, such as read alouds. Some use it beyond its required use, as a scaffold to help them with the complexities of planning they face as novice teachers.

The Boise State University Lesson Plan Format aligns with all Domain 1 elements of the Danielson Framework, and is based on the three common principles of planning: what do you want students to learn, how will you help them learn it, and how to you know that they have learned it. As you will note, it also ties into certain elements in Domain 2 (Learning Environments), Domain 3 (Instructional Practices), and Domain 4 (Professionalism). Thus, this format is directly aligned with the way in which we assess our candidates.

We recognize that this lesson plan format is labor intensive, and we do not require candidates to be using this for every lesson. We will require this for lessons we observe, all three-way observations, and/or for lessons in the student teaching unit plan. Either mentors or liaisons can also ask for more use of this format when problems occur and/or when poor planning seems to consistently affect instruction.

Please discuss with your liaison if you have further questions.
Boise State University Elementary Education Lesson Plan Format

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date/Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Unit:</td>
</tr>
<tr>
<td>Lesson:</td>
<td></td>
</tr>
<tr>
<td>What would you like feedback on?</td>
<td>(Self-awareness/reflection-4a)</td>
</tr>
</tbody>
</table>

### Setting and Assessing Student Learning Outcomes/ Knowledge of Resources (1a, b, c, d, f, 3d)

<table>
<thead>
<tr>
<th>Learning Goals: ICS Standards or other standards related to specific SLOs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Targets: Content</td>
<td>What do you want your students to know and do in content areas? (1a,b, c)</td>
</tr>
<tr>
<td>Learning Targets: Language</td>
<td>What language processes (reading, writing, speaking, listening) will this lesson demand of your students? What vocabulary will they need to know? (1a, b, c)</td>
</tr>
<tr>
<td>Focus Question</td>
<td>Question for students to answer by end lesson. (1a)</td>
</tr>
<tr>
<td>Pre-Assessment</td>
<td>How will you know what prior knowledge your students have in relation to these learning targets? (1a, b, f)</td>
</tr>
<tr>
<td>On-going assessment</td>
<td>What might you do during the lesson to monitor student understanding? (3b)</td>
</tr>
<tr>
<td>Post Assessment</td>
<td>How will you know that your students have achieved the learning targets? (1f, 3d)</td>
</tr>
</tbody>
</table>

### Instruction and Learning Activity

**Preparing Students for Learning and Knowing Its Purposes (1a,1b, 1c; 2b; 3a)**

- Include students in knowing **what** they will be doing and **why** it is important (e.g. statements/questions/other)
- Develop background, foster connections, facilitate motivation for learning activity
## Lesson Components to Consider

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Components to Consider</th>
<th>Differentiation of Process/Product/Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Appropriate Lesson Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1a,b)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Sequence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1e,d)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engaging Strategies and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3a,b,c,e)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice and Application</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1e, 3 c, d,e)</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Sequence and Delivery (1a,1b,1d,1e, 3a-e)

(Highlight engaging strategies and effective uses of technology.)

### Closure/Refocusing Students on Learning Targets

(What will you ask or say to students?)

### Post lesson reflection (4a)

Focus on student engagement and learning outcomes:

Focus on your instructional practices
## APPENDIX I: SAMPLE UNIT PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Unit Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Area:</strong></td>
</tr>
<tr>
<td><strong>Unit Title:</strong></td>
</tr>
<tr>
<td><strong>Grade Level:</strong></td>
</tr>
<tr>
<td><strong>Unit Summary</strong> <em>(What are your main goals and objectives for this Unit of reading instruction?)</em></td>
</tr>
</tbody>
</table>

| **Unit Rationale** *(What are your main reasons for focusing on this Unit of reading instruction?)* |

<table>
<thead>
<tr>
<th>Alignment to Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Standards Addressed:</strong> <em>(What Idaho Core Teaching Standards are being addressed in your Unit?)</em></td>
</tr>
</tbody>
</table>

| **District Standards Addressed:** *(What grade level District Standards are being addressed in your Unit?)* |

| **Danielson Domains Addressed:** *(What Danielson Domain/Components are being addressed in your Unit?)* |

<table>
<thead>
<tr>
<th><strong>Unit Essential Questions</strong> <em>(What Questions are you addressing through your instruction?)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit Learning Targets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will</em>...</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td><em>Teacher will...</em></td>
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<tr>
<td>•</td>
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<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engaging Strategies:</strong></td>
</tr>
</tbody>
</table>
## Differentiated Instruction:

### Accommodations for Diverse Needs

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Individual Accommodations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
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<tr>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English as a Second Language (ESL) Students</th>
<th>Individual Accommodations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
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<tr>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Giftedness</th>
<th>Individual Accommodations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>

### Materials and Resources

#### Technology - Software (Click boxes of all software needed.)

- Camera
- Computer(s)
- Digital Camera
- DVD Player
- Internet Connection
- Laser Disk
- Printer
- Projection System
- Scanner
- Television
- VCR
- Video Camera
- Video Conferencing Equip.
- Other

#### Technology - Software (Click boxes of all software needed.)

- Database/Spreadsheet
- Desktop Publishing
- E-mail Software
- Encyclopedia on CD-ROM
- Image Processing
- Internet Web Browser
- Multimedia
- Web Page Development
- Word Processing
- Other

### Printed Materials

### Supplies

### Internet Resources

### Other Resources

### Evidence of Learning

**Assessment Progress Indicators:** *(What progress monitoring tools are used to gauge)*
<table>
<thead>
<tr>
<th>Student Teaching Field Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Assessment:</strong> (Formative)</td>
</tr>
<tr>
<td><strong>During Instruction:</strong> (Monitoring)</td>
</tr>
<tr>
<td><strong>Post-Assessment:</strong> (Summative)</td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td><strong>Weekly Lesson Plans</strong></td>
</tr>
<tr>
<td><strong>Week</strong></td>
</tr>
<tr>
<td>Week 1 Name of Week 1</td>
</tr>
<tr>
<td>Week 2 Name of Week 2</td>
</tr>
<tr>
<td>Week 3 Name of Week 3</td>
</tr>
<tr>
<td>Week 4 Name of Week 4</td>
</tr>
<tr>
<td><strong>Teacher Notes:</strong></td>
</tr>
<tr>
<td><strong>Curriculum Development Resources</strong></td>
</tr>
<tr>
<td>(What resources are you, the teacher, using to supplement and develop your curriculum and instruction?)</td>
</tr>
</tbody>
</table>
There are many ways that Special Education teachers complete Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP). The following are examples. See additional information at: http://www.sde.state.id.us/SpecialEducation/manual.asp

**Functional Behavior Analysis (FBA)**
The five problem-solving components in behavior assessment are as follows:

1. **Define the problem.** A FBA is a process for gathering and recording information that can be used to develop a theory about why the behavior occurs or recurs. Thorough assessment through a FBA maximizes the effectiveness and efficiency of the subsequent Behavior Intervention Plan. In defining the problem you should choose one behavior to focus on, perhaps the one behavior that is causing the biggest disruption. It is important that you do not combine several distinct behaviors into one overall vague behavior (e.g., not "He has an attitude"). Describing the behavior in observable and measurable terms is critical so that all staff members who work with the student understand and target the same behavior.

   Example: Jeff taps his peers repeatedly with an open hand which is aimed at their arm. The amount of force is enough to startle and annoy the student but not enough to cause pain. As he is tapping he is also yelling in a loud voice words such as, "I hate this."

2. **Identify specific events, situations and times.** The purpose of this second step is to help you look for patterns that will indicate what appears to set off the problem behavior. An Antecedent-Behavior-Consequence (ABC) observation may be useful to record data at this point. Other assessment methods such as interviews or checklists can also provide necessary data. You should seek to answer key questions about when the behavior usually occurs and usually does not occur, such as, "Who is present while the behavior is occurring?", "What is going on at the time?", etc. You must include your data collection records in your report. Observations should be conducted across different settings, personnel, time of day, and situations. Sometimes patterns of behaviors take time to be established. You should be prepared to spend a week or more collecting and recording data.

   Example: Jeff’s behavior tends to occur more often in the mornings. Jeff has difficulty with math especially when independent work is required and math is taught first thing after the last morning bell. Data shows that Jeff mostly uses his problem behavior with male peers.

3. **Gather relevant information.** In developing your FBA you should consider such potential factors as medical, physical, and social issues; eating, diet, and sleep routines; substance abuse history; stressful events; and past interventions (perhaps extending back several years). This information might be gathered through interviews with general education teachers, paraeducators, psychologists, counselors, guardians, peers, and other service providers. You might also review cumulative files, observation notes, and profiles. Issues may be revealed that have contributed to the occurrence of the behavior. Multiple sources of information are required for this assignment and must be noted in the FBA portion of the report.

4. **Identify consequences.** Consequences refer to those events that follow the problem behavior, and may be maintaining (reinforcing) that undesirable behavior. In this step you will examine what consequence(s) may be increasing the likelihood that the student will perform the behavior again under similar circumstances. This helps you determine the function of the behavior. Usually a challenging behavior serves a purpose for the student, such as gaining power over someone, escaping a difficult task, gaining attention, or obtaining an item. Identifying the function of a behavior is complex because there can be more than one, or the function of a behavior can change depending on antecedents and consequences. If after analysis you are still unsure of the correct function, you might either gather more information, or simply proceed with your best guess and make adjustments.
to your plan as needed. In addition, during this step you should also define what the desired behavior is, and examine the availability of reinforcement for that desired behavior.

Example: Through an ABC (Antecedent-Behavior-Consequence) analysis it was determined that Jeff tapped his peers because he was frustrated when his independent seat work was too difficult for him. When his behavior escalated his teacher removed him from the situation and he was able to avoid completing the work.

5. Develop a theory. A theory is a "best guess" about the purpose the behavior has for the student, and is based on the data that was collected earlier. This would include one or more summary (or hypothesis) statements as to why the student engages in the problem behavior. This statement allows you to simplify and narrow down main antecedents and consequences of the target behavior which will help to write a successful BIP. Often a visual representation (i.e., a behavioral graph showing the relationship between the behavior and the theorized antecedents and/or consequences) makes this theorized relationship more clearly understood.

Example: Especially on days when Jeff is tired and hasn't gotten enough sleep (condition) he gets easily frustrated (internal event) so that when he's given a task that is difficult (precipitating event) he taps and yells at his peers (behavior). When he's removed from the situation, which allows Jeff to avoid the task (consequence), the tapping and yelling is maintained.

This then leads to developing predictions based on the theorized relationships.

Examples:
- If Jeff is put on an earlier bedtime routine, he will get more sleep and the tapping/yelling should decrease.
- If Jeff is given less difficult independent work then the tapping/yelling should decrease.
- If Jeff is not allowed to avoid work by tapping/yelling, then tapping/yelling should decrease.
- If Jeff is able to communicate when work is difficult in an appropriate manner and the teacher adapts the work, then tapping/yelling should decrease.
- If Jeff is taught to ask for a break before he gets frustrated, then tapping/yelling should decrease.

Behavior Intervention Plan (BIP)
A behavioral intervention plan is comprised of practical and specific strategies designed to increase or reduce a definable set or pattern of behaviors exhibited by a student. These strategies address preventative techniques, teaching replacement behaviors, and thoughtful use of planned consequences, alternative reactions to the behavior of concern. The BIP is written based on the information gathered from the FBA and consists of positive intervention strategies and supports to address the behavior and needs of the student.

A BIP includes the following:

1. Definition of the target behavior. You should begin by reviewing the FBA, especially the detailed definition of the problem behavior. Then you should develop (a) a measurable goal stated in observable terms, using action verbs; and (b) identify the data collection system that will be used to measure progress.

Example: Jeff taps and yells at his peers an average of three times per day or 15 times per week. Jeff will decrease the amount of tapping and yelling by 50% in the next month and 100% in the next three months. This will be monitored using a frequency tally sheet three times a week by all staff members in contact with Jeff during a school day.

2. Plan of prevention. Next you should develop a number of possible changes that you might make in the student's environment that might reduce the problem behavior. To do this you should review the identified events, times, situations, or other factors that you identified as possibly related to and potentially eliciting the undesired behavior in the second step of the FBA., and then consider how these might be changed.

Examples:
• Work with parents to begin a bedtime routine of 15 minutes earlier.
• Require Jeff to do a smaller amount of difficult math work.
• Revise the seating chart so that Jeff is sitting by peers that are less threatening to him.
• Use proximity control with a paraeducator during math.

3. **Plan to teach.** As part of a BIP you should consider teaching the student another behavior or skill that will compete with the problem behavior, and can accomplish the student's desired outcomes in a more appropriate way. You should be detailed and specific when describing the alternative desired behavior you plan to teach.

   **Examples:**
   - Teach Jeff to communicate when his work is too difficult by using the phrase, "This is hard, can you help?" When he uses the phrase in a correct way the teacher complies, and Jeff receives a star that he can redeem for extra free time at the end of the day. This can be taught by using cue cards that are accessible, with the cue cards gradually faded out.
   - Teach Jeff to ask for a break. (A break consists of Jeff being allowed to get out of his seat to sharpen his pencil across the room and come back to his work.) Jeff can ask for a break every 15 minutes of work. Use a visual timer to keep track of the break in 15 min. increments. This alternative skill can be taught by having a mature peer model the desired behavior.

4. **Plan of response.** You should consider and develop strategies that staff can use when the problem behavior occurs. It is important that all staff understand and use these procedures consistently. Reactions and consequences must reinforce appropriate behavior, and not reinforce undesired behavior(s). This is easier to accomplish if you understand the function of the problem behavior.

   **Example:** Jeff must not be allowed to avoid work by using inappropriate behavior. When Jeff taps and yells, staff will move between the peer and Jeff, make eye contact and ask, "Do you need to ask for a break?" If Jeff asks appropriately then he is allowed to take a break, but he must come back to his work. If he refuses then he sits at an isolated desk and a paraeducator gives prompts in order for Jeff to complete his work.

5. **Crisis management.** If an emergency situation occurs that requires the immediate use of crisis management procedures to protect the student or others from harm, staff must notify the student's parent, and provide a written description of the situation to the school administrator. For the purpose of this assignment, even if the behavior is minor, a crisis management plan must be developed and ready to implement.

   **Example:** If Jeff begins screaming for more than 30 seconds, or begins hitting others, the following four step plan will be put into place. First, Jeff will be removed from the classroom and taken to a designated quiet space. Second, Jeff will stay there for ten minutes to allow his behavioral and emotional level to calm. Third, Jeff's parents will be called to have Jeff picked up from school. Fourth, the behavior plan will be re-evaluated, with appropriate changes implemented.

6. **Data collection.** You must have an objective data collection system in place to monitor progress and determine the direction of change. The data help determine if the original theorized function of the behavior is correct. In addition, visual representation (e.g., a behavioral graph) of the collected data can more clearly illustrate the effectiveness of the intervention, and should be included. (For the purpose of this project, if there is not enough time to collect data, at a minimum you should include a blank data collection system that can be used subsequently by school staff.)

7. **Review date.** Timelines can help you keep to a schedule and make important changes to the plan as appropriate. After a predetermined period of time after the plan has been put into motion, you should evaluate its success by considering (a) how successful the plan was in preventing the problem behavior or increasing new appropriate behaviors, and (b) considering how successful the staff members were in implementing the plan consistently and correctly.
Functional Behavior Assessment (FBA)

FBA date: Student name: Grade: Sex:
Native language: Ethnicity: Birth date: Age:
District: School:

1. DESCRIPTION OF PROBLEM BEHAVIOR. (What is the inappropriate or unacceptable behavior to be targeted for intervention? Be specific about who was involved and what happened before, during, and after the event.)

2. DOCUMENT THE PATTERN OF BEHAVIOR. (Frequency, intensity, duration, environmental factors, and context in which the behavior occurred.)

3. HISTORY. (E.g., what circumstances make the behavior more likely to occur, including such concerns as medical or physical conditions, substance abuse issues, stressful events in the student’s life.)

4. EFFECTIVENESS OF INTERVENTIONS. (What interventions have been used? Were they effective?)

5. DEVELOP A THEORY FOR THE FUNCTION OR PURPOSE OF THE BEHAVIOR.

6. TEAM MEMBERS:
## Behavior Intervention Plan (BIP)

<table>
<thead>
<tr>
<th>FBA date:</th>
<th>Student name:</th>
<th>Grade:</th>
<th>Sex:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native language:</td>
<td>Ethnicity:</td>
<td>Birth date:</td>
<td>Age:</td>
</tr>
<tr>
<td>District:</td>
<td>School:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1. Target Behavior

( restate IEP goal that addresses behavior):

<table>
<thead>
<tr>
<th>How often?</th>
<th>Who is responsible?</th>
<th>Progress monitoring method:</th>
</tr>
</thead>
</table>

### 2. Prevention:

State prevention activities in observable terms:

<table>
<thead>
<tr>
<th>How often?</th>
<th>Who is responsible?</th>
<th>Progress monitoring method:</th>
</tr>
</thead>
</table>

### 3. What will be Taught?

(What other behaviors or skills will be taught so that the student can meet his or her needs in an acceptable manner?)

<table>
<thead>
<tr>
<th>How often?</th>
<th>Who is responsible?</th>
<th>Progress Monitoring method.</th>
</tr>
</thead>
</table>

### 3. Response to Target Behavior

(How will adults respond when the problem behavior occurs so that their response does not (1) reinforce the student’s inappropriate behavior or (2) cause the adult greater stress?)

<table>
<thead>
<tr>
<th>How often?</th>
<th>Who is responsible?</th>
<th>Progress Monitoring method.</th>
</tr>
</thead>
</table>
Appendix K: Boise State Formative Observation 2015-2016

Formative Observation and Assessment Guidelines
A “PIP” Document

Observation
- All candidates must have four formal observations recorded on Taskstream per semester utilizing the Boise State Formative Observation form. The purpose of these formative observations is to inform and document candidates growth and development over time.

- One recorded observation should occur between weeks 1 and 4
- One recorded observation should occur between weeks 5 and 8
- One recorded observation should occur between weeks 9 and 12
- One recorded observation should occur between weeks 13 and 15

-One of these four formal, recorded observations must be done by an auxiliary liaison
- Only one auxiliary observation needs to be completed each semester unless more are deemed necessary.

*There must be multiple other observations completed by liaisons each semester—but every set of observation notes and feedback does not need to be recorded in Taskstream.

Assessment
- In addition, candidates will be assessed, using the Professional Year Assessment form, twice per semester, by their liaison and mentor teacher.
- Once at midterm—this is not recorded on Taskstream.
- Once at the end of the semester. This is recorded in Taskstream
**Boise State Formative Observation**  
(Observable Components 2 & 3 of the Danielson Framework for Teaching)

Candidate:  
Liaison:  

School/Classroom:  
Date/Time:  

*Formative Observations are for the purpose of promoting growth and development. Scores range in halves from:*  

**Still Developing 1.0, 1.50**  
**Basic 2.0, 2.50**  
**Proficient 3.0**

### The Classroom Environment  
(Correlated to Idaho Core Teacher Standard 1, 2, 3)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Domain 2</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
<th>Growth Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Creating an environment of respect and rapport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Establishing a culture for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>C. Managing classroom procedures</td>
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<td>D. Managing student behavior</td>
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<tr>
<td>E. Organizing physical space</td>
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</tbody>
</table>

### Instruction and Assessment  
(Correlated to Idaho Core Teacher Standards 1, 2, 5, 6, 8)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Domain 3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
<th>Growth Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Communicating with students</td>
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<tr>
<td>B. Using questioning and discussion techniques</td>
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<td>C. Engaging students in learning</td>
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<td>D. Using assessment in instruction</td>
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<td>E. Demonstrating flexibility and responsiveness</td>
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</table>

**Boise State Core Program Practices (CPPs)**

**Effective Practices**

*High Yield Strategies (Marzano, Pickering & Pollock, 2001) (Danielson 1a, 1b, 3b, 3c)*

<table>
<thead>
<tr>
<th>Similarities and Differences</th>
<th>Summarizing and Note Taking</th>
<th>Reinforcing Effort and Providing Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Practice</td>
<td>Nonlinguistic Representations</td>
<td>Cooperative Learning</td>
</tr>
<tr>
<td>Setting Objectives and</td>
<td>Generating and Testing</td>
<td>Cues, Questions, and Advance Organizers</td>
</tr>
<tr>
<td>Providing Feedback</td>
<td>Hypotheses</td>
<td></td>
</tr>
</tbody>
</table>

**Engagement (Schlechty, 2002; Antonetti and Garver, 2009) (Danielson 3b, 3c, 2a, 2b)**

<table>
<thead>
<tr>
<th>Personal Response</th>
<th>Clear/Modeled Expectations</th>
<th>Intellectual, Emotional Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning with Others</td>
<td>Sense of Audience</td>
<td>Novelty and Variety</td>
</tr>
<tr>
<td>Choice</td>
<td>Authenticity</td>
<td></td>
</tr>
</tbody>
</table>

**DOK/Blooms (Bloom et al., 1956) (Webb, 1959) (Danielson 3b, 3c)**

<table>
<thead>
<tr>
<th>DOK – 1 Recall and Reproduction, Knowledge</th>
<th>DOK – 2 Skills and Concepts, Apply &amp; Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOK – 3 Strategic Thinking, Analysis</td>
<td>DOK – 4 Extended Thinking, Creating &amp; Evaluation</td>
</tr>
</tbody>
</table>

**Standards**

**ISTE Standards**

- ISTE 1: Facilitate and Inspire Student Learning (Use technology to engage, support, inspire student learning?)
- ISTE 2: Design and Develop Digital Age Learning Experiences and Assessments (Use technology to differentiate, personalize, offer choices, and assess?)
- ISTE 3: Model Digital Age Work and Learning (Use variety of technological tools to communicate and collaborate and/or ask students to do so?)
- ISTE 4: Promote and Model Digital Citizenship and Responsibility (Teach ethical, legal and safe use of technology and internet etiquette? Promote global awareness and increase cultural understandings by using technology to communicate and collaborate with people of other cultures?)

**College and Career Ready Standards**

**ELA CCSS Shifts**

- ELA Shift 1: Teacher engaged students in building knowledge and academic language through a balance of content rich, complex, nonfiction, and literary texts.
- ELA Shift 2: Teacher facilitated student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.
- ELA Shift 3: Teacher provided opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.
- ELA Shift 4: Teacher fostered an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.

**Math CCSS Shifts**

- Math Shift 1: Teacher engaged students in working deeply on a focused topic.
- Math Shift 2: Teacher explained or engaged students in activities focused on why the math works and asked students to talk about and prove their understanding.
- Math Shift 3: Students were asked to use math in real-world situations.

**English Language Development Standards**

Mark the number of students at each level.
WIDA English Language Level(s)

1. Entering  2. Emerging  3. Developing
4. Expanding  5. Bridging

Instructional Supports

A. Sensory Supports  B. Graphic Supports  C. Interactive Supports

Notes/Observations: