



THE UNIVERSITY of
NEW ORLEANS

DEPARTMENT OF CURRICULUM,
INSTRUCTION AND SPECIAL EDUCATION

College of Liberal Arts, Education, and Human Development

CAPSTONE INTERNSHIP HANDBOOK

2018-2019



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INTRODUCTION

The Internship Handbook is designed for interns, practicing professionals, and college personnel who participate in the internship program of the College of Liberal Arts, Education, and Human Development (COLAEHD) at the University of New Orleans (UNO). The handbook specifies the roles and responsibilities of the intern and of each member of the professional team. Although the handbook is not intended to be all-inclusive, it does provide a comprehensive overview of the internship program.

Since internship represents the culmination of the Teacher Education Program at UNO, it provides opportunities for the teacher candidate to translate basic principles, theories, methods and techniques into teaching strategies that are creative, comprehensive, and effective. Aware of its role and responsibility in the preparation of quality teachers for the future, the COLAEHD makes a concerted effort to provide teacher candidates with numerous opportunities to acquire the necessary knowledge and skills to improve the academic performance of today's youth.

Interns, being exposed to a variety of stimulating learning experiences under the direction of ~~effective educators~~, not only learn how to direct experiences for their pupils, but become aware of real-life professional situations and solutions that will best prepare children and youth for active citizenship in a global community. Committed to our mission to prepare professional educators who will practice in culturally diverse settings in metropolitan area schools, the COLAEHD at UNO designs and maintains its entire program with an emphasis on inquiry.

The Conceptual Framework permeates the entire teacher preparation program. As teacher candidates progress through their professional studies, they are introduced to roles that they will experience in the classroom, which along with their personally held beliefs and assumptions, inform their professional practice. The goal of the COLAEHD is to have our candidates internalize the theory-practice-research interaction model as they develop into reflective practitioners who are constantly reassessing the educational theories, beliefs, and assumptions they embrace.

COLAEHD Conceptual Framework -“Theory-Practice-Research-Interaction”
Goal: Preparing Reflective Practitioners

Roles and Responsibilities of Professionals in Teacher Education

1. Effective teachers *manage classroom contexts and environments*.
 - They establish a culture for learning.
 - They create an environment of respect and rapport.
2. Effective teachers *design curriculum and instruction*.
 - They understand and use curriculum and instruction.
 - They communicate effectively.
3. Effective teachers *deliver instruction and assess learning*.
 - They engage students in active learning.
 - They integrate disciplines into instruction.
 - They use assessment in instruction.
 - They embed diversity in decision-making.
4. Effective teachers *participate in professional responsibilities*.
 - They advocate for children, in terms of services and supports.
 - They collaborate to improve professional practice.
 - They reflect on teaching and learning.

Dispositions of Teacher Candidates

1. Teachers believe in, value and commit to *equity and advocacy*. Effective teachers:
 - Value and respect individual differences;
 - commit to the premise that all students can learn; and
 - believe in advocacy when the welfare of the student is at risk or a need to address social justice issues is identified.
2. Teachers believe in, value and commit to *professionalism and effective communication*. Effective teachers:
 - Practice and model ethical and professional behavior in and out of the classroom;
 - communicate effectively in a variety of situations for a variety of purposes; and
 - demonstrate reliable and punctual attendance in all situations.
3. Teachers believe in, value and commit to *constant improvement*. Effective teachers:
 - Seek opportunities for expanding knowledge and improving practice;
 - commit to lifelong learning and professional development; and
 - exhibit intrinsic motivation and continually engage in inquiry, reflection, and self-assessment.
4. Teachers believe in, value and commit to *collaboration*. Effective teachers:
 - Commit to collaboration with all stakeholders;
 - balance personal initiative with recognition of others' contributions in group work; and
 - participate actively with colleagues in a respectful manner.
5. Teachers believe in, value and commit to *flexibility and perseverance*. Effective teachers:
 - Work through difficulties and commit to finding solutions;
 - effectively develop a problem-solving and experimental orientation through reflection and questioning; and accept constructive feedback and adjust accordingly.

Part I. General Information

Description of the Capstone Internship

The internship experience is intended to meet the needs of teacher candidates admitted to the Master of Arts in Teaching (MAT) Program. The capstone internship will be completed in the teacher candidate's area of desired certification at a state approved school, with the approval of the principal. The intern will be supervised by a qualified school-based mentor and a college coordinator from the College of Liberal Arts, Education, and Human Development. During the fifteen week semester, interns will spend a minimum of 75 full school days involved in teaching and learning processes at the school site. Interns will participate in classroom teaching, observations, coaching and evaluation conferences, school and community activities, and other school related experiences.

Goals of Internship

The major goals of internship are to provide the intern with opportunities to:

1. Establish and maintain harmonious and productive relationships within the professional environment;
2. Develop teaching talent with respect to the interactive components of artistic and technical pedagogy;
3. Reflect collaboratively upon the origins, purposes, and consequences of his/her actions as well as the constraints and encouragements embedded in teaching and learning situations;
4. Demonstrate proficient engagement in the roles associated with effective educators, and
5. Internalize the theory-practice-research interaction model.

Procedures and Timelines for Application

Application for internship must be submitted electronically to the COLAEHD Office one semester prior to beginning the capstone internship semester. The electronic application is available at the COLAEHD's home page, www.COLAEHD.uno.edu. Teacher candidates expecting to intern in the Fall semester must apply on or before January 31. Teacher candidates expecting to intern in the Spring semester must apply on or before August 31. Any teacher candidate who submits an application past the deadline date must submit an appeal, which will be reviewed by the assistant dean of the college. These requests will only be approved under extenuating circumstances.

Teacher candidates must enroll in the appropriate assessment course, as indicated on his/her curriculum sheet, one semester prior to the capstone internship. During enrollment in this course, teacher candidates work collaboratively with program coordinators to develop portfolios which meet program requirements and complete the performance review required prior to the capstone internship.

Procedural Guidelines

Prior to the beginning of the semester and registration, the prospective intern must secure a full-time teaching position in a state approved school, with the majority of his/her teaching responsibilities in the area of desired certification. Employment as an academic assistant, assistant teacher, or paraprofessional will not satisfy this requirement. The subsequent documentation must be submitted to the coordinator of student teaching and internships.

1. Letter from School Principal

The letter will acknowledge the prospective intern's full-time employment in the content/subject area in which he/she is seeking certification and the principal's support for the internship. This letter will also indicate the prospective intern's past and projected teaching responsibilities in the school and the name of the school-based mentor to be assigned during the internship. (*Please see the criteria for selection of the mentor teacher on page 5*). A copy of the intern's teaching schedule must also be provided.

2. Letter from School-Based Mentor

The letter will acknowledge the teacher's willingness to serve as a school-based mentor. The letter will also indicate the school-based mentor's area of Louisiana certification.

3. Copy of School-Based Mentor's Louisiana Teaching Certificate

A copy of the school-based mentor's Louisiana Teaching Certificate will accompany the letter from the school-based mentor.

Integrated/Merged Program:

Interns seeking Integrated/Merged Certification (general and special education) must be

- 1. Hired to teach general education with inclusion.*

OR

- 2. Hired to teach mild moderate special education.*

The school district or school must make these accommodations in order for the student to complete the internship in both general and special education.

- a. If the intern is hire to teach general education (no inclusion), the school must make accommodations to have the intern teach at least one special education class per day.*
- b. If the intern is hired to teach special education only, the school must make accommodations to have the intern teach at least 1 general education class per day.*

Legal Responsibilities

Interns are responsible for securing their own tort liability and malpractice insurance. Neither the university nor the College of Liberal Arts, Education, and Human Development insures paid interns for tort liability or malpractice. Each intern is strongly urged to obtain this insurance prior to the start of the capstone internship.

Grading

The personal and professional growth of the intern is assessed throughout the semester. At mid-semester and end of semester, 3-way collaborative conferences are conducted to formally assess the intern's progress. The intern, mentor and college coordinator meet to discuss areas of strengths and areas which require improvement. Specific strategies and recommendations are made to address areas of weakness. The mentor teacher completes an evaluation prior to

both conferences and recommends a grade to the college coordinator. As the instructor of record, the college coordinator will make the final decision regarding the grade. This grade will be recorded on Form 10 at mid-semester and on Form 11 at the end of the semester.

Additionally, the 3rd Dispositions Review is completed at the end of the semester by the mentor teacher and college coordinator. At the end of the semester, the college coordinator is also responsible for the review and scoring of the Teacher Work Sample.

A final grade of “C” or higher is required to successfully complete the internship semester. Students in the M.A.T. program cannot count more than six hours of graduate coursework with a grade lower than a B toward their degree program. In addition, any master's student receiving more than six hours of graduate coursework with a grade lower than a B in their degree program shall be dropped from the program.

Integrated/Merged Program: The cooperating teachers (i.e., special and general education) will complete the evaluations at mid and end of semester. At the end of the semester, the college coordinator is responsible for the review and scoring of the Teacher Work Sample, Dispositions Review, and the video/CEC reflection.

Part II. Roles and Responsibilities

Cooperating School

Personnel from the assigned school are involved in the professional development and instructional programs for interns and for students. Collaboration between school and university personnel helps interns develop knowledge, skills and dispositions.

Personnel from the Cooperating School:

- Have the legal responsibility for the safety and welfare of its pupils; and
- Assure that the mentor teacher and intern understand and follow established parish and school policies and procedures.

Mentor Teachers

Mentor Teachers will:

- Be highly recommended by the principal and meet the requirements for serving as a mentor teacher;
- Collaborate with the university and the college coordinator in assisting the intern in meeting the goals and challenges during the internship experience;
- Act as liaisons to connect the intern to the school and the school community;
- Support and mentor the intern;
- Review and evaluate the video requirement;
- Model “best teaching strategies” and effective classroom management skills and techniques;
- Conduct classroom observations and provide feedback (at least 3 observations must include written notes and reflection that will be submitted by the intern);
- Have an impact on student learning as they plan and confer with the intern; and
- Complete all required intern forms, evaluate the intern’s potential as an effective teacher and grade the Mid-Semester and End of Semester Evaluations.

Integrated/Merged Program: Mentor Teachers (Special Education) will:

- *Ensure that interns are exposed to the pre-referral/referral process including RTI, SBLC, and multidisciplinary team evaluation.*
- *Share the multidisciplinary team evaluation, IEP, and progress report of a student with whom the intern is working.*
- *Include interns in special education department meetings.*
- *Facilitate collaboration with the intern and related service specialists.*
- *Discuss ways to schedule students, grade students, and collaborate with general education teachers.*
- *Discuss ways to enhance parental involvement.*
- *Share information on effective strategies and materials when instructing students.*
- *Share in the process and/or implementation of the FBA/BIP process, if applicable.*

Criteria for the Selection of Mentor Teachers

A teacher must be recommended by the principal to serve as mentor and must have full time teaching responsibilities in his/her area of certification. To qualify to perform this supervisory service, a teacher **must meet one** of the following eligibility criteria:

- valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment; or
- valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete the three semester-hour course in the supervision of student teaching; or
- valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete assessor training through the Louisiana Teacher Assistance and Assessment Program (LTAAP); or
- valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board Certification in the field of the supervisory assignment; or
- valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and recommendation of the school principal or superintendent, based on annual achievement of successful effectiveness standards.

College Coordinator

The College Coordinator will:

- Present a required orientation session;
- Assume responsibility for direct supervision of designated interns (cohort);
- Uphold the policies and procedures of internship;
- Collaborate with the cooperating school and mentor teacher to share and integrate resources and expertise to support candidate's learning in field experiences;
- Complete 3 observation/conference reports, conduct the Professional Team Meeting at the assigned school/s, confer at the 3-way Conference at Mid-Semester and the End of the Semester, and facilitate 4 cohort meetings during the semester;
- Complete all required internship forms;
- Evaluate the Exit Assessments for Initial Certification via Live Text;
- Conduct the Capstone Review Conference; and
- Submit the interns' folders with all required documentation and the Final Review Form.

Criteria for Identification of College Coordinator/Cohort Leader

- Certified in the area/level of supervision;
- A valid teaching certificate (preferably a Louisiana certificate);
- Five years of successful teaching experience (preferably in public schools in the Greater New Orleans Area);
- A Master's Degree or higher;
- Three letters of recommendation; and
- Review of vita.

Interns

Interns will:

- Confer and speak with his/her mentor teacher about planning and delivery of lessons, assessment of students and school procedures and policies.
- Abide by the policies, procedures and regulations of the employing local education agency.
- Prepare and submit lesson plans for review and approval of the mentor teacher in advance of the lesson and make necessary revisions as suggested by the mentor teacher before teaching the lesson.
- Attend cohort meetings and other professional development sessions mandated by the COLAEHD.
- Participate in professional development and faculty meetings at the school site.
- Assume full responsibility as the "Teacher of Record" for the students entrusted in his/her care.

Part III: Policies and Procedures

Electronic Correspondence

E-mail

Interns must use **only** UNO e-mail for electronic correspondence with their college coordinator and the coordinator of student teaching and internships. All communication regarding internship will be sent to your UNO account. This account should be checked at least twice each week.

Moodle

Interns should follow the instructions of their college coordinator for checking Moodle.

Live Text

Interns will use Live Text throughout the semester to:

- Record field experience information;
- Record end of semester teaching hours;
- Complete required surveys, and
- Submit the exit portfolio (Teacher Work Sample).

Corporal Punishment

Interns are **prohibited** from administering corporal punishment. Corporal punishment is used here to refer to the infliction of bodily harm.

Professionalism

The relationships that exist among the members of the faculty and staff of a school and the manner in which respective responsibilities are discharged determine to a great extent the effectiveness of the total school program. As a member of a school faculty, the intern is expected to establish and maintain harmonious and productive relationships with members of the faculty and staff of the school.

It is required that the intern:

1. Greet members of the faculty and staff cordially on all occasions;
2. Maintain a professional attitude toward teachers and co-workers;
3. Treat confidentially information concerning pupils, teachers, and school matters;
4. Abide by the policies and regulations of the district and school; and
5. Discuss with the mentor teacher any questions or concerns which may arise.

Appropriate Dress

Interns are to follow the dress code outlined by the assigned parish and school. Neat, clean, and conservative clothing are appropriate in any situation. Any type of dress or accessories considered inappropriate by the parish and the assigned school or the University should be avoided. (Refer to the Teacher/Employee Handbook of your assigned parish and school.)

Attendance

Interns are expected to:

- Adhere to the policies, procedures, and schedules of the school
 - Follow the school calendar of the parish/school (not UNO's calendar), and should follow the school site's procedure for documenting attendance.
 - If it comes to the attention of the COLAEHD that an intern is not following the procedures, policies, or schedules of the school during internship, he/she will be referred immediately to the Review and Retention Committee.
- Adhere to the policies and procedures for interns set by UNO in accordance with Louisiana state policy
 - Interns must document daily attendance throughout the semester using the Weekly Log of Hours (Forms 8 & 9).
 - A minimum of 75 full school days of teaching during the semester is required.
 - Interns are allowed no more than 5 absences during the course of the semester.
 - Attendance at approved professional development activities or College of Education sponsored events does not constitute an absence. Interns must have prior approval from the coordinator of student teaching and internships for these activities.
 - Other absences must be reported to the coordinator of student teaching and internships following the procedures outlined below.
 - Upon the 6th absence, the intern will be removed from internship.
 - Tardiness or Early Departure
 - Three instances of tardiness or early departure (if each constitutes fewer than 3 hours of missed time) will constitute 1 absence.
 - Any instance of tardiness or early departure that is longer than 3 hours will constitute 1 absence.

- Procedures for reporting tardiness and early departure are the same as those for absence (described below).
- Procedures for reporting absence, tardiness, and early departure
 - Interns must report ALL instances of absence, tardiness, and early departure to the coordinator of student teaching and internships. Failure to report or inaccurate reporting of absences, tardiness, and/or early departure or misrepresentation of accumulated hours constitutes academic dishonesty and will be addressed in accordance with university policy.
 - PRIOR to the absence, tardiness, or early departure, interns are required to notify:
 - The school (according to their policy)
 - The coordinator of student teaching and internships via phone or e-mail
 - The college coordinator (in the agreed upon manner, only if an observation is scheduled for that day.)
 - WITHIN 24 HOURS upon returning to school following the absence, tardiness, or early departure, the intern must submit the following to the coordinator of student teaching and internships via fax or e-mail:
 - Official Report of Absence/Tardiness/Early Departure (Form 12). The form must include the signature of the mentor or a school administrator.)
 - Documentation to support missed time (e.g. doctor's note, obituary, jury duty summons)

District Interviews

During the fall and spring semesters, campus interviews are arranged by the coordinator of student teaching and internships with public and charter schools from several parishes in the Greater New Orleans area. Interns are given the opportunity to indicate the school/parish(es) he/she is interested in interviewing. The coordinator of student teaching and internships will create and disseminate an interview schedule. Interns will be officially excused by UNO from their assigned school only during the time to complete their interviews. Interns must also comply with absentee policies established by the employing school district.

Situations Requiring Special Consideration

If a teacher candidate decides to withdraw from internship, is removed as a result of poor performance, is removed as a result of a principal's request or for any other reasons, he/she must reapply and complete internship within one calendar year. The Review and Retention Committee will convene to review the case and will make a decision regarding the ability to intern in future semesters. The college retains full authority and discretion with regard to the eligibility and referral of candidates for internship assignments.

College Coordinator's Report of Problem

In the event of a problem at the school site, the intern must inform the college coordinator of his/her concern immediately. The college coordinator will facilitate the process of resolving the problem. The college coordinator will complete the required documentation and submit it to the coordinator of student teaching and internships, after securing all necessary information and signatures.

Petition to Discontinue Internship

If an intern decides to discontinue/withdraw from internship, he/she should:

1. Discuss the situation with his/her mentor teacher, **and** college coordinator;
2. Make reference to the UNO Class Schedule Bulletin (on-line) under the section "Important Dates" which lists the final dates to drop or resign;
3. Complete Petition to Discontinue Internship form (Form 13), including all required information, accurate account of earned teaching hours, all appropriate signatures, and a thorough explanation of the reason/s for discontinuing internship; and
4. Print, sign, and submit the form in person to the coordinator of student teaching and internships.

Note: If the teacher candidate intends to intern the following semester, he/she will need to:

1. Re-apply for admission;
2. Be accepted to the teacher education program under the program and enrollment capacity guidelines in effect at that time; and
3. Submit a letter of appeal to the assistant dean requesting permission to intern.

Re-assignment to a Second School

In the event that an intern is transferred to another school due to staffing changes, it is his/her responsibility to inform both the college coordinator and the coordinator of student teaching and internships immediately. This notification must be made verbally, either by telephone or in person, and in writing, via e-mail or fax. In this case, the internship may proceed without interruption provided that there is a qualified mentor at the newly assigned school site.

Part IV. Requirements

Internship Calendar

Teacher candidates will follow the calendar outlined by the assigned parish and school, and the dates and events listed on the COLAEHD's internship calendar.

Professional Team Meeting

During the first two weeks of the semester, the college coordinator will schedule a Professional Team Meeting at each school site. Interns, mentor teachers and principals are required to attend. The college coordinator will share information regarding the roles, responsibilities, timelines and requirements of each team member during the internship semester.

Integrated/Merged Program: mentor teachers include special and general education teachers.

Internship Semester Schedule (Form 4)

Interns must submit a copy of his/her teaching schedule to the college coordinator at the Professional Team Meeting.

Cohort Meetings

Each college coordinator will schedule four Cohort Meetings after school hours. Issues of common concern for interns in particular fields are selected for discussion. Instructions are also provided regarding the exit portfolio and other requirements. Attendance at all Cohort Meetings is mandatory.

Lesson Plans

- Every lesson the intern teaches must have a written lesson plan. On a daily basis, the lesson plan format used at the assigned school site may be used.
- Interns must use an extended lesson plan format for the video and the three observations conducted by the college coordinator. The college coordinator and intern should agree upon this format prior to observations.
- *Integrated/Merged Program: Interns will develop lesson plans that include specific ways the lesson has been differentiated for students with diverse learning needs.*

College Coordinator Observations

These observations are intended to provide focused feedback from the college coordinator. The intern will be observed by the college coordinator three times throughout the semester. The Louisiana Compass Teacher Rubric will be utilized and is designed to provide feedback.

- A pre-observation conference will be conducted before the formal observation. The lesson plan will be submitted at that time.
- A post observation conference will provide feedback about the lesson through the Compass evaluation. Successes and areas of improvement will be identified.
- After the post observation conference, a reflection addressing the Compass evaluation feedback will be submitted to the college coordinator.
- All original documents must be placed in the capstone review folder.

Integrated/Merged Program: Student teachers will be observed twice in the general education setting and once in a small group setting that includes at least one student with an IEP.

Mentor/School Administrator Observations

These observations are intended to provide focused feedback from the mentor and/or school administrator. A minimum of **three** formal observations must take place during the semester. The mentor/administrator may use an observation tool in place at the school or Compass, including observation notes, comments, and suggestions.

- After completion by the mentor/school administrator, a copy of the notes should be provided to the intern.
- The intern must reflect on the lesson taught and feedback provided to complete a reflection.
- A copy of the lesson plan must be attached.
- All documents must be placed in the Capstone Review Folder.

Videotaped Lesson

- Each intern must videotape at least one complete lesson.
- The intern and the mentor teacher will view the lesson and reflect/provide feedback, using the school observation tool or Compass.
- A copy of the lesson plan and all feedback/reflection must be placed in the Capstone Review Folder.

- *Integrated/Merged Program: Student teachers will videotape a lesson of a small group that includes at least one student with an IEP. In addition, the student teacher will write a reflection that relates the planning and delivery of the lesson to the Council for Exceptional Children (CEC) Standards.*

Weekly Log of Hours (Forms 8 & 9)

- Interns are required to record all teaching hours on the appropriate form weekly.
- At the 3-Way Conferences conducted at the middle and end of the semester, the college coordinator will review all hours.
- The intern, college coordinator and mentor teacher will sign in the appropriate places.
- This data must also be submitted electronically, via Live Text, at the end of semester.
- A signed copy must be submitted in the Capstone Review Folder.

Mid and End of Semester Evaluations (Forms 10 & 11)

- Mentor teachers and college coordinators are to complete evaluations, both at mid-semester and at the end of the semester.
- A 3-Way Conference will be conducted, during which the college coordinator, mentor teacher and intern discuss the intern's progress.
- Summative and formative evaluations will be reviewed and signed.
- Original documents will be placed in the Capstone Review Folder.
- *Integrated/Merged Program: Cooperating teachers include both general and special education teachers.*

End of Semester Capstone Review

Each intern is required to submit the completed End of Semester Capstone Review folder to his/her college coordinator during a Capstone Review Conference. This folder must include all required internship forms and documentation containing the appropriate signatures. **All required documentation must be contained in the folder at the time of presentation.** Graduation is pending presentation of this folder.

Teaching Certificates

Interns will complete the application for teaching certificate at the orientation session scheduled at the beginning of the semester. During the semester, students will be provided with information to create a user ID and password in the state's electronic portal. At the end of the semester, during capstone reviews, each student teacher will submit a receipt for the \$50 certification fee which is payable through the portal. After graduation, the teaching certificate is applied for, and will be accessible online at www.teachlouisiana.net in six to eight weeks.

COLAEHD Unit Assessments

The unit assessments are aligned with the Conceptual Framework of the COLAEHD, Louisiana Compass standards, and Specialty Professional Area (SPA) standards. These assessments require interns to engage in various teacher roles and responsibilities to impact student learning.

Dispositions-3rd Review

Effective teachers possess a set of dispositions that guide his/her actions inside and outside of the classroom. All candidates deepen his/her understanding and development of dispositions during the program. Prior to the end of the semester 3-way conference, the mentor teacher and college coordinator will review and score the Candidate

Dispositions 3rd Review. Scores indicate an intern's areas of strengths and areas for improvement.

Teacher Work Sample

Each intern must submit the Teacher Work Sample (TWS) via Live Text. Requirements for the exit portfolio are based on each candidate's area of certification. College coordinators guide interns through the work sample process.

Integrated/Merged Program: Interns should select students with IEPs as their focus students for this assignment.

End of Semester Evaluation

Each intern is assessed by the assigned mentor and college coordinator, through a collaborative process, at the end of the semester. See Form 11.

Integrated/Merged Program:

CEC Reflection

Interns will videotape, develop, and deliver a lesson for a small group of students that includes at least one student with an IEP. The intern will write a reflection that relates the planning and delivery of the lesson to the Council for Exceptional Children (CEC) Standards.

Graduate Exit Survey

At the end of the semester, an exit survey will be sent through Live Text to each intern. This survey is designed to provide feedback regarding the intern's experiences related to enrollment in and completion of the program. This information is used for program review and improvement.

Program Completion Follow-Up Survey

Within a year after completion of the Master's of Arts in Teaching Program, an employment status survey will be sent. Please complete the form and return it.

APPENDIX

All forms are included in the appendix. An electronic copy is available on Moodle. All form(s) must be completed neatly and legibly, using a blue pen. All originals should be placed in the Capstone Review Folder.

UNO End of Semester Checkout Cover Sheet

Name	Student ID#	Grade/Subject
Cooperating/Mentor Teacher		School
College Coordinator		Semester and Year

Candidate will submit the End of Semester "Capstone" Review Sheet with the documentation listed below. This sheet should be the first page and the subsequent pages should follow in this order.

Initial next to each document to verify that it has been submitted for review.

Student Submits	Document	Form	College Coordinator
	End of Semester Checkout Cover Sheet	This page (D)	
	College Coordinator Observation Reports (3) (Include lesson plans)	Compass Rubric or Workbook	
	Mentor/School Administrator's Observation Reports (3) (Include lesson plans)	Compass Rubric or Workbook	
	Cooperating/Mentor Teacher Observation Report of Video (Include lesson plan)	Compass Rubric or Workbook	
	Mid-Semester Student Teaching/Internship Hours Log	8	
	End-Semester Student Teaching/Internship Hours Log Also submitted via Live Text	9	
	Mid-Semester Evaluation	10	
	End of Semester Evaluation (Scored in Live Text by College Coordinator)	11 and Live Text	
	Evaluation of College Coordinator	Live Text	
	Graduate Exit Survey	Live Text	
	Teacher Work Sample Uploaded (Scored in Live Text by College Coordinator)	Live Text	
	Disposition Review 3 - Completed by College Coordinator & Mentor Teacher	Live Text	



UNIVERSITY of
NEW ORLEANS

*College of Liberal Arts, Education, and Human
Development*

Form 4

Student Teacher/Intern Semester Schedule

Teacher Candidate _____ Student ID _____

School _____

Grade/Content Area _____ Room # _____

Cooperating/Mentor Teacher Name _____

INSTRUCTIONS: Give a copy of this schedule to your College Coordinator at the initial visit. Elementary teacher candidates should indicate the time of the day (e.g., 8:45-9:45) when each activity begins. Secondary teacher candidates should indicate both period (e.g., 1st, 2nd) and time of day when each activity begins. Please include planning, lunch and/or recess periods in the proper place on the schedule. If necessary, you may include an attachment.

School Begins _____ A.M.

School Ends _____ P.M.

Period	Start Time	End Time	Room #	Subject/Activity	Identify which subject/period you expect to begin teaching 1 st , 2 nd , etc.

Specify your Planning Day(s) and Time(s): _____

Student Teacher's/Intern's Signature _____ Date _____

Cooperating/Mentor Teacher's Signature _____ Date _____



Louisiana Believes

LOUISIANA TEACHER Performance Evaluation Rubric

Complete Framework for Teaching Instrument

Domain 1: Planning and Preparation

Component 1c: Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.

Domain 1: Planning and Preparation
Component 1c: Setting Instructional Outcomes
<p>Elements Include:</p> <p>Value, Sequence, and Alignment: Students must be able to build their understanding of important ideas from concept to concept Clarity: Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment Balance: Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills Suitability for Diverse Students: Outcomes must be appropriate for all students in the class</p> <p>Indicators Include:</p> <p>Outcomes of a challenging cognitive level Statements of student learning, not student activity Outcomes central to the discipline and related to those in other disciplines Permit assessment of student attainment Differentiated for student of varied ability</p>

Domain 1: Planning and Preparation			
Component 1c: Setting Instructional Outcomes			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students. 	<ul style="list-style-type: none"> Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. 	<ul style="list-style-type: none"> Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of groups of students. 	<ul style="list-style-type: none"> All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

Domain 1: Planning and Preparation			
Component 1c: Setting Instructional Outcomes			
	Ineffective	Effective: Emerging	Effective: Proficient
Critical Attributes	<ul style="list-style-type: none"> Outcomes lack rigor Outcomes do not represent important learning in the discipline Outcomes are not clear or are stated as activities Outcomes are not suitable for many students in the class 	<ul style="list-style-type: none"> Outcomes represent a mixture of low expectations and rigor Some outcomes reflect important learning in the discipline Outcomes are suitable for most of the class 	<ul style="list-style-type: none"> Outcomes represent high expectations and rigor Outcomes are related to "big ideas" of the discipline Outcomes are written in terms of what students will learn rather than do Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication Outcomes are suitable to groups of students in the class, differentiated where necessary
			Highly Effective In addition to the characteristics of "proficient," <ul style="list-style-type: none"> Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing Teacher connects outcomes to previous and future learning Outcomes are differentiated to encourage individual students to take educational risks

Domain 1: Planning and Preparation				
Component 1c: Setting Instructional Outcomes				
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples	<ul style="list-style-type: none"> A learning outcome for a fourth grade class is to make a poster illustrating a poem. All the outcomes for a ninth grade history class are factual knowledge. The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles. Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. 	<ul style="list-style-type: none"> Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower level students struggle. 	<ul style="list-style-type: none"> One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry." The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. 	<ul style="list-style-type: none"> The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. Students will develop a concept map that links previous learning goals to those they are currently working on. Some students identify additional learning

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

Elements Include:

- **Management of Instructional Groups:** Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher
- **Management of Transitions:** Many lessons engage students in different types of activities—large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly
- **Management of Materials and Supplies:** Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction
- **Performance of Non-Instructional Duties:** Overall, little instructional time is lost in activities such as taking attendance (e.g., recording the lunch count, or the return of permission slips for a class trip.)

Indicators Include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do, where to move

Domain 2: The Classroom Environment			
Component 2c: Managing Classroom Procedures			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines. 	<ul style="list-style-type: none"> Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines 	<ul style="list-style-type: none"> There is little loss of instructional time due to ineffective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. 	<ul style="list-style-type: none"> Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Domain 2: The Classroom Environment				
Component 2c: Managing Classroom Procedures				
Critical Attributes	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
	<ul style="list-style-type: none"> Students not working with the teacher are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. Classroom routines function unevenly. 	<ul style="list-style-type: none"> The students are productively engaged during small group work. Transitions between large and small group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently.

Domain 2: The Classroom Environment				
Component 2c: Managing Classroom Procedures				
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples	<ul style="list-style-type: none"> When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc. There are long lines for materials and supplies or distributing supplies is time consuming. Students bump into one another lining up or sharpening pencils. Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. Most students ask what they are to do or look around for clues from others. 	<ul style="list-style-type: none"> Some students not working with the teacher are not productively engaged in learning. Transitions between large and small group activities are rough but they are accomplished. Students are not sure what to do when materials are being distributed or collected. Students ask some clarifying questions about procedures. The attendance or lunch count consumes more time than it would need if the procedure were more routinized. 	<ul style="list-style-type: none"> Students get started on an activity while the teacher takes attendance. Students move smoothly between large and small group activities. The teacher has an established timing device, such as counting down, to signal students to return to their desks. The teacher has an established attention signal, such as raising a hand, or dimming the lights. One member of each small group collects materials for the table. There is an established color-coded system indicating where materials should be stored. In small group work, students have established roles, they listen to one another, summarizing different views, etc. Clean-up at the end of a lesson is fast and efficient. 	<ul style="list-style-type: none"> Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. A student reminds classmates of the roles that they are to play within the group. A student redirects a classmate to the table she should be at following a transition. Students propose an improved attention signal. Students independently check themselves into class on the attendance board.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material.

Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.

In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Elements Include:

- **Quality of Questions/Prompts:** Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.
- **Discussion Techniques:** Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.
- **Student Participation:** In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

Indicators Include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion

Domain 3: Instruction			
Component 3b: Using Questioning and Discussion Techniques			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. 	<ul style="list-style-type: none"> Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results. 	<ul style="list-style-type: none"> While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<ul style="list-style-type: none"> Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Domain 3: Instruction				
Component 3b: Using Questioning and Discussion Techniques				
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Critical Attributes	<ul style="list-style-type: none"> Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion. 	<ul style="list-style-type: none"> Teacher frames some questions designed to promote student thinking, but only a few students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a small number actually participate in the discussion. 	<ul style="list-style-type: none"> Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. The teacher makes effective use of wait time. The teacher builds on student responses to question effectively. Discussion enables students to talk to one another, without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion

Domain 3: Instruction				
Component 3b: Using Questioning and Discussion Techniques				
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples	<ul style="list-style-type: none">• All questions are of the "recitation" type, such as "What is 3 x 4?"• The teacher asks a question for which the answer is on the board; students respond by reading it.• The teacher only calls on students who have their hands up.	<ul style="list-style-type: none">• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"• The teacher asks: "Who has an idea about this?" but the same three students offer comments.• The teacher asks: "Michael, Can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.	<ul style="list-style-type: none">• The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"• The teacher uses the plural form in asking questions, such as: "What are some things you think might contribute to...?"• The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.• The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.	<ul style="list-style-type: none">• A student asks "How many ways are there to get this answer?"• A student says to a classmate: "I don't think I agree with you on this, because..."• A student asks other students: "Does anyone have another idea as to how we might figure this out?"• A student asks "What if...?"

Domain 3: Instruction

Component 3c: Engaging Student in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

Domain 3: Instruction

Component 3c: Engaging Student in Learning

Elements Include:

- **Activities and Assignments:** The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.
- **Grouping of Students:** How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
- **Instructional Materials and Resources:** The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. While some teachers are obliged to use a school or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.
- **Structure and Pacing:** No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators Include:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works."
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

Domain 3: Instruction			
Component 3c: Engaging Student in Learning			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested. 	<ul style="list-style-type: none"> The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

Domain 3: Instruction				
Component 3c: Engaging Student in Learning				
	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Critical Attributes	<ul style="list-style-type: none">• Few students are intellectually engaged in the lesson.• Learning tasks require only recall or have a single correct response or method.• The materials used ask students only to perform rote tasks.• Only one type of instructional group is used (whole group, small groups) when a variety would better serve the instructional purpose.• Instructional materials used are unsuitable to the lesson and/or the students.• The lesson drags, or is rushed.	<ul style="list-style-type: none">• Some students are intellectually engaged in the lesson.• Learning tasks are a mix of those requiring thinking and recall.• Student engagement with the content is largely passive, learning primarily facts or procedures.• Student have no choice in how they complete tasks.• The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.• The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.	<ul style="list-style-type: none">• Most students are intellectually engaged in the lesson.• Learning tasks have multiple correct responses or approaches and/or demand higher order thinking.• The students have some choice in how they complete learning tasks.• There is a mix of different types of groupings, suitable to the lesson objectives.• Materials and resources support the learning goals and require intellectual engagement, as appropriate.• The pacing of the lesson provides students the time needed to be intellectually engaged.	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none">• Virtually all students are highly engaged in the lesson.• Students take the initiative to modify a learning task to make it more meaningful or relevant to their needs.• Students suggest modifications to the grouping patterns used.• Students have extensive choices in how they complete tasks.• Student suggest modifications or additions to the materials being used.• Student have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Domain 3: Instruction			
Component 3c: Engaging Student in Learning			
	Ineffective	Effective: Emerging	Effective: Proficient
Possible Examples	<ul style="list-style-type: none"> Students are able to fill out the lesson worksheet without understanding what it's asking them to do. The lesson drags, or feels rushed. Students complete "busy work" activities. 	<ul style="list-style-type: none"> Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle, and end to the lesson. Parts of the lesson have a suitable pace; other parts drag or feel rushed. 	<ul style="list-style-type: none"> Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. There is a clear beginning, middle, and end to the lesson. The lesson is neither rushed nor drags.
			<ul style="list-style-type: none"> Students are asked to write an essay "in the style of Hemingway." A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. Students identify or create their own learning materials. Students summarize their learning from the lesson.

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. As important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."

<p>Domain 3: Instruction</p>	
<p>Component 3d: Using Assessment in Instruction</p>	
<p>Elements Include:</p>	<ul style="list-style-type: none"> • Assessment Criteria: It is essential that students know the criteria for assessment. At its highest level, students have had a hand in articulating the criteria for, for example, a clear oral presentation. • Monitoring of Student Learning: A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is carefully planned in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques. • Feedback to Students: Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance. • Student Self-Assessment and Monitoring of Progress: The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.
<p>Indicators Include:</p>	<ul style="list-style-type: none"> • Teacher paying close attention to evidence of student understanding • Teacher posing specifically-created questions to elicit evidence of student understanding • Teacher circulating to monitor student learning and to offer feedback • Students assessing their own work against established criteria • Teacher adjusting instruction in response to evidence of student understanding (or lack of it)

LOUISIANA TEACHER

 Performance Evaluation Rubric

Domain 3: Instruction			
Component 3d: Using Assessment in Instruction			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. 	<ul style="list-style-type: none"> Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning. 	<ul style="list-style-type: none"> Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/ prompts/ assessments are used to diagnose evidence of learning. 	<ul style="list-style-type: none"> Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

Domain 3: Instruction				
Component 3d: Using Assessment in Instruction				
Critical Attributes	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
	<ul style="list-style-type: none">• The teacher gives no indication of what high quality work looks like.• The teacher makes no effort to determine whether students understand the lesson.• Feedback in only global.• The teacher does not ask students to evaluate their own classmates' work.	<ul style="list-style-type: none">• There is little evidence that the students understand how their work will be evaluated.• The teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.• Teacher requests global indications of student understanding.• Feedback to students is not uniformly specific, not oriented towards future improvement of work.• The teacher makes only minor attempts to engage students in self- or peer-assessment.• The teacher's attempts to adjust the lesson are partially successful.	<ul style="list-style-type: none">• Students indicate that they clearly understand the characteristics of high quality work.• The teacher elicits evidence of student understanding during the lesson.• Students are invited to assess their own work and make improvements.• Feedback includes specific and timely guidance for at least some groups of students.• The teacher attempts to engage students in self or peer-assessment.• When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none">• There is evidence that students have helped establish the evaluation criteria.• Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.• Teacher makes frequent use of strategies to elicit information about individual student understanding.• Feedback to students is specific and timely, and is provided from many sources, including other students.• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.• The teacher's adjustments to the lesson are designed to assist individual students.

Domain 3: Instruction			
Component 3d: Using Assessment in Instruction			
	Ineffective	Effective: Emerging	Effective: Proficient
Possible Examples	<ul style="list-style-type: none"> A student asks: "How is this assignment going to be graded?" A student asks "Does this quiz count towards my grade?" The teacher forges ahead with a presentation without checking for understanding. The teacher says: "good job, everyone." 	<ul style="list-style-type: none"> Teacher asks: "Does anyone have a question?" When a student completes a problem on the board, the teachers corrects the student's work without explaining why. The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> The teacher circulates during small group or independent work, offering suggestions to groups of students. The teacher uses a specifically formulated question to elicit evidence of student understanding. The teacher asks students to look over their papers to correct their errors.
			<ul style="list-style-type: none"> The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. While students are working, the teacher circulates providing substantive feedback to individual students. The teacher uses popsicle-sticks or exit tickets to elicit evidence of individual student understanding. Students offer feedback to their classmates on their work. Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

Pre-Observation Form

**Before the observation, the University Supervisor meets with the Teacher Candidate to discuss the lesson. This may be a face-to-face or virtual meeting. The Teacher Candidate provides a copy of the lesson plan to the University Supervisor within 24 hours of the scheduled pre-observation meeting. The pre-observation conference occurs within 24 hours of the observation.*

- Teacher Candidate provides an overview of the lesson, including an objective and standards addressed. (3-5 min)
- University Supervisor asks clarifying questions. (3-5 min)

NOTES

- Teacher Candidate provides context for the lesson. (e.g., first lesson with this concept/skill, review of skill/concept new teaching strategy) (3-5 min)
- University Supervisor asks clarifying questions. (3-5 min)

NOTES

- Teacher Candidate provides information about any special circumstances. (e.g., preferential seating, individual accommodations, behavior intervention, other personnel in the classroom) (3-5 min)
- University Supervisor asks clarifying questions. (3-5 min)

NOTES



COMPASS

OBSERVATION WORKBOOK

TEACHER:		SCHOOL:	
EVALUATOR:		GRADE/CONTENT:	
DATE:		START & END TIME:	

OBJECTIVES

--

DID STUDENTS ACHIEVE THE OBJECTIVES?

--

PLANNING AND PREPARATION COMPETENCY 1C: SETTING INSTRUCTIONAL OBJECTIVES

INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE:
<ul style="list-style-type: none">Outcomes lack rigor.Outcomes do not represent important learning in the discipline.Outcomes are not clear or are stated as activities.Outcomes are not suitable for many students in the class.	<ul style="list-style-type: none">Outcomes represent a mixture of low expectations and rigor.Some outcomes reflect important learning in the discipline.Outcomes are suitable for most of the class.	<ul style="list-style-type: none">Outcomes represent high expectations and rigor.Outcomes are related to "big ideas" of the discipline.Outcomes are written in terms of what students will learn rather than do.Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.Outcomes are suitable to groups of students in the class, differentiated where necessary.	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none">Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.Teacher connects outcomes to previous and future learning.Outcomes are differentiated to encourage individual students to take educational risks.

EVIDENCE & SUGGESTIONS

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CLASSROOM ENVIRONMENT COMPETENCY 2C: MANAGING CLASSROOM PROCEDURES

INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE:
<ul style="list-style-type: none"> Students not working with the teacher are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. Classroom routines function unevenly. 	<ul style="list-style-type: none"> The students are productively engaged during small group work. Transitions between large and small group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently.
EVIDENCE & SUGGESTIONS			

INSTRUCTION COMPETENCY 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES

INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE:
<ul style="list-style-type: none"> Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion. 	<ul style="list-style-type: none"> Teacher frames some questions designed to promote student thinking, but only a few students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a small number actually participate in the discussion. 	<ul style="list-style-type: none"> Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. The teacher makes effective use of wait time. The teacher builds on student responses to questions effectively. Discussions enable students to talk to one another, without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.

EVIDENCE & SUGGESTIONS

INSTRUCTION COMPETENCY 3C: ENGAGING STUDENTS IN LEARNING

INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE:
<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

EVIDENCE & SUGGESTIONS

EVIDENCE & SUGGESTIONS

EVIDENCE & SUGGESTIONS

1. The first part of the document is a list of names and dates, which appears to be a roster or a list of events. The names are written in a cursive script, and the dates are in a standard font. The list is organized into two columns, with names on the left and dates on the right.

2. The second part of the document is a large, empty rectangular area, which appears to be a placeholder for a drawing or a photograph. The area is bounded by a thin black line, and there is no text or other markings within it.

3. The third part of the document is a list of names and dates, similar to the first part. The names are written in a cursive script, and the dates are in a standard font. The list is organized into two columns, with names on the left and dates on the right.

4. The fourth part of the document is a large, empty rectangular area, similar to the second part. The area is bounded by a thin black line, and there is no text or other markings within it.

5. The fifth part of the document is a list of names and dates, similar to the first and third parts. The names are written in a cursive script, and the dates are in a standard font. The list is organized into two columns, with names on the left and dates on the right.

6. The sixth part of the document is a large, empty rectangular area, similar to the second and fourth parts. The area is bounded by a thin black line, and there is no text or other markings within it.

7. The seventh part of the document is a list of names and dates, similar to the first, third, and fifth parts. The names are written in a cursive script, and the dates are in a standard font. The list is organized into two columns, with names on the left and dates on the right.

8. The eighth part of the document is a large, empty rectangular area, similar to the second, fourth, and sixth parts. The area is bounded by a thin black line, and there is no text or other markings within it.

9. The ninth part of the document is a list of names and dates, similar to the first, third, fifth, and seventh parts. The names are written in a cursive script, and the dates are in a standard font. The list is organized into two columns, with names on the left and dates on the right.

10. The tenth part of the document is a large, empty rectangular area, similar to the second, fourth, sixth, and eighth parts. The area is bounded by a thin black line, and there is no text or other markings within it.

OVERALL LESSON COMMENTS (COMPLETED BY UNIVERSITY SUPERVISOR)

University Supervisor's Comments:

In the reflection area below the teacher candidate will:

1. Reflect on the lesson. What went well? What would you change if you retaught the lesson?
2. Provide data to indicate student learning, based on the exit ticket. Candidate will complete the chart below.
3. Reflect on suggestions noted in each component, and identify:
 - Two areas for improvement - consider the areas to refine during the next few weeks.
 - Deliberate steps toward continual improvement of teaching practices in these areas.
 (We will discuss during the post-observation conference.)

NOTE: The University Supervisor meets with the Teacher Candidate within 24-48 hours of the observation to discuss the lesson – areas of strength and areas for growth. This may be a face-to-face or virtual meeting.

REFLECTION (COMPLETED BY TEACHER CANDIDATE)

1. What is your opinion of the lesson? (What went well? What would you change if you retaught it?)
2. Based on your exit ticket, provide data to indicate what **percentage** (you should also know the names of specific students) fall into each of the ranges below. *Then describe how you will plan instruction for each group based on skill acquisition.*

Skill Mastery (They understand!)	Emerging (They are close to understanding and could benefit from scaffolding/small group instruction.)	Intensive Assistance Needed (They would benefit from teacher time.)
(enter percentage here)	(enter percentage here)	(enter percentage here)
INSTRUCTIONAL PLANS		
(write instructional plan here)	(write instructional plan here)	(write instructional plan here)

3. Think about the suggestions provided. Identify 2 focus areas for refinement AND describe what steps/strategies you will utilize to address these areas.

1)

2)

Please share additional comments or questions here:

Teacher Candidate's Signature: _____

Date: _____

Mentor Teacher's Signature: _____

Date: _____

University Supervisor's Signature: _____

Date: _____

MID-SEMESTER

Weekly Log of Student Teaching/Internship Hours (Form 8)

Student Teacher/Intern _____ Grade/Subject _____

Cooperating/Mentor Teacher _____ School _____

College Coordinator _____ Semester/Year _____

INSTRUCTIONS:

This log will assist you when completing the field experience template for Mid-Semester Teaching Hours. The Cooperating/Mentor Teacher verifies teaching hours prior to the student teacher's/intern's completion of weekly entry. Prior to the Mid-Semester Three-Way Conference, print this log and bring to the Mid-Semester Three-Way Conference to obtain the required signatures.

Week Of	Total Teaching Hours per Week	Number of Absences	Number of Times Tardy
Mid-Semester Totals			

Student Teacher/Intern _____

Date _____

Cooperating/Mentor Teacher _____

Date _____

College Coordinator _____

Date _____

END OF SEMESTER

Weekly Log of Student Teaching/Internship Hours (Form 9)

Student Teacher/Intern _____ Grade/Subject _____

Cooperating/Mentor Teacher _____ School _____

College Coordinator _____ Semester/Year _____

INSTRUCTIONS:

This log will assist you when completing the field experience template for **Mid-Semester Teaching Hours**. The Cooperating/Mentor Teacher verifies teaching hours prior to the student teacher's/intern's completion of weekly entry. Prior to the Mid-Semester Three-Way Conference, print this log and bring to the Mid-Semester Three-Way Conference to obtain the required signatures.

Week Of	Total Teaching Hours per Week	Number of Absences	Number of Times Tardy
Mid-Semester			
Semester Total			

Student Teacher/Intern _____ Date _____

Cooperating/Mentor Teacher _____ Date _____

College Coordinator _____ Date _____

Note: Secure all required signatures at the end of semester 3-way conference
Place original in Capstone Review folder

Mid-Semester Evaluation (Form 10)

Teacher Candidate: _____ Grade/Subject: _____

Cooperating/Mentor Teacher: _____ School: _____

College Coordinator: _____ Semester/Year: _____

Rating Scale

A = 3.3 - 4.0	4	Target	A
B = 2.5 - 3.2	3	Acceptable	B
C = 1.7 - 2.4	2	Needs Improvement	C
D = 0.9 - 1.6	1	Unsatisfactory	D
F = 0.8 and below	0	Failing	F

COMPETENCIES OBSERVED (Circle the appropriate number - each element must be scored)

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS

A. They establish a culture for learning by:

Managing classroom procedures (Compass 2c)	4	3	2	1	0
Managing student behavior	4	3	2	1	0
Organizing physical space	4	3	2	1	0
Organizing classrooms to integrate technology	4	3	2	1	0
Maintaining accurate records using available technology	4	3	2	1	0

B. They create an environment of respect and rapport by:

Using cultural contexts in the classroom	4	3	2	1	0
Demonstrating knowledge of diversity among students	4	3	2	1	0
Presenting rationales for change to meet students needs	4	3	2	1	0

TOTAL SUBSCORE divided by 8 = Letter Grade to nearest whole number **Letter Grade =** _____

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION

A. They understand and use curriculum and instruction by:

Knowing content	4	3	2	1	0
Knowing pedagogy	4	3	2	1	0
Setting instructional outcomes (Compass 1c)	4	3	2	1	0
Designing coherent instruction	4	3	2	1	0
Designing student assessments	4	3	2	1	0
Incorporating knowledge of diversity in the classroom	4	3	2	1	0
Planning for the use of technologies in curriculum and instruction	4	3	2	1	0
Demonstrating knowledge of resources, including technologies	4	3	2	1	0
Planning for the use of collaborative group practices in the classroom	4	3	2	1	0

B. They communicate effectively by:

Incorporating effective written communication in the classroom	4	3	2	1	0
Incorporating effective oral communication in the classroom	4	3	2	1	0

TOTAL SUBSCORE divided by 11 = Letter Grade to nearest whole number **Letter Grade =** _____

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

A. They engage students in active learning (Compass 3c) by:

Interacting effectively with students	4	3	2	1	0
Demonstrating flexibility and responsiveness	4	3	2	1	0
Integrating technology and other resources	4	3	2	1	0

B. They integrate disciplines into instruction by:

Applying connections to multiple disciplines	4	3	2	1	0
Demonstrating connections to real life	4	3	2	1	0

C. They use assessment in instruction by:

Incorporating performance tasks in the classroom	4	3	2	1	0
Using questioning and discussion techniques (Compass 3b)	4	3	2	1	0
Using pre-assessment, formative assessment, and summative assessment appropriately (Compass 3d)	4	3	2	1	0

D. They embed diversity in decision-making by:

Selecting resources	4	3	2	1	0
Delivering instruction	4	3	2	1	0
Assessing learning	4	3	2	1	0

TOTAL SUBSCORE divided by 12 = Letter Grade to nearest whole number Letter Grade = _____

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

A. They advocate for children, in terms of services and supports by:

Communicating with families					
Demonstrating knowledge of resources in school and the community	4	3	2	1	0

B. They collaborate to improve professional practice by:

Engaging in a professional community	4	3	2	1	0
Participating in professional development	4	3	2	1	0
Collaborating with teachers and mentors	4	3	2	1	0
Developing goals for social justice	4	3	2	1	0
Using research-based practices that include current available technology	4	3	2	1	0

C. They reflect on teaching and learning by:

Focusing on cultural contexts and social justice	4	3	2	1	0
Collecting and analyzing data to improve practice	4	3	2	1	0

TOTAL SUBSCORE divided by 9 = Letter Grade to nearest whole number Letter Grade = _____

RECOMMENDED GRADE

- ☐ **GRADE A** - Continuous and progressive evaluation of the teacher candidate's classroom performance is outstanding.
- ☐ **GRADE B** - Continuous and progressive evaluation of the teacher candidate's classroom performance is above average
- ☐ **GRADE C** - Continuous and progressive evaluation of the teacher candidate's classroom performance is average.
- ☐ **GRADE D** - Continuous and progressive evaluation of the teacher candidate's classroom performance is unsatisfactory.
- ☐ **GRADE F** - Continuous and progressive evaluation of the teacher candidate's classroom performance is unsatisfactory and failing.

COMMENTS:

Final grade (determined by the College Coordinator): _____

Cooperating/Mentor Teacher's Signature: _____ Date: _____

College Coordinator's Signature: _____ Date: _____

Teacher Candidate's Signature: _____ Date: _____

End of Semester Evaluation (Form 11)

Teacher Candidate: _____ Grade/Subject: _____

Cooperating/Mentor Teacher: _____ School: _____

College Coordinator: _____ Semester/Year: _____

Rating Scale

A = 3.3 - 4.0	4	Target	A
B = 2.5 - 3.2	3	Acceptable	B
C = 1.7 - 2.4	2	Needs Improvement	C
D = 0.9 - 1.6	1	Unsatisfactory	D
F = 0.8 and below	0	Failing	F

COMPETENCIES OBSERVED (Circle the appropriate number - each element must be scored)

I. EFFECTIVE TEACHERS *MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS*

A. They establish a culture for learning by:

Managing classroom procedures (Compass 2c)	4	3	2	1	0
Managing student behavior	4	3	2	1	0
Organizing physical space	4	3	2	1	0
Organizing classrooms to integrate technology	4	3	2	1	0
Maintaining accurate records using available technology	4	3	2	1	0

B. They create an environment of respect and rapport by:

Using cultural contexts in the classroom	4	3	2	1	0
Demonstrating knowledge of diversity among students	4	3	2	1	0
Presenting rationales for change to meet students needs	4	3	2	1	0

TOTAL SUBSCORE divided by 8 = Letter Grade to nearest whole number **Letter Grade =** _____

II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION*

A. They understand and use curriculum and instruction by:

Knowing content	4	3	2	1	0
Knowing pedagogy	4	3	2	1	0
Setting instructional outcomes (Compass 1c)	4	3	2	1	0
Designing coherent instruction	4	3	2	1	0
Designing student assessments	4	3	2	1	0
Incorporating knowledge of diversity in the classroom	4	3	2	1	0
Planning for the use of technologies in curriculum and instruction	4	3	2	1	0
Demonstrating knowledge of resources, including technologies	4	3	2	1	0
Planning for the use of collaborative group practices in the classroom	4	3	2	1	0

B. They communicate effectively by:

Incorporating effective written communication in the classroom	4	3	2	1	0
Incorporating effective oral communication in the classroom	4	3	2	1	0

TOTAL SUBSCORE divided by 11 = Letter Grade to nearest whole number **Letter Grade =** _____

COLAEHD UNIT ASSESSMENT

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

A. They engage students in active learning (Compass 3c) by:

Interacting effectively with students	4	3	2	1	0
Demonstrating flexibility and responsiveness	4	3	2	1	0
Integrating technology and other resources	4	3	2	1	0

B. They integrate disciplines into instruction by:

Applying connections to multiple disciplines	4	3	2	1	0
Demonstrating connections to real life	4	3	2	1	0

C. They use assessment in instruction by:

Incorporating performance tasks in the classroom	4	3	2	1	0
Using questioning and discussion techniques (Compass 3b)	4	3	2	1	0
Using pre-assessment, formative assessment, and summative assessment appropriately (Compass 3d)	4	3	2	1	0

D. They embed diversity in decision-making by:

Selecting resources	4	3	2	1	0
Delivering instruction	4	3	2	1	0
Assessing learning	4	3	2	1	0

TOTAL SUBSCORE divided by 12 = Letter Grade to nearest whole number Letter Grade = _____

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

A. They advocate for children, in terms of services and supports by:

Communicating with families					
Demonstrating knowledge of resources in school and the community	4	3	2	1	0

B. They collaborate to improve professional practice by:

Engaging in a professional community	4	3	2	1	0
Participating in professional development	4	3	2	1	0
Collaborating with teachers and mentors	4	3	2	1	0
Developing goals for social justice	4	3	2	1	0
Using research-based practices that include current available technology	4	3	2	1	0

C. They reflect on teaching and learning by:

Focusing on cultural contexts and social justice	4	3	2	1	0
Collecting and analyzing data to improve practice	4	3	2	1	0

TOTAL SUBSCORE divided by 9 = Letter Grade to nearest whole number Letter Grade = _____

COLAEHD UNIT ASSESSMENT

RECOMMENDED GRADE

- ☐ **GRADE A** - Continuous and progressive evaluation of the teacher candidate's classroom performance is outstanding.
- ☐ **GRADE B** - Continuous and progressive evaluation of the teacher candidate's classroom performance is above average
- ☐ **GRADE C** - Continuous and progressive evaluation of the teacher candidate's classroom performance is average.
- ☐ **GRADE D** - Continuous and progressive evaluation of the teacher candidate's classroom performance is unsatisfactory.
- ☐ **GRADE F** - Continuous and progressive evaluation of the teacher candidate's classroom performance is unsatisfactory and failing.

COMMENTS:

Final grade (determined by the College Coordinator): _____

Cooperating/Mentor Teacher's Signature: _____ Date: _____

College Coordinator's Signature: _____ Date: _____

Teacher Candidate's Signature: _____ Date: _____

COLAEHD UNIT ASSESSMENT

Official Report of Absence/Tardiness in Student Teaching/Internship
Form 12

Teacher Candidate: _____ Date: _____

Cooperating/Mentor Teacher: _____ School: _____

Instructions: All absences and tardies MUST be reported to the Coordinator of Student Teaching and Internships. Complete and submit Form 12 to the Coordinator of Student Teaching and Internships by the day and time requested.

Official Report of: ☐ Absence ☐ Tardiness

Date of Official Report (Form 12) _____ Date of
Absence/Tardy _____

School's Required "Arrival Time" for Teacher candidate: _____

Recorded "Late Arrival Time" of Teacher candidate: _____

Student Provided Official Documentation and/or Confirmation of Absence/Tardiness:
☐ Yes ☐ No

Official Documentation was faxed to the Coordinator of Student Teaching and
Internships:
☐ Yes ☐ No Date _____

Teacher candidate's Reason for Absence/Tardiness:

Student Teacher's Signature _____ Date: _____

Cooperating/Mentor Teacher Signature _____ Date: _____



UNIVERSITY of
NEW ORLEANS

College of Education and
Human Development
Form 13

Petition to Discontinue Student Teaching/Internship

Teacher Candidate: _____ Date: _____

Certification Area: _____ ID#: _____

Cooperating/Mentor Teacher: _____ School: _____

College Coordinator: _____ Semester/Year: _____

***Attach your reason for requesting permission to discontinue Student Teaching/Internship on a separate sheet of paper**

I understand that should I later decide that I want to complete requirements for a license to teach through the University of New Orleans, I will have to reapply for admission and be accepted to the Teacher Education Program under the program and enrollment capacity guidelines in effect at that time.

Teacher Candidate's Signature: _____ Date: _____

Cooperating/Mentor Teacher's Formative Evaluation of Teacher Candidate:

<input type="checkbox"/>	Outstanding	Grade is A
<input type="checkbox"/>	Above Average	Grade is B
<input type="checkbox"/>	Average	Grade is C
<input type="checkbox"/>	Below Average	Grade is D

Last day reported to assigned school (month/day/year): _____

Number of teaching hours earned to date: _____

Cooperating/Mentor Teacher's Signature: _____ Date: _____

For Office Use Only

Received by: _____ Date: _____

Action Taken:

Outcome:



UNIVERSITY of
NEW ORLEANS

*College of Liberal Arts, Education, and Human
Development*

Lesson Plan for Formal Observations

Title:

Subject:

Grade Level:

Common Core State Standards:

Objectives:

Materials & Resources (include technology):

Lesson Procedures:

Opening

Body

Closure

Assessments:

Considerations for students who need accommodations/modifications:

Characteristics of particular Student	Ways student's needs will be addressed for this specific lesson (e.g., materials, instructional process, activity, assessment, socialization, work /study skills)
#1	
#2	
#3	
#4	

Extensions of the Lesson:

Reflection (to be completed after the lesson has been taught):



THE UNIVERSITY of
NEW ORLEANS

Department of Curriculum, Instruction & Special Education
MAT Teacher Education Program

**Dispositions #3 (Final Review
Cooperating/Mentor Teacher's Assessment
& College Coordinator's Assessment)**

The National Council for the Accreditation of Teacher Education (2002) defines dispositions as "the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities and affect student learning, motivation and development as well as educator's own professional growth."

**TEACHER CANDIDATE:
PROGRAM:**

**PRIVATEER #:
DATE:**

All teacher candidates will be reviewed for dispositional growth and development using the following assessment scale. **Actions and attitudes displayed are: SATISFACTORY OR UNSATISFACTORY**

DISPOSITIONS CATEGORY	Cooperating Teacher's Assessment		College Coordinator's Assessment	
	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory
Equity & Advocacy – Effective teachers: <ul style="list-style-type: none">✓ Value and respect individual differences;✓ commit to the premise that all students can learn; and✓ engage in advocacy when the welfare of the student is at risk or a need to address social justice issues is identified.				
Professionalism & Communication – Effective teachers: <ul style="list-style-type: none">✓ Practice and model ethical and professional behavior in and out of the classroom;✓ communicate effectively in a variety of situations for a variety of purposes; and✓ demonstrate reliable and punctual attendance in all situations.				
Constant Improvement – Effective teachers: <ul style="list-style-type: none">✓ Seek opportunities for expanding knowledge and improving practice;✓ commit to lifelong learning and professional development; and✓ exhibit intrinsic motivation and continually engage in inquiry, reflection, and self-assessment.				

DISPOSITIONS CATEGORY	Cooperating Teacher's Assessment		College Coordinator's Assessment	
	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory
Collaboration – Effective teachers: <ul style="list-style-type: none"> ✓ Commit to collaboration with all stakeholders to ensure their own improvement and the success of their students; ✓ balance personal initiative with recognition of others' contributions in group work; and ✓ participate actively with colleagues in a respectful manner. 				
Flexibility & Perseverance – Effective teachers: <ul style="list-style-type: none"> ✓ Work through difficulties and commit to finding solutions; ✓ effectively develop a problem-solving and experimental orientation through reflection and questioning; and ✓ accept constructive feedback and adjust accordingly. 				

Cooperating Teacher Comments/Feedback:

College Coordinator Comments/Feedback:

Signature of Cooperating Teacher

Date

Signature of College Coordinator

Date

I have received a copy of this review and am aware of its contents.

Signature of Teacher Candidate

Date

**Teacher Work Sample for
Elementary, Secondary and Special
Education Programs**

**The Renaissance Partnership
For Improving Teacher Quality
Teacher Work Sample:**

- **Performance Prompt**
- **Teaching Process Standards**
- **Scoring Rubrics**

June 2002

The June 2002 prompt and scoring rubric was revised by representatives from the eleven Renaissance Partnership Project sites:

California State University at Fresno, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood College, Middle Tennessee State University, Millersville University, Southeast Missouri State University, University of Northern Iowa, Western Kentucky University.

Notice: The materials in this document were developed by representatives of the Renaissance Partnership Institutions and may not be used or reproduced without citing The Renaissance Partnership for Improving Teacher Quality Project <http://fp.uni.edu/itq>

The Renaissance Partnership for Improving Teacher Quality is a Title II federally funded project with offices at Western Kentucky University. Director: Roger Pankratz roger.pankratz@wku.edu

COLAEHD UNIT ASSESSMENT

Overview of Teacher Work Sample (TWS)

The Vision

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Your Assignment

The TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your TWS. The Prompts (or directions) help you **document the extent** to which you have met each the standard. The underlined words in the Rubric and Prompts are defined in the Glossary.

You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Format

- Ownership. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (e) your university, (f) course number and title. *Write a three-letter university code plus a four-digit student identification code on each page of the entire document.*
- Table of Contents. Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.
- Charts, graphs and attachments. Charts, graphs and assessment instruments are required as part of the TWS document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.
- Narrative length. A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments and references) **should not exceed twenty (20) word-processed pages**, double-spaced in 12-point font, with 1-inch margins.
- References and Credits (not included in total page length). If you referred to another person's ideas or material in your narrative, you should cite these in a separate section **at the end of your narrative under References and Credits**. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled "Publication Manual of the American Psychological Association").
- Anonymity. In order to insure the anonymity of students in your class, do not include any student names or identification in any part of your TWS.

Teaching Processes Assessed by the Renaissance Teacher Work Sample

Teaching Processes, TWS Standards, and Indicators	
Contextual Factors	<p><i>The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.</i></p> <ul style="list-style-type: none"> \$ Knowledge of community, school, and classroom factors \$ Knowledge of characteristics of students \$ Knowledge of students' varied approaches to learning \$ Knowledge of students' skills and prior learning \$ Implications for instructional planning and assessment
Learning Goals	<p><i>The teacher sets significant, challenging, varied and appropriate learning goals.</i></p> <ul style="list-style-type: none"> \$ Significance, Challenge and Variety \$ Clarity \$ Appropriateness for students \$ Alignment with national, state or local standards
Assessment Plan	<p><i>The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.</i></p> <ul style="list-style-type: none"> \$ Alignment with learning goals and instruction \$ Clarity of criteria for performance \$ Multiple modes and approaches \$ Technical soundness \$ Adaptations based on the individual needs of students
Design for Instruction	<p><i>The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.</i></p> <ul style="list-style-type: none"> \$ Alignment with learning goals \$ Accurate representation of content \$ Lesson and unit structure \$ Use of a variety of instruction, activities, assignments and resources \$ Use of contextual information and data to select appropriate and relevant activities, assignments and resources. \$ Use of technology
Instructional Decision-Making	<p><i>The teacher uses ongoing analysis of student learning to make instructional decisions.</i></p> <ul style="list-style-type: none"> \$ Sound professional practice \$ Adjustments based on analysis of student learning \$ Congruence between modifications and learning goals
Analysis of Student Learning	<p><i>The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</i></p> <ul style="list-style-type: none"> \$ Clarity and accuracy of presentation \$ Alignment with learning goals \$ Interpretation of data \$ Evidence of impact on student learning
Reflection and Self-Evaluation	<p><i>The teacher reflects on his or her instruction and student learning in order to improve teaching practice.</i></p> <ul style="list-style-type: none"> \$ Interpretation of student learning \$ Insights on effective instruction and assessment \$ Alignment among goals, instruction and assessment \$ Implications for future teaching \$ Implications for professional development

Contextual Factors

TWS Standard

The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

Task

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt

In your discussion, include:

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

Suggested Page Length: 1-2

Contextual Factors Rubric

TWS Standard : *The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students' Skills And Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

Learning Goals

TWS Standard

The teacher sets significant, challenging, varied and appropriate learning goals.

Task

Provide and justify the learning goals for the unit.

Prompt

- **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
- **Show how the goals are aligned with local, state, or national standards**, (identify the source of the standards).
- **Describe the types and levels of your learning goals.**
- **Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.**

Suggested Page Length: 1-2

Learning Goals Rubric

TWS Standard: *The teacher sets significant, challenging, varied and appropriate learning goals.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.	
Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
Appropriateness For Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	

Assessment Plan

TWS Standard

The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Task

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt

- **Provide an overview of the assessment plan.** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
- **Describe the pre- and post-assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
- **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.

Example of Assessment Plan Table: Kindergarten

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 1 <i>Example: The student will link wild animals with their habitats.</i>	Pre-Assessment	Checklist: game with animal masks & centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief.
	Formative Assessment	animal puppets and habitats (e.g., bird and nest) anecdotal records RE Q & A picture journals	Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for Q & A
	Post-Assessment	Checklist: game with animal masks & centers representing habitats	

Suggested Page Length: 2 + pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table

Assessment Plan Rubric

TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	

Design for Instruction

TWS Standard

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Task

Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context.

Prompt

- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to the learning goals*. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
- **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
- **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
 - how the content relates to your instructional goal(s),
 - how the activity stems from your pre-assessment information and contextual factors,
 - what materials/technology you will need to implement the activity, and
 - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).
- **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

Suggested Page Length: 3 + visual organizer

Design for Instruction Rubric

TWS Standard: *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	
Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	

Instructional Decision-Making

TWS Standard

The teacher uses on-going analysis of student learning to make instructional decisions.

Task

Provide two examples of instructional decision-making based on students' learning or responses.

Prompt

- Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

- Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Suggested Page Length: 3-4

Instructional Decision-Making Rubric

TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	
Modifications Based on Analysis of Student Learning	Teacher treats class as "one plan fits all" with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	

Analysis of Student Learning

TWS Standard

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Task

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Prompt

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).
- **Subgroups.** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal**. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
- **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."

Suggested Page Length: 4 + charts and student work examples

Analysis of Student Learning Rubric

TWS Standard: *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

Reflection and Self-Evaluation

TWS Standard

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice,

Task

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Suggested Page Length: 2

Reflection and Self-Evaluation Rubric

TWS Standard: *The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies <u>successful and</u> unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or <u>research</u>).	Identifies successful and unsuccessful activities and assessments and <u>provides</u> plausible reasons (based on theory or research) for their success or <u>lack thereof</u> .	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, <u>instruction, and</u> assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

University of New Orleans
College of Liberal Arts, Education, and Human Development
Capstone Review for Student Teaching/Internship

This form is to be completed by the College Coordinator for each candidate. It should be paper clipped to the outside of the candidate's capstone review folder.

Date: ____ / ____ / ____

Candidate: _____ **Privateer Number:** _____

Candidate's Telephone Number: (____) ____ - ____

Program: ____ Undergraduate ____ Non-Master's Alt Cert ____ MAT

Certification Area: ____ Early Childhood ____ Elementary ____ Integrated-Merged

____ Music ____ Middle Grades (Circle: English Math Science Social Studies)

____ Secondary (Circle: English Math Biology Chemistry Earth Science Social Studies)

____ Special Education (Circle: Mild-Moderate Early Intervention Significant Disabilities)

I. School: _____ **Grade/Subject:** _____

Cooperating Teacher / Mentor: _____

College Coordinator: _____

Final Grade for Student Teaching / Internship: ____

II. Please ask the Candidate each question and record his/her response.

Have you passed PRAXIS Subject Area (Content) Test(s)? ____ Yes ____ No

Have you passed PRAXIS PLT? ____ Yes ____ No

Have you uploaded the Teacher Work Sample in Live Text? ____ Yes ____ No

Have you passed the Mild Moderate Add-On Assessment? ____ N/A ____ Yes ____ No

Have you uploaded your field experience hours in Live Text? ____ Yes ____ No

III. College Coordinator's Responsibilities (To be answered by the College Coordinator):

Have you scored the End of Semester Evaluation Form electronically? ____ Yes ____

No

Have you scored the Teacher Work Sample electronically: ____ Yes ____ No

Have you entered the Dispositions Reviews electronically: ____ Yes ____ No

If the Candidate earned a grade of "C" or higher and answered "YES" to all questions in Part II, is a check for \$50.00 made payable to the *Louisiana Department of Education* attached to this form?

____ Yes ____ No

College Coordinator's Signature

Date

