



**SPECIAL EDUCATION: THE PROFESSION
SPECIAL EDUCATION: THE PROFESSION and PRACTICUM
CIEP 512 and CIEP 563-Seminar,
Summer, 2018**

Instructor Information

Name: Sheryl Covitt, M.Ed., Adjunct Faculty-University Supervisor-School of Education

Email: scovitt@luc.edu

Office: N/A

Office hours: Before/after seminar or during clinical observation

Phone: 847-502-0883

Practicum Information

Dates: June 2018– August 2018 (Dates based on ESY program of school)

Seminar

Day and Times:

TO BE DETERMINED

On-Campus Location:

Sequence Description

During this rigorous practicum, candidates will their work with their co-teachers as they transition into full-time teaching responsibilities. The experiences in this practicum are designed to allow candidates to apply their accumulated knowledge and skills, and measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to endorsement. Candidates will work with their Co-teacher five days per week while being supervised at the school site by their University Supervisor. Seminars will be held on campus or at a conveniently determined location and lead by the University Supervisor to encourage critical thinking around teaching experiences and issues. During this practicum, candidates will also complete the Impact on Student Learning Project. Candidates will administer, analyze, and reflect upon their unit. CIEP 512 Seminar is the culmination of the teacher preparation program in both demand and expectation. Candidates will be observed and evaluated in a formative but rigorous manner as they progress toward mastery of their professional skills. This practicum will challenge students within their teaching context to examine their perspectives, understandings and practices in teaching learning and leading.

IDEA Objectives:

- Learning to apply course materials
 - Developing specific skills, competencies, and points of view needed by professionals in the field
 - Acquiring skills in working with others as a member of a team
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Course Description:

This course is the Loyola classroom based course to be taken with student teaching. The purpose of this course is to examine, test, and clarify the student's commitment and understanding of the teaching profession. The course includes a study of current trends and issues in special education, with attention to the demands of teaching in a diverse society, as well as working with paraprofessionals, parents, and other community members. In addition, students will have a working knowledge of the forms required in special education including the IEP, transition plan, behavior plan and the screening process. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and IL Teacher Preparation Standards will also be addressed. Students are expected to reflect on their role in the classroom through journaling and sharing.

For more information about CEC standards, go to

<http://www.cec.sped.org/>

The course will address the following topic areas: current legal issues, IEP development, teaching as a profession, school politics, planning and preparation, working with the paraprofessional, the reflective practitioner, diversity and technology. Decision making/problem solving and providing supports for people with exceptionalities will be constant themes throughout this course.

Conceptual Framework and Conceptual Framework Standards

The conceptual framework of the School of Education is "*Professionalism, Inquiry, and Social Justice.*"

This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. The conceptual framework standards for this course are:

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.

- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Discussion of the mission of the school of education and the framework can be found online at:

<http://www.luc.edu/schools/education/programs/>

Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of *Professionalism, Inquiry, and Social Justice.*” The dispositions for this course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- **D4** demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
- **D8** demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (1F, 9I, 9J) (IB)
- **D12** demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- **D13** demonstrating high levels of personal engagement and investment in all students’ learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
- **D17** demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

OBJECTIVES:

At the conclusion of this course the students will:

1. Evaluate the impact of federal legislation on providing special education services to individuals with disabilities (**CC1B, LBS108**)
2. Evaluate legal responsibility associated with related services within the student teaching experience of (1) Free and Appropriate Public Education and (2) Least Restrictive Environment (**CC8E,CC1B, CC8M, CC8L, LBS 108**)
3. Reflect and evaluate their own biases/opinions toward education students with disabilities and how those biases influence their decisions and actions (**CC5D, CC5P, CC8A, LBS109**)
4. Incorporate into their lessons ethical practices identified by the Council for Exceptional Children (**CC8H, CC8M, LBS108**)
5. Engage in professional activities that support their professional development (**CC8J, CC9E, LBS108**)

6. Engage in professional dialogue that focuses on issues related to the profession (**CC8B,CC8D, CC9D, LBS108**)
7. Demonstrate respect for each student through daily lessons, interactions with parents and within the classroom milieu. (**CC8B, CC8G, LBS109**)
8. Design strategies that assist students in generalizing knowledge and skills in their classroom, school, home and community (**CC5A, LBS109**)
9. Knowledge of the issues, resources, and techniques related to the placement and entry of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers (**CC5K, LBS106**).
10. Ability to recognize signs of emotional distress, child abuse, and neglect and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities (**CC8K, LBS106**).
11. Evaluate collaborative and consultative techniques (**LBS107**).
12. Ability to reflect on the central concepts and methods of inquiry for the improvement of instruction and guidance (**LBS109**).
13. Conduct self-evaluation, make ongoing adjustments to assessment and intervention techniques as needed to improve student services (**LBS109**).
14. Evaluate the teacher's role in providing inclusion activities and strategies with low-incidence/significant disabilities in the general education environment (**LBS107**).
15. Access the use of technology to assist with classroom instruction (**CC4X, LBS107**)
16. Access the use of technology-assisted equipment as needed with students (**CC4X, LBS107**)
17. Assess students', families', and community members' quality of life (**LBS106**)
18. Ability to discuss school improvement, reform, and community schools in relation to inclusion of persons with exceptionalities (**LBS108**).

School of Education Policies and Information

DCFS Mandated Reporter Training:

As a teacher, you will be a mandated reporter of child abuse in the State of Illinois. In order to understand this role, you will need to complete an online training practicum that is provided by the state. It will take you approximately 60 to 90 minutes to complete and you will receive a certificate of completion. This certificate is to be uploaded to LiveText under your TLSC 360 course. Please print the certificate and keep it for your records. Here is the link to the practicum:

<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=D67FA56FC88615C0F4B772600B71A8EC>

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in

the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Technology

Teacher candidates are expected to use technology in the preparation of their work for this practicum, but are also expected to incorporate it into their lessons that they prepare for students when appropriate. Some of the technologies they will use to manage their own learning will include Blackboard and LiveText.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication and responsibility while accessing and utilizing technology, information resources and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Diversity

This practicum calls on candidates to meet the needs of diverse learners, and make diversity the substance of the content that they will teach. The unit that they develop with the mentor teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, this practicum offers an opportunity to apply the candidates' understanding of diversity on multiple levels.

University Policies and Information

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found

at:http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Evaluation Procedures:

Practicum Participation & Attendance-20% of grade

Candidates are expected to consistently and actively participate in all class activities and discussions. Since much of this practicum takes place in a school and during the summer months, candidates are expected to dress and act professionally. Candidates must attend their site all day, every day that school is in session, including professional development days, parent conferences and any other teaching related events. Candidates must document their time using the attendance form provided and submit the form to their University Supervisor at the conclusion of their practicum. Seminar sessions will build directly on assigned readings and field experiences; candidates must come to class having read all assigned texts and articles, as well as completing a reflective journal each week.

Activities:

Teaching as a Profession

1. **Weekly reflections** will be completed describing this practicum and shared online with the instructor each week. The reflections will be based upon different prompts to which responses/reflections will be composed. Prompts can include information that demonstrates planning, implementation and evaluation of lessons taught and daily behavior supports promotes research based/effective practices. **(10% of grade)**
2. **Lesson plans** for direct instruction should be completed in all content areas in which that instruction is provided. A detailed lesson plan of the lesson to be observed is to be provided to the university supervisor the night prior to the on-site observation. The Loyola lesson plan format is to be used. **(10% of grade)**
3. **Observations:** Weekly observations will occur during your placement. You will be required to submit your lesson plan to your university supervisor prior to the observation. This plan can be sent via email and must be received one day prior to the scheduled observation. You and your university supervisor will meet immediately following your lesson to engage in a reflective discussion about your lesson. You will receive a summary of the observation from your university supervisor immediately following the observation. See more information about the observations in the **Evaluations** section below. **(Grade is included in the evaluation process)**
4. **Task Analysis:** Candidate will discuss with their cooperating teacher issues related to the range of skills and competencies required for students to complete a range of functional life skill tasks. The candidate will work with the cooperating teacher to identify ONE student for whom a specific functional skill is in the initial or emerging stages of development. An instructional objective will be determined and, from that, a task analysis of the instructional steps to accomplish that objective will be developed. Included in this task analysis will be statements identifying and listing the hierarchy of prompting (e.g., least-to-most; most-to-least) and the reinforcements used to both teach and reinforce the student's behavior (e.g., fixed, interval, praise, tangible, access to preferred task). Personal reflection on this process will be discussed during seminar sessions with the intent of developing their own position the task analysis process when constructing instructional sequences. This plan can be integrated with the Impact Project. **(10% of grade)**
5. **Teaching Evaluations: 50% of grade (25%-formative; 25% summative)**
 - a. Candidates, in collaboration with their University Supervisor and Cooperating Teacher, will participate in 1 mid-term (formative) evaluation and 1 final (summative) evaluation.
 - b. Midway through the practicum, sometime during week 2, a mid-term evaluation/observation will be completed by the University Supervisor and the Cooperating Teacher. The mid-term

- evaluation is meant to identify the practicum teacher's progress. While a formal debriefing including the Cooperating Teacher is not necessary, the University Supervisor will discuss and meet either in person or by via email or phone with the Cooperating Teacher regarding his/her mid-term evaluation of the Practicum Teacher.
- c. The final practicum observation will include the final evaluation and a summative debriefing of the student teacher's progress. This final observation and meeting will occur sometime during weeks 4-5. Both the University Supervisor and the Cooperating Teacher will complete a final evaluation of the practicum teacher, and all three will participate in the final debriefing.
 - d. The interim observations will also be evaluative in nature including a formal debriefing between the University Supervisor and the Practicum Teacher following each observation. The identification of goals on which the Practicum Teacher is to work on for the next observation will be discussed at the conclusion of each post-observation conference. These observations are to be scheduled in accordance with the schedules of the Practicum Teacher, Cooperating Teacher and University Supervisor.

6. PROFESSIONAL PRACTICE PROFILE

Candidates will complete a *Professional Practice Profile (PPP) essay* and submit completed project in LiveText. The PPP consist of two reflective essays that teacher candidates complete at the conclusion of their program. The first is a reflective statement about the School of Education's conceptual framework, *Professionalism in the Service of Social Justice*. The second is a reflective statement about the role of community in education and the candidates' development of collaborative relationships throughout the TLLSC program. Rubrics will be assessed in LiveText.



Attendance Record – Summer 2018

Preparing people to lead extraordinary lives

Student _____ LUC # _____

School _____ Cooperating Teacher _____

Please check the appropriate boxes:

- M.Ed.** *Elementary* *Early Childhood/Special Education*
 Secondary *Special Education*

Please keep an accurate tally of your daily attendance. Both you and the cooperating teacher must sign this record at the end of each week. Please use codes and enter on the appropriate lines. The undated line is for the cooperating teacher and teacher candidate's initials. This calendar is your proof of attendance during your Sequence 8 experience. It must be given to your Internship Coach at the final seminar.

Week	Dates	M	T	W	R	F	Coop Signature
<i>Sample</i>	<i>10/12 - 10/16</i>	<i>FD</i>	<i>FD</i>	<i>FD</i>	<i>A1</i>	<i>FD</i>	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

- CODES:** **FD** **Attended full day**
A1 **Absent All Day**
A ½ **Absent ½ Day – State AM or PM**
T **State Time of Arrival**
H **School Holiday**

SIGNATURES:

Co-Teacher: _____

Teacher Candidate: _____

University Supervisor: _____



Preparing people to lead extraordinary lives

Loyola University Chicago Clinical Evaluation

(To be used for observations and both the formation & summative evaluations)

Teacher Candidate		Observer
Class Period		School
Classroom Teacher		Grade/ Content Area

Adapted from Danielson Framework for Teaching, edTPA Tasks and Rubrics, and Illinois Professional Teaching Standards

Component	Accomplished	Proficient	Needs Improvement	COMMENTS
PLANNING				
Demonstrates Knowledge of Content Danielson: 1a edTPA Rubric: 1 IPTS: 2I, 2K, 3Q EU: 3, 6	Candidate demonstrates knowledge of the relevant content standards as well as how these standards relate to other disciplines. Candidate demonstrates extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Candidate demonstrates deep understanding of prerequisite knowledge important to student learning of the content/skill	Candidate demonstrates knowledge of the relevant content standards. Candidate demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Candidate demonstrates accurate understanding of prerequisite knowledge important to student learning of the content/skill.	Candidate demonstrates little to no knowledge of relevant content standards and no understanding of the disciplinary way of reading, writing, and/or thinking within the subject area Teacher demonstrates little understanding of prerequisite knowledge important to student learning of the content/skill	
Demonstrates Knowledge of Pedagogy Danielson: 1a edTPA Rubric: 1 IPTS: 2I, 2K, 3QEU: 3, 6	Plans reflect a range of effective pedagogical approaches suitable for student learning of content/skills being taught and anticipate student misconceptions.	Plans reflect a range of effective pedagogical approaches suitable for student learning of content/skills being taught	Plans reflect little or no understanding of the range of pedagogical approaches suitable for student learning of content/skills being taught.	

<p>Demonstrates Knowledge of Students</p> <p>Danielson: 1b edTPA Rubric: 2,3 IPTs: 1H, 1I, 1J, 2P, 3K, 5M, 8S EU: 1, 7</p>	<p>Candidate justifies why learning tasks are appropriate using examples of students' prior learning and examples of personal/cultural/community assets. Candidate's justification is supported by principles from research and/or theory</p>	<p>Candidate justifies why learning tasks are appropriate using examples of students' prior learning or examples of personal/cultural/community assets</p>	<p>Candidate justifies learning tasks with limited attention to students prior academic learning or limited to no attention to personal/cultural/community assets</p>	
<p>Selects Developmentally Appropriate Goals, Standards and Objectives</p> <p>Danielson: 1c IPTs: 3O EU: 3,4,</p>	<p>Learning objectives are standards based, clear, measurable, and aligned to methods of assessment. Candidate sequences and aligns standards based objectives to build toward deep understanding and meaningful, authentic application</p>	<p>Learning objectives are standards based, clear, measurable, and aligned to methods of assessment. Candidate sequences and aligns standards based objectives to build toward deep understanding.</p>	<p>Learning objectives are not standards based, are unclear or not measurable. Candidate fails to sequences and align standards based objectives to build toward deep understanding and, authentic application</p>	
<p>Selects Appropriate Material</p> <p>IPTs: 3Q EU: 6</p>	<p>Candidate's materials support deep understanding of objectives and are developmentally appropriate. Materials were well developed to an extent that they could be understood and used by other teachers. Technology is employed to effectively support student learning needs and understanding</p>	<p>Candidate's materials support understanding of objectives and are developmentally appropriate. . Materials were well developed but need refinement to make them understandable or useable by other teachers Technology, if appropriate, is employed to support student learning needs</p>	<p>Candidate's materials is not related to the objectives or are developmentally inappropriate. Materials were developed, but could not be understood by others and not very comprehensive. When technology could be used to support student learning, it is absent or superficial</p>	
<p>Designs Instruction with Appropriate Sequence, Scope, and Coherence.</p> <p>Danielson: 1d edTPA Rubric: 1 EU: 6</p>	<p>Candidate coordinates in-depth knowledge of content, students and resources (including technology) to design lessons. Tasks are cognitively challenging, yet accessible, for students and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for</p>	<p>Candidate coordinates knowledge of content, students and resources to design lessons. Tasks are cognitively challenging, yet accessible, and are designed for groups of students. There is evidence of scaffolding and the lesson is sequences and paced appropriately</p>	<p>Candidate fails to coordinates knowledge of content, students and resources to design lessons. Tasks are aimed at the entire class. There is little to no evidence of scaffolding, appropriate pacing or differentiation. The lesson is not sequenced effectively.</p>	

	all students and the lesson is sequences and paced appropriately.			
<p>Plans Assessment to Monitor and Support Student Learning</p> <p>Danielson: 1e edTPA Rubric: 5 IPTs: 2K, 4N, 7K, 7N EU: 4, 7</p>	<p>The assessments provide multiple forms of evidence to monitor student progress toward developing understanding. The plan for student assessment is aligned with the standards-based learning objectives identified for the lesson. Assessment adaptations required by IEP or 504 plans are made. The assessments allow individuals with specific needs to demonstrate their learning.</p>	<p>The assessments provide evidence to monitor student progress toward developing understanding. The plan for student assessment is aligned with the standards-based learning objectives identified for the lesson. Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide limited evidence to monitor student progress toward developing understanding. The plan for student assessment is not aligned with the standards-based learning objectives identified for the lesson.</p> <p>Failure to adapt the assessments as required by IEP or 504 plans is an automatic zero</p>	
<p>Identifies and Supports Language Demands</p> <p>edTPA Rubric: 4 IPTs: 2Q, 3Q, 6J, 6L, 6M, 6Q EU: 3,6</p>	<p>The candidate identifies vocabulary (and/or symbols) and additional language demand(s) (e.g. syntax and/or discourse) associated with the lesson. The plans include targeted support for use of vocabulary and the additional language demand(s)</p>	<p>The candidate identifies vocabulary (and/or symbols). Attention to additional language demand(s) (e.g. syntax and/or discourse) is superficial. The plans include general support for use of vocabulary and the additional language demand(s)</p>	<p>The candidate identifies vocabulary (and/or symbols) but fails to mention additional language demand(s) (e.g. syntax and/or discourse). The plans include little to no support for use of vocabulary.</p>	
THE CLASSROOM ENVIRONMENT				
<p>Creates a Respectful and Supportive Learning Environment</p> <p>Danielson: 2a edTPA Rubric: 6 IPTs: 1K, 3H, 4I, 4J, 4K, 4L, 4O, 5M EU: 1,7, 9</p>	<p>Patterns of classroom interaction, both between the candidate and students and among students, are highly respectful, reflecting genuine caring. The net result of interactions is that of academic and personal connections between students and adults.</p>	<p>Patterns of classroom interaction, between the candidates reflect rapport and respect. The net result of interactions is that of academic and professional connections between students and adults.</p>	<p>Candidate provides a learning environment that serves primarily to control student behavior.</p>	

<p>Engages Students in Learning and Responsibility</p> <p>Danielson: 2b edTPA Rubric: 7 IPTS: 4N, 5I, 5L, 5S EU: 1,</p>	<p>The candidate creates a classroom culture that reflects a shared belief in the importance of learning, perseverance, and hard work. Students are engaged in the learning task that deepens and extends their understanding. Students assume responsibility for high quality work.</p>	<p>The candidate creates a classroom culture that communicates the importance of learning, perseverance, and hard work. Students are engaged in the learning task that develops their understanding. Students assume responsibility for their work.</p>	<p>The candidate fails to create a classroom culture that reflects the importance of learning, perseverance, and hard work. Students have limited engagement in the learning task because of a teacher centered classroom</p>	
<p>Manages Classroom Procedures and Time</p> <p>Danielson: 2c IPTS: 4K, 4L, 4M, 5R EU: 9</p>	<p>Effective classroom routines and procedures maximize instructional time. The candidate orchestrates the environment so that students contribute to the management of instructional grouping, transitions, and/or the handling of materials. Students follow classroom procedures without the candidate's prompting</p>	<p>Effective classroom routines and procedures with minimal loss of instructional time. The candidate directs the environment so that students contribute to the management of instructional grouping, transitions, and/or the handling of materials with little disruption. With minimal prompting and guidance students follow classroom procedures without the candidate's prompting</p>	<p>Classroom routines and procedures are insufficient to prevent the loss of instructional time. The candidate attempts to direct the environment but students fail to take it upon themselves to manage instructional grouping, and/or the handle materials without disruptions. Transitions are neither quick nor smooth. Students require continual prompting to follow procedures.</p>	
<p>Manages Student Behavior</p> <p>Danielson: 2d IPTS: 4I, 4J, 4K, 4L, 44O, 4P, 4Q EU: 9</p>	<p>Students follow established standards of conduct and self-monitor their behaviors. Candidates monitoring of student behaviors is subtle, proactive and preventative. Candidate uses positive framing to model and reinforce positive behavior. Candidate's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.</p>	<p>Most students follow established standards of conduct and self-monitor their behaviors. Candidates monitor student behaviors against established standards of conduct. Candidate uses positive framing to model and reinforce appropriate. Candidate's response to students' inappropriate behavior is consistent, proportionate, and respectful to students.</p>	<p>There is inconsistent implementation of standards so some students' behaviors challenge the standard of conduct. The candidate is inconsistent with the use of positive framing and redirecting of student behavior. Candidate tries, with uneven results, to monitor student behavior. The candidates response to inappropriate behavior is inconsistent and is sometimes disrespectful</p>	

INSTRUCTION				
<p>Communicates Clearly and Accurately</p> <p>Danielson: 3a IPTS: 5L, 6J EU: 2</p>	<p>Candidate clearly communicates learning objectives. Candidate guides students to articulate the relevance of the objective(s).</p> <p>□ Candidate clearly explains directions and procedures, and anticipates possible student misunderstanding. Candidate’s explanation of content is thorough, accurate, and clear enabling students to develop a conceptual understanding of content making connections to their interest, knowledge and experience. Vocabulary is developmentally appropriate.</p>	<p>Candidate communicates learning objectives. Candidate guides students to understand the relevance of the objective(s).</p> <p>Candidate clearly explains directions and procedures, and anticipates some possible student misunderstanding. Candidate’s explanation of content is mostly accurate, and clear enabling students to develop an understanding of content, and attempts to make connections to their interest, knowledge and experience. Vocabulary is developmentally appropriate.</p>	<p>Candidate fails to communicate learning objectives or the learning objective is unclear. Candidate does little to guide students to understand the relevance of the objective(s). Candidate explains directions and procedures, but sequencing and/or transitions are uneven. Candidate’s explanation of content is mostly accurate, and clear enabling students to develop some understanding of content. Connections to their interest, knowledge and experience are not attempted. Vocabulary may be developmentally inappropriate.</p>	
<p>Deepens Student Learning</p> <p>Danielson: 3b edTPA Rubric: 8 IPTS: 2K, 2M, 25K, 5L, 5S, 6S EU: 3,6</p>	<p>Candidate elicits and builds on student responses to develop understanding. Candidate facilitates interaction among students so they can evaluate their own ability to understand and apply. Candidate uses a variety of low- and high-level open-ended questions to challenge students cognitively, advance high level thinking and discourse.</p>	<p>Candidate elicits student responses related to the development of understanding. Candidate’s questions leads students through a single path of inquiry where answers are seemingly pre-determined with few high level or open-ended questions. Questions are asked with limited “wait time”</p>	<p>Candidate asks primarily surface –level questions and evaluates student response as correct or incorrect OR candidate does most of the talking and students provide few responses. Questions may be developmentally inappropriate. Few students are listening and responding to questions.</p>	
<p>Uses Evidence to Evaluate and Change Teaching Practice</p> <p>Danielson: 3d, 3e</p>	<p>Candidate fully integrates formative assessment into instruction and uses it to monitor progress and check for understanding. Students self- and peer-assess and monitor their</p>	<p>Candidate sometimes integrates formative assessment into instruction and uses it to monitor progress and check for understanding. Few engage in</p>	<p>Candidate fails to integrate formative assessment into instruction and superficially monitors progress and check understanding. Students do not</p>	

edTPA Rubric: 10 IPTs: 1H, 3J, 5J, 5P, 7J EU: 4,6	progress. Candidate provides individualized feedback that is accurate, specific, and advances learning.	self- and peer-assessment. Candidate provides general feedback that does not advance learning	engage in self- and peer-assessment. Candidate provides general or unclear feedback that does not advance learning	
Professional Responsibilities				
Feedback and Reflection on Student Learning Danielson: 4a IPTs: 9I, 9K, 9S EU: 1	Candidate can make an accurate assessment of the lesson's effectiveness and the extent to which it achieved its objective and its impact on student learning, citing many specific examples and evidence. Candidate can offer specific alternative practices, complete with probable success of each aspect of practice could have on this or future similar lessons.	Candidate can describe whether or not the lesson was effective but does not describe the extent to which it achieved the objective(s) or impact on student learning. Candidate can offer general suggestions for improving the lesson or future similar lessons	Candidate cannot clearly describe whether or not the lesson was effective nor describe the extent to which it achieved the objective(s) or impact on student learning. Candidate cannot offer general suggestions for improving the lesson or future similar lessons	
Growing and Developing Professionally Danielson: 4d IPTs: 9K, 9O, 9P, 9Q EU: 3	Candidate initiates opportunity for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skills. Candidate invites meetings and initiates collaborations with colleagues. Candidate accepts collegial support and feedback from colleagues and supervisors. Candidate is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues	Candidate participates in opportunity for professional growth and makes an effort to enhance content knowledge and pedagogical skills. Candidate attends meetings and participates in collaborations with colleagues. Candidate accepts collegial support and feedback from colleagues and supervisors. Candidate exhibits professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues	Candidate sometimes participates in opportunity for professional growth and makes little effort to enhance content knowledge and pedagogical skills. Candidate attends most meetings and participates in collaborations with colleagues. Candidate sometimes does not value collegial support and feedback from colleagues and supervisors. Candidate fails at times to exhibit professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues	

Comments:

Signature of Teacher Candidate _____ Date _____

Signature of Faculty Coach _____ Date _____

Signature of Mentor Teacher _____ Date _____