

**INTERNSHIP HANDBOOK FOR
TEACHER CANDIDATES**

**School of Education
Meredith College
Raleigh, NC
2007-08**

Dear Intern:

You are about to begin the culminating experience of your teacher education program at Meredith College. The internship will be one of the most significant and rewarding phases of your professional preparation. During the upcoming semester, you will be applying what you have learned throughout your program, and reflecting continuously upon your progress in your chosen career. Your experience will be intense, and be prepared to devote all of your energy to this important endeavor.

The purpose of this handbook is to provide you with guidelines and expectations for your internship experience. Be sure that you and your cooperating teacher read and understand it. The internship is of great consequence to your future as a professional educator. Not only is your final evaluation a reflection of your performance, but the resulting references written by your cooperating teacher, college supervisor(s), and others involved in this experience will provide information to prospective school systems. In addition, successful completion of your technology portfolio, included within your professional portfolio, is necessary for you to be recommended for licensure.

We know you will be a positive representative of the Department of Education at Meredith College. We all wish you success in the field.

Faculty of the Teacher Education Program
Meredith College

TABLE OF CONTENTS

Introduction	4
Goals and Standards of the Teacher Education Program	5
<i>Mission and Goals</i>	5
<i>Conceptual Framework and Dispositions</i>	6
<i>INTASC Standards</i>	9
<i>ISTE National Education Technology Standards</i>	10
Admission to the Internship	12
Objectives of the Internship	13
Responsibilities and Expectations of Interns	14
Selection of Cooperating Teacher	15
Responsibilities of the Cooperating Teacher	16
Suggested Schedule for Interns	18
Lesson Planning	19
Role of the School Administrator	20
Responsibilities of the College Supervisor	21
Evaluation of the Intern	22
Final Evaluation of the Intern	24
Substitute Teaching - Meredith College Policy.....	25
Attendance Policy - Internship.....	26
What If There is a Problem?	27
Termination of Internship.....	29
Bibliography	32
Appendix	33
<i>Admission to Teacher Education</i>	34
<i>Professional Teaching Portfolio</i>	35
<i>Self-Assessment for Interns</i>	42
<i>Sample - Action Plan</i>	44
<i>Midterm Internship Evaluation</i>	45
<i>Final Internship Evaluation</i>	48
<i>Professional Teaching Portfolio Assessment</i>	50
<i>Teacher Candidate Evaluation Rubric (TCER)</i>	55

INTRODUCTION

Congratulations! Your internship is a significant milestone in your professional development. It offers opportunities for practical application of theory, observation of techniques and strategies, and immediate and continuous constructive feedback. It allows you to participate actively in all aspects of the teaching profession on a sustained daily basis over time. This experience provides a supportive environment in which to integrate knowledge from your teacher education program with best practices in teaching and learning.

Because it is the culmination of your pre-professional education, your internship will be a very demanding experience. You will be required to produce high-quality work in a professional setting and relate to a wide variety of people. This will occur under the careful supervision of a number of veteran professionals.

Throughout your internship, you will be expected to relate effectively and professionally to your students, teachers, supervisors, parents, administrators, and staff. Communication will be the key to building these relationships and ensuring that shared information is received in the context in which it was intended. Increased understanding and honest communication are essential to a successful internship experience. Communication is not static; it is a constantly occurring and continuous dialogue. Positive communication requires purpose, planning and thoughtful execution.

Your internship is more than an opportunity to demonstrate competence. It is a time for you to grow as a teacher. The internship, in most cases, is a full-time commitment. In general, you are expected to spend a minimum of 40 hours per week in school-related activities. Punctuality and regular attendance are mandatory. Preparation, staff meetings, conferences, school activities and professional development opportunities are integral to your experience. Consequently, you should expect to put in “overtime” to perform at a level that demonstrates satisfactory competence in requisite teaching skills. You will attend a cooperative discipline workshop, and attend weekly or bi-weekly seminars with your college supervisor. Each seminar will provide you an opportunity for peer interaction about teaching applications, problems, issues and questions and for meeting the requirements of your internship.

You have already spent time with your cooperating teacher; therefore, when you begin full time you will have increasing involvement in the preparation and teaching of daily lessons. You will have an opportunity to co-teach and team teach with your cooperating teacher as well as several weeks teaching full load, all day. You will relinquish teaching responsibilities to your cooperating teacher as your internship comes to a close.

Useful information about your experience is contained in the following pages. Please read all of the information contained in this booklet carefully and ask questions of your seminar instructor, college supervisor, or cooperating teacher.

The teacher education program at Meredith College follows the guidelines outlined under the program approval standards of the North Carolina Department of Public Instruction. The purpose of this manual is to acquaint interns, cooperating teachers, and school administrators with the policies and procedures that apply to their joint undertaking. We are indebted to the Wake County Public School System with which we work and the North Carolina Department of Public Instruction for their continued support and service to the future teachers of Meredith College.

MISSION AND GOALS OF THE TEACHER EDUCATION PROGRAM AT MEREDITH COLLEGE

Mission

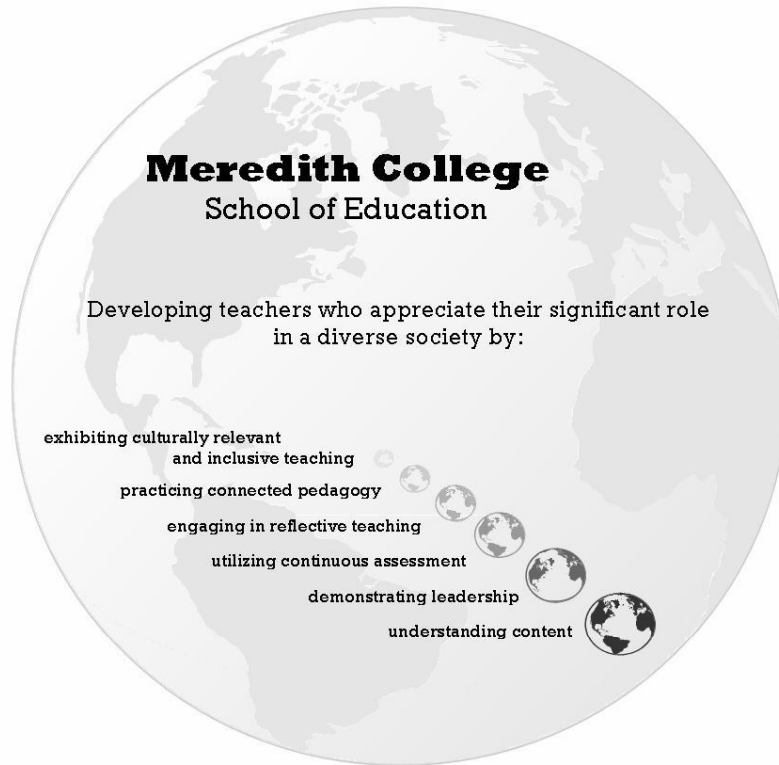
The mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who embrace their significant role in a diverse society.

Goals

The Department of Education at Meredith College is committed to the development of reflective practitioners who will:

- Demonstrate leadership by collaborating with colleagues, participating in and forging community-school partnerships, and structuring schools/classrooms as communities of learners;
- Understand content, by building upon and integrating the knowledge skills learned in their general education and liberal arts majors with professional knowledge, skills, and dispositions of professional educators;
- Practice connected pedagogy by practicing teaching strategies that are personal and focused on individuals, by understanding student development and learning, by modifying instructional strategies to address individual differences and learning preferences; and by constructing caring contexts that support student exploration and learning;
- Practice culturally relevant and inclusive teaching by maintaining high expectations for all students, modifying instruction to support the learning of all students, and celebrating the diversity that all students bring to the learning environment;
- Engage in reflective teaching by continuously assessing themselves as educators and their students as learners; by adjusting teaching based on reflection; and by participating in continuing staff development and professional organizations; and,
- Utilize continuous assessment by implementing a variety of informal and formal assessments, interpreting assessments appropriately, communicating to students and families; and using this information to plan for teaching.

CONCEPTUAL FRAMEWORK AND DISPOSITIONS



PROFESSIONAL EXPECTATIONS OF THE MEREDITH COLLEGE EDUCATION PROGRAM

We, at Meredith, are very proud of the professional educators we graduate. Becoming a professional is a process that involves more than just coursework; it also involves the continual development of behaviors and attitudes that will enable a person to make a strong positive contribution to the teaching profession. We expect the following:

A respect for the people with whom you are working: While on campus this is reflected in classroom behaviors such as attending classes regularly and on time, notifying the instructor of absences and turning in adequately prepared work in a timely fashion. Such standards should also be maintained while conducting fieldwork.

A respect for the diversity represented by the people with whom you are working: This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to all people and openness to other cultures and ideas.

An awareness of the significance of the individual's role in social interactions: This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

A consistent demonstration of professional behavior: This is reflected in such behaviors as assuming responsibility for behavior, demonstrating initiative, displaying enthusiasm and a positive attitude toward professional responsibilities, and a willingness to make ethical decisions.

Conceptual Framework

The Conceptual Framework of the teacher education program at Meredith College embodies the mission of the College and of the Department of Education. It embraces evolving professional standards and the participation of the public school community in teacher education. Toward the development of women teacher-leaders within a public school setting, courses, field experiences, and clinical practice prepare students to be teachers who:

- **Exhibit culturally relevant and inclusive teaching.** Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students (Delpit, 2006; Gibson, 2004; Jenlink & Jenlink, 2005; Ladson-Billings, 1995, 2001; Ryan, 2006).
- **Practice connected pedagogy.** Teacher candidates understand that teaching and learning must be relevant to the students. As such they connect the content they teach to the lives of their students. Candidates lead student-centered classrooms designed with an understanding of their students' development and consideration of the needs of their students. They are able to design instruction to address individual differences and learning preferences, and when appropriate, respond to diversity in cultural practices and exceptionalities (Hamachek, 1987; Noddings, 2005; Rogers & Renard, 1999; Stears & Malcolm, 2005).
- **Engage in reflective teaching.** Teacher candidates believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Teacher candidates are able to engage in reflection not only within their own classroom but also within a community of professionals who have the common goal of improving student learning (Dewey, 1933; Schon, 1987; Sneed, 2005; Valli, 1993, 1997; Zeichner, 1996).
- **Utilize continuous assessment.** Teacher candidates are knowledgeable in the use of formal and informal assessment and use this data to inform instruction. They are able to use a variety of authentic and traditional forms of assessment to determine their students' understanding and are able to interpret this information and use it to meet the instructional needs of each student. Teacher candidates know how to use appropriate technology in both collecting assessment data and recording that data for analysis (Alexandrin, 2003; Guskey, 2001; Otero, 2006; Quintero & Cooks, 2002).
- **Demonstrate leadership.** Teacher candidates demonstrate the professional dispositions necessary to become teacher leaders. They provide leadership by collaborating with colleagues, participating in and forging community-school partnerships, and structuring classrooms as communities of learners (Lieberman & Miller, 2004; Middlebrooks, 2004; Patterson, 2001; Sherrill, 1999; Wynne, 2001).
- **Understand content.** Teacher candidates demonstrate strong content knowledge learned in their general education and liberal arts or professional majors and are able to combine that content knowledge with professional knowledge of pedagogy and best practices. They are able to utilize technology effectively in both helping students understand content as well as expanding their own content knowledge. In addition, teacher candidates are able to connect content to the student's community, and understand how cultural diversity and diversity in

learning needs can interact with content understandings (Bain & Mirel, 2006; Gudmundsdottir, 1990; Osana, Lacroix, Tucker, & Desrosiers, 2006; Shulman, 1986).

Toward these ends, in courses, field experiences, and clinical practice, teacher candidates can expect to: **actively observe, describe, reflect, analyze, connect, communicate, and act** - with increasing competence as a teacher.

INTASC STANDARDS

The teacher education program at Meredith College reflects the Interstate New Teacher Assessment and Support Consortium (INTASC) standards supported and adopted by the National Council for Accreditation of Teacher Education (NCATE) and North Carolina Department of Public Instruction (NCDPI).

Specific Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Child Development. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

Diverse Learners. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

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

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

Methodology. The teacher plans and delivers instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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

Reflective Teaching. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Collective Cooperation. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR TEACHERS (NETS-T)

To be licensed in the state of North Carolina, you need to have technology knowledge and be able to apply that knowledge according to the National Educational Technology Standards for Teachers (NETS-T) or the North Carolina Technology Standards for Teachers.

The six NETS-T standards are general technology requirements that are guidelines for beginning teachers. Each standard provides specific technology outcomes that you should demonstrate before you complete your licensure.

I. Technology Operations and Concepts

Teachers demonstrate a sound understanding of technology operations and concepts by

- demonstrating introductory knowledge, skills, and understanding of concepts related to technology;
- demonstrating continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Possible artifacts: Personalized pages in portfolio, artifacts that showcase your technology skills, websites that can be used in your classroom, link to grade in EDU 241, etc.

II. Planning and Designing Learning Environments and Experiences

Teachers plan and design effective learning environments and experiences supported by technology by

- designing developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners;
- applying current research on teaching and learning with technology when planning learning environments and experiences;
- identifying and locating technology resources and evaluating them for accuracy and suitability;
- planning for the management of technology resources within the context of learning activities;
- planning strategies to manage student learning in a technology-enhanced environment.

Possible artifacts: Web-based technology resources that can be used with students with exceptionalities or other special learning needs with description on how it can meet the needs of the students; lesson plan that includes technology being used to enhance student learning.

III. Teaching, Learning, and the Curriculum

Teachers plan and design effective learning environments and experiences supported by technology by

- facilitating technology-enhanced experiences that address content standards and student technology standards;
- using technology to support learner-centered strategies that address the diverse needs of students;
- applying technology to develop students' higher order skills and creativity;
- managing student learning activities in a technology-enhanced environment.

Possible artifacts: Lesson plan that uses technology to extend student thinking and address

diverse student needs; create a multimedia presentation that can be used with a lesson that you could teach; webquest, videotape analysis.

IV. Assessment and Evaluation

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies by

- applying technology in assessing student learning of subject matter using a variety of assessment techniques;
- using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning;
- applying multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

Possible artifacts: Student work samples, analyzed during student teaching and create graphs and charts to show impact on student learning; generate a student report to be sent home to parents demonstrating student's academic progress; work from any course in the program that shows your ability to use technology to assess, plan for and evaluate student needs.

V. Productivity and Professional Practice

Teachers use technology to enhance their productivity and professional practice by

- using technology resources to engage in ongoing professional development and lifelong learning;
- continually evaluating and reflecting on professional practice to make informed decisions regarding the use of technology in support of student learning;
- applying technology to increase productivity;
- using technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Possible artifacts: Newsletter for parents, share information about a topic with colleagues using technology, create a resume highlighting your experiences.

VI. Social, Ethical, Legal, and Human Issues

Teachers understand the social, ethical, legal, human issues surrounding the use of technology in PK-12 schools and apply those principles in practice by

- modeling and teaching legal and ethical practice related to technology use;
- applying technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities;
- identifying and using technology resources that affirm diversity;
- promoting safe and healthy use of technology resources
- facilitate equitable access to technology resources for all students.

Possible artifacts: Examples of school system policies and procedures for using technology in the schools; scavenger hunt or webquest, link to Code of Ethics for North Carolina Educators; design a table that shows evaluations of the quality of content websites for student and teacher use.

(See Appendix for description and rubric of Professional Teaching Portfolio.)

ADMISSION TO THE INTERNSHIP

The following requirements must be met before a teacher candidate is permitted to register for the internship:

1. The teacher candidate will have an overall GPA of 2.50 on a four-point scale at the end of the semester or summer session prior to the semester of student teaching. For students seeking middle, secondary, or K-12 licenses, a 2.50 GPA in the licensure area is required for the internship.
2. The teacher candidate must observe, and have participated with, students in the public schools or in similar situations.
3. The teacher candidate must have demonstrated the achievement of those competencies necessary for effective teaching that have been established by the North Carolina Department of Public Instruction and have been adopted by the Teacher Education Committee of Meredith College.
4. The teacher candidate must have completed all of the courses required in the teacher education program except those courses included in the BLOCK semester, or be enrolled in the remaining courses at the time of application for intern placement.
5. The teacher candidate must have been admitted to the teacher education program. (See Appendix).

OBJECTIVES OF THE INTERNSHIP

The internship experience is probably the most rewarding and fulfilling phase of an intern's quest for a teaching license. It represents a period of transition from the role of student to that of teacher and provides an opportunity for the intern to put into practice the knowledge, understanding and wisdom acquired through previous study.

Being able to practice as a teacher in a public school setting is a vital learning experience. Interns can clarify perceptions of themselves, their students, their roles as teachers, and their strengths and weaknesses in fulfilling the role of "teacher." Reflection and self-evaluation are crucial to this process. Professional and personal growth are fostered by the assistance and support of a master teacher (the cooperating teacher) and one or two college supervisors. As this team works together, the following objectives should be accomplished.

The intern will:

- Demonstrate an understanding of the cultural concepts, tools of inquiry, and structures of the disciplines he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Demonstrate an understanding of the teaching/learning environment by making appropriate teaching plans, implementing those plans, and providing for effective and appropriate assessment and evaluation of student learning.
- Demonstrate effectiveness in working with students from a variety of socioeconomic and cultural backgrounds and with a variety of different learners, including those with exceptionalities, by altering methods, techniques and strategies as needed.
- Demonstrate an understanding of the different roles and responsibilities of all personnel working within the school.
- Demonstrate a knowledge of school and community; including (but not limited to) knowledge of resources by using a variety of resources useful in the planning and implementation of teaching.
- Develop skills of self-evaluation through thoughtful reflection, discussions with supervisors, and sensitivity to reactions from students.
- Demonstrate the ability to assume complete responsibility as a teacher that includes all regular instructional and non-instructional duties required of the cooperating teacher.
- Develop and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

RESPONSIBILITIES AND EXPECTATIONS OF INTERNS

The internship experience is perhaps the most important part of a teacher's professional preparation.

During this period, the teacher candidate assumes the responsibilities and expectations of a classroom teacher.

- Being an intern is a **full-time job**. It includes being responsible for the entire class load plus any out-of-class responsibilities. **Attendance, punctuality and preparation** must respect the seriousness of this responsibility.
- Interns should take part in such out-of-class activities as PTA, faculty and professional meetings, evaluation conferences, routine teaching, and non-teaching tasks, including co-curricular activities. While it may be difficult to balance outside responsibilities, interns must place their internship responsibilities and activities in a primary position.
- Interns understand that the ultimate responsibility for the classroom remains with the cooperating teacher. A respect for the cooperating teacher as a professional, willing and capable of lending support and guidance, is expected at all times.
- Interns are guests in the assigned schools; they are expected to support school policies and personnel. All school rules and regulations (e.g. daily arrival and departure times for teachers) are to be followed. The Public School Law of North Carolina is to be followed at all times.
- Interns are to maintain a professional and ethical relationship with all members of the school community. A positive and enthusiastic attitude toward teaching and the subject matter must be exhibited at all times, along with a commitment to provide the best instruction possible.
- Interns are to maintain accurate records of student attendance, grades and progress, carefully safeguarding personal and confidential information. Timely preparation of daily, weekly, and unit plans as directed by the cooperating teacher and the college supervisor is expected.

It is the responsibility of the intern to respect the rights of students, teachers, administrators, and members of the community as demonstrated through behavior that is decent, humane, and just.

SELECTION OF COOPERATING TEACHER

The cooperating teacher is the intern's "most significant other" during the internship. It is vital that the relationship between the intern and the cooperating teacher be positive and indicative of an attitude of mutual trust and respect. Meredith College seeks to place interns with classroom teachers who hold themselves to high professional standards and who recognize the magnitude of the professional responsibility of guiding, encouraging, criticizing, and supporting an intern. Meredith College seeks accomplished teachers with strong reputations and recommendations to work with its interns.

In addition, the following criteria are among those used by the LEA (local education agency) in the selection of teachers to provide supervision for interns:

1. The cooperating teacher must have a minimum of three years successful teaching experience within five years prior to selection.
2. The cooperating teacher must have taught a minimum of one semester at the current school site.
3. The cooperating teacher must have been recommended for this role by the current principal or designee.
4. The cooperating teacher must be licensed in the field for which s/he is being asked to supervise and must teach in that general area at least 50% of the school day during the supervision period.
5. The cooperating teacher must display competencies appropriate to the supervision required. The competencies are to be assessed by designees of the LEA.

All cooperating teachers are approved each semester by the Director, Teacher Education.

RESPONSIBILITIES OF THE COOPERATING TEACHER

Cooperating teachers occupy an important position in the preparation of teachers. They are uniquely qualified to assist interns in certain key areas. The responsibilities of cooperating teachers include the following:

1. **Provide the best instruction possible for the students in the classroom.** Not only is the cooperating teacher responsible for the discerning and meeting of the students' learning needs, but also those of the intern. Thus, the cooperating teacher should study the learning needs of the intern as carefully as those of students.
2. **Help the intern through orientation.** The intern should learn as much as possible about the students; about the philosophy, organization, and instructional program of the school; and about the community in which she is working.
3. **Become well acquainted with the intern.** Acquaint yourself with the intern as a person and as a prospective teacher. The induction process involves close day-by-day guidance and direction and recognition of the intern's readiness to teach and to assume increasingly difficult assignments and responsibilities.
4. **Perform the role of a counselor.** This suggests the development of a program that would stimulate growth and progress of the intern. Constant effort is required to anticipate needs, apprehensions, and hopes of the intern.
5. **Exemplify a high professional interest and ability.** The intern should be regarded as a professional colleague. The cooperating teacher should be strong in support of professional organizations, and should encourage the intern to share in similar experiences. The cooperating teacher should model proper ethics and professional behavior.
6. **Help the intern through planning.** All teaching should be carefully planned. The cooperating teacher should stress the importance of planning and assist the intern in daily, weekly and unit planning. Familiarity and experience with available instructional materials, equipment, and resources will enhance the intern's performance.
7. **Help the intern through reflection and evaluation.** The cooperating teacher should assist in the official evaluation of the intern's progress and encourage personal, professional, and academic reflection and self-evaluation.
8. **Evaluation of the intern.** The cooperating teacher is expected to participate in a mid-term and final evaluation conference with the intern and the college supervisor(s). The cooperating teacher must also submit to the Meredith College Department of Education the form entitled "Evaluation of Teacher Intern" (see Appendix) at the end of the teacher internship period. *Form S*, Student Teaching/Student Teacher Interning Performance: Evaluation by North Carolina Local Education Agency, (see Appendix) must be completed and submitted to the Office of Staff Development of the appropriate school system.

9. **Involve the intern with the full range of a teacher's responsibilities.** The experience should include but is not limited to the following:
 - a. Classroom instruction and management
 - b. Extra-class activities, e.g., bus duty, hall duty
 - c. Parent conferences and with special service personnel
 - d. Faculty and PTA meetings
 - e. Keeping records and making reports
 - f. Planning for instruction, and constructing, administering and evaluating formal and informal assessment
 - g. Learning the school community
10. **Provide for regular conferences** during which the cooperating teacher and the intern plan, share information, evaluate and make decisions.
11. **Plan a schedule with the intern** for assuming teaching responsibilities.

SUGGESTED SCHEDULE FOR INTERNS

The following is a suggested schedule for preparing the intern for full-time teaching. The number of hours of actual teaching will depend upon the abilities and needs of the students in the classroom and the intern as determined by the cooperating teacher. It is assumed, however, that there will be extensive teaching experiences for the intern.

***Interns who have worked with their cooperating teachers during the previous semester(s) will begin the gradual assumption of teaching responsibilities.**

First week*	During this week, the intern may assist in one-on-one and small-group activities and may begin to assist the teacher in large-group instruction. The cooperating teacher may believe that the intern is ready to model a lesson. However, the cooperating teacher may believe that the intern would benefit from further observation in both the cooperating teacher's and other teachers' classrooms. Intern should be developing unit plans and/or learning centers.
Second week	Begin the gradual assumption of teaching responsibilities and continue activities from the first week. The cooperating teacher may believe that the intern is ready to plan and present a lesson or lessons. Planning continues.
Third Week	During this week, the intern may plan and direct a series of lessons. Planning continues.
Fourth – Sixth Week	The intern may progressively take responsibility for additional classes/lessons and may assist the teacher with other lessons. Reflection on progress - midterm evaluation will be held during this time. Planning continues.
Seventh-Ninth Week	During this time, the cooperating teacher may be ready for the intern to have full responsibility. Full responsibility should be for a minimum of three weeks. (During this time the cooperating teacher may continue to help when needed.) Planning continues.
Tenth Week	The intern will gradually relinquish the teaching responsibilities back to the cooperating teacher. All grading and recording grades should be completed. Intern should confer with cooperating teacher about student work that is incomplete. If time allows, the intern may observe in other teachers' classrooms.

NOTE: In a team situation, the intern will assume responsibilities equal to the normal duties of one team member.

A FURTHER WORD ABOUT LESSON PLANNING

The necessity of lesson planning is discussed under the “Responsibilities of Cooperating Teachers” section of the handbook; however, more should be written about this very important function. The cooperating teacher is expected to monitor the intern’s lesson planning and to notify the college supervisor promptly in the case of any concern about the intern’s performance in this area.

Every lesson should be planned. To a large degree, student success is dependent upon the skill of the teacher in bringing together objectives, content and teaching-learning activities that are appropriate for the students being taught and which are consistent with desired outcomes. Careful and thoughtful lesson preparation is vital to effective teaching.

During all methods courses, all prospective teachers are required to prepare lesson plans. However, the teacher education program at Meredith College **does not have a specific lesson plan format** that is required in all methods courses. Likely, the intern has been exposed to different lesson planning formats. Recognizing that content, not format, is more important, the Department of Education does not require that a specific lesson plan format be used during the internship. It is expected that an intern will work with the cooperating teacher in finding a format that is comfortable to both.

The following is a list of some generic lesson planning components that are recommended in whatever format is used:

- Lesson topic
- General Purpose Statement: This statement indicates the aims of the lesson in concise form and should communicate to the cooperating teacher, supervisor, or administrator the general intent of the lesson.
- Objective(s): Objectives specify what students will be able to do as a result of the lesson.
- Teaching/Learning Activities: This is a specific account of the things the teacher will do and will ask the students to do during the lesson.
- Differentiated Instruction: This addresses any teaching strategies that might be used to accommodate different learning styles in the classroom.
- Evaluation: What will be done in order to assess student achievement of the lesson objectives?
- Closure: Summarization of the lesson by teacher and/or students through activity, etc.

ROLE OF THE SCHOOL ADMINISTRATOR

School administrators are very important to the overall success of an internship experience. Administrators provide the leadership for the school and set the tone of the environment in which interns work. In addition to assisting in the selection of cooperating teachers, school administrators participate in the following ways:

1. Identify and encourage excellent teachers to participate in the internship program and recognize the contribution of cooperating teachers;
2. Assist in the orientation of interns to the philosophy, policies, and regulations of your school and to the building, staff, and community;
3. Offer assistance to interns in the same manner as regular faculty;
4. Assist the cooperating teacher in providing a well-balanced learning situation for the intern;
5. Participate in the evaluation of the teacher education program;
6. Work with the college supervisor to assure that the students also are benefactors of the internship experience;
7. Advise the cooperating teacher and the college supervisor of any difficulties experienced in relation to the internship program and assist in resolving any problems; and,
8. Protect the intern from exploitation.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

The Department of Education at Meredith College is committed to providing effective and supportive supervision. Each supervisor of the internship recognizes the importance of this phase of teaching preparation and has a great deal of respect for the role of the cooperating teacher. The supervisor(s) who work with each intern will have the commitment and experience to support meaningful supervision. All supervisors hold a North Carolina teaching license that relates to their supervisory responsibilities.

An intern seeking B-K, K-6 or K-12 licensure in Art, Music, Dance, Theatre, Physical Education, or ESL will have one college supervisor. In the case of K-6 interns, this person will be a faculty member of the Education Department. Interns seeking K-12 licensure in Art, Music, Dance, Theatre, or Physical Education will be supervised by faculty specialists in their areas.

Interns seeking 6-9, 9-12, or K-12 in French or Spanish will have two college supervisors. One of these will be a faculty member from the Department of Education; the other will be a specialist in the area in which the intern is seeking licensure. This specialist will hold a North Carolina license in the specialty area and, in most cases, would have taught the intern's methods course(s).

The college supervisor has the responsibility for coordinating the resources of the college and the public schools for teaching education. If the resources of both the college and the public school are to be utilized most effectively, there must be a thorough understanding of the unique role and contribution each can make in the education of teachers. College supervisors are responsible for:

1. Acquainting themselves with the qualifications - personal, social and educational of the interns they are to supervise.
2. Acquainting themselves with the school programs and the instructional personnel of the schools in which they will supervise.
3. Providing pertinent information concerning interns to the school administrator and cooperating teachers.

4. Acting as liaisons in acquainting the public school personnel with the nature and purposes of the internship program at Meredith College.
5. Providing the necessary orientation to cooperating teachers concerning the responsibilities involved in working with interns.
6. Conducting orientation and planning conferences for interns prior to the beginning of the internship.
7. Counseling with individual interns concerning personal and professional problems.
8. Participating with interns, cooperating teachers, and administrators in planning the program and schedule of individual interns.
9. Visiting and observing in the cooperating schools and holding individual and joint conferences with interns and cooperating teachers. (A minimum of four visits of 45 minutes each will be made during the internship period.)
10. Helping cooperating teachers guide interns in interpreting experiences as they relate to sound educational theory and practice.
11. Conducting mid-term and final evaluation conferences.
12. Collecting and interpreting evaluative information and producing a final report for interns.
13. Requiring the videotaping of lesson(s) taught by the intern to be used in the strengthening of self-evaluation skills.
14. Assisting in the continuous evaluation and revision of the internship program.

EVALUATION OF THE INTERN

The evaluation component of the internship serves at least two purposes: (1) to assist the intern in improving teaching skills and, (2) to portray a meaningful description of the intern's teaching ability.

The former usually occurs in the formative stage during the conferences held with the intern, while the latter occurs at the end of the internship experience.

The cooperating teacher begins the evaluative process when the intern arrives and terminates the process at the completion of the internship experience. The evaluation reports should be shared frequently with the intern during conferences. The college supervisor(s) will be observing the intern also and consulting with the cooperating teacher about progress made.

Since evaluation is an ongoing process, the evaluation form should be used regularly to determine the intern's competency level. Then, the cooperating teacher, intern, and the college supervisor(s) can determine the strategies and learning experiences needed to further develop these competencies. Evaluation by this process should enable each of the individuals involved to be comfortable with the grade assigned and licensure decision made.

Careful evaluation is an integral part of the internship program. Interns want and need help in assessing their strengths and weaknesses. Interns and supervisor must develop together the techniques of evaluation that will contribute to growth.

In order to be effective, evaluating the growth of the intern should be:

1. Informal and cooperative. Emphasis should be placed upon the "we" relationship between the intern and the supervisor. Students and cooperating teachers should keep written records of growth. Sincerity of purpose is the cornerstone of this relationship.
2. Continuous. Interns are concerned with their progress after each experience and at the end of each day, as well as at mid-term and the end of the semester.
3. Focus on self-improvement. Sound procedures in evaluations should help the intern develop the ability to self-assess the casual factors for success and failure in teaching. The intern's future growth as a teacher may well depend upon learning effective evaluation techniques in the internship program.

FINAL EVALUATION OF INTERNS

Interns are evaluated by the cooperating teacher, their college supervisor(s) and, in some cases, by a school administrator. It is the joint responsibility of cooperating teachers and the college supervisors to keep interns apprised of their progress.

At the end of the internship, **each person** who evaluates the intern will submit to the Department of Education at Meredith College the "Evaluation of Teacher Intern" form. (See Appendix). This evaluation form is in keeping with the guidelines required by the North Carolina State Department of Public Instruction in the standards for teacher education programs.

The grade for the internship (Pass/Fail) is the responsibility of the college supervisor. In determining this grade the supervisor will take into account evaluations of the cooperating teacher.

In order for the intern to be recommended for licensure a representative of both the IHE and the LEA must support the recommendation. Both the college supervisor and the cooperating teacher must recommend licensure in order for the college to process the initial application.

LICENSURE

The intern must satisfactorily meet the following requirements to receive the institutional recommendation for North Carolina initial licensure:

1. Have a baccalaureate degree.
2. Successfully complete all of the requirements of the Meredith College teacher education program.
3. If required, take the PRAXIS II in licensure area before or during the BLOCK semester and achieve the minimum passing scores required by the State Board of Education.
4. Have an official report of the PRAXIS (if any) sent to Meredith College.
5. Complete required forms for licensure and submit to the Department of Education at Meredith College.

MEREDITH COLLEGE POLICY REGARDING INTERNS SERVING AS SUBSTITUTE TEACHERS*

The teacher education program at Meredith College prefers that interns not be used as substitute teachers. However, recognizing that extreme situations do occur that necessitate this practice, the following guidelines have been established.

Interns may serve as substitute teachers under the following circumstances:

1. The cooperating teacher **and** the college supervisor agree that the intern is ready for the responsibility.
2. The appropriate field experiences coordinator (B-K, K-6, Middle/Secondary/K-12) is notified in advance.
3. The intern is willing to serve as a substitute.
4. No remuneration is given to the intern.

***Adopted by the Teacher Education Committee, Meredith College, May 22, 1986**

ATTENDANCE POLICY

Interns are expected to be present every day of the internship. However, in case of serious illness or other **emergency** requiring absence, the intern should notify the cooperating teacher and the college supervisor no later than 7:00 a.m. the morning of the absence. Unless approved by the college supervisor **and** the director of the program, any absence from the internship will need to be made up. If the absence is prolonged, the intern may be required to repeat the ten-week portion of the internship during which the prolonged absence occurred.

All interns follow the calendar of the assigned school. This applies to attendance at all workdays organized by the school administration. All interviews for positions should be scheduled after school. This is exclusive of the Job Fair held at Meredith College during the spring semester. This job fair is attended by several school systems, and all interns are encouraged to attend.

WHAT IF THERE IS A PROBLEM?

The faculty in the teacher education program at Meredith College does everything that it can to insure that things go well during the internship. The Department of Education is proud of its interns, cooperating teachers, and college supervisors. Of course, problems are encountered and solved during the internship and it is possible that a severe or persistent problem could occur. Since big problems may need team involvement for resolution, communication is the key.

***For B-K interns: If B-K interns have a problem of any nature, they are to TELL ONE OR MORE OF THE FOLLOWING PEOPLE IMMEDIATELY:**

1. The cooperating teacher
2. The college supervisor
3. The B-K program director

If cooperating teachers have a problem, **they are to:**

1. Make the intern aware of the problem.
2. Contact the college supervisor immediately.

If college supervisors have a problem, **they are to:**

1. Apprise the intern.
2. Talk with the cooperating teacher about the problem.
3. Inform the B-K program director.
4. If warranted the B-K program director will inform the Head of the Department of Human Environmental Sciences.

***For K-6 interns: If K-6 interns have a problem of any nature, they are to TELL ONE OR MORE OF THE FOLLOWING PEOPLE IMMEDIATELY:**

1. The cooperating teacher
2. The college supervisor
3. The K-6 Field Experiences Coordinator.

If cooperating teachers have a problem, **they are to:**

1. Make the intern aware of the problem.
2. Contact the college supervisor immediately.

If college supervisors have a problem, **they are to:**

1. Apprise the intern.
2. Talk with the cooperating teacher about the problem.
3. Inform the Field Experiences Coordinator.
4. If warranted, the Field Experiences Coordinator will inform the Director, Teacher Education.

*For middle/secondary/K-12 interns: If middle/secondary/K-12 interns have a problem of any nature, they are to **TELL ONE OR MORE OF THE FOLLOWING PEOPLE IMMEDIATELY:**

1. The cooperating teacher
2. The college supervisor
3. The Director, Teacher Education

If cooperating teachers have a problem, **they are to:**

1. Make the teacher intern aware of the problem.
2. Contact the college supervisor immediately.

If college supervisors have a problem, **they are to:**

1. Apprise the teacher intern.
2. Talk with the cooperating teacher about the problem.
3. Inform the Director, Teacher Education.

TERMINATION OF INTERNSHIP

Meredith College sends its interns into the schools with confidence that they possess the qualities and preparation necessary to become good classroom teachers. They are well educated, eager, highly motivated and committed to teaching. Thus it is not likely, but not impossible, that an internship experience should be terminated before the end of the assigned time. In such cases, problems exist that cannot be rectified within the length of the internship period. At times, an extension of the internship will rectify the problem. However, termination can be a likely result. Termination of the internship may be initiated by the intern, the cooperating teacher, or the college supervisor.

TO THE INTERN:

The Department of Education would expect that only very grave circumstances would require withdrawal from the internship. Please talk with the cooperating teacher, the college supervisor, and the appropriate program director (B/K, Elementary/Middle/Secondary/K-12) to withdraw officially.

TO THE COOPERATING TEACHER:

Our contract with the Wake County Public School System establishes for you the right to initiate termination. The following is quoted from our contract, Section III, letter H., page 4:

SITE TERMINATION

A cooperating teacher may initiate termination of a placement with the approval of the school principal and after consultation with the LEA contact person and the appropriate IHE supervisor. After consultation with the LEA contact person, an IHE supervisor may initiate termination of a placement assignment. A teacher intern may request a review of a placement assignment through the appropriate IHE supervisor. Termination of a placement assignment does not automatically result in failure on the part of the student or the cooperating teacher. The IHE supervisor will explain any termination of placement to the student or teacher intern.

TO THE COLLEGE SUPERVISOR:

If a situation threatens the students' quality of education, the intern's successful completion of the internship, or the College's ongoing relationship with the public schools, the internship will be terminated.

Before termination occurs, the following directives will take place depending on the area of licensure:

For B-K interns: Before termination occurs for B-K interns, the college supervisor will notify the intern and the B-K program director with serious questions and documentation concerning the intern's effectiveness. The supervisor and B-K program director will inform the intern that she is at risk of failing the internship experience and, working with the cooperating teacher, design an action plan addressing the areas of concern.

For K-6 interns: Before termination occurs for K-6 interns, the college supervisor will notify the intern and the K-6 Field Experiences Coordinator with serious questions and documentation concerning the intern's effectiveness. The supervisor and the K-6 Field Experiences Coordinator will notify the intern that she is at risk of failing the internship experience. The supervisor and the cooperating teacher will design an action plan for addressing the areas of concern. If further action is necessary, the Director, Teacher Education will be notified of the concern.

For middle/secondary/K-12 interns: Before termination occurs for middle/secondary/K-12 interns, the college supervisor will notify the intern and the Director, Teacher Education with serious questions and documentation concerning the intern's effectiveness. The supervisor and the Director, Teacher Education will notify the intern that she is at risk of failing the internship experience. The supervisor and the cooperating teacher will design an action plan for addressing the areas of concern.

ACTION PLAN

The action plan may include additional observations by other teachers (i.e., lead teachers, IRT, team leaders, department heads, public school administrator(s), and/or the director of the teacher education program at Meredith College - B-K, K-6 Field Experiences Coordinator, and/or Director, Teacher Education for K-6, middle/secondary/K-12 programs. Although the college supervisor(s), cooperating teacher, and appropriate director will work to support the intern's efforts, the intern must accept responsibility for her own professional conduct and make a concerted effort to address all areas of concern in a positive, concrete way. If the action plan does not result in a successful performance, the intern will be removed.

RE-ADMISSION FOLLOWING TERMINATION

The policy on re-admission following termination of the internship applies to an intern who has withdrawn from the internship or was unsuccessful in the experience. The procedure for re-admission is as follows:

1. The teacher candidate should request in writing to the Head of the Department of Education another opportunity to apply for an internship. A copy of the letter should be sent to the Director of the appropriate program (B-K or Director, Teacher Education). A rationale for the request should be stated, and, if possible, a letter of support from the candidate's academic advisor should accompany the request.
2. The members of the Department of Education will review the rationale, letter of support and other relative documents. The Department of Education will make a recommendation as to whether or not to re-admit and under what conditions the readmission will occur. If the teacher candidate is recommended for readmission to the program, an action plan will be developed.
3. The Head of the Department of Education will take the recommendation and the action plan to the Teacher Education Committee for review and comment. The Head of the Department of Education will communicate the decision, in writing, to the teacher candidate.

Because the internship is so important and so many people are affected by termination, the policy on re-admission further requires that a teacher candidate:

1. Not be allowed to enroll in an internship during the semester following withdrawal;
2. Do what is appropriate (as outlined by the action plan) to strengthen the likelihood of success during a subsequent experience; and,
3. Be placed in a different environment AND with a cooperating teacher who is apprised of the necessary information regarding the previous experience.

BIBLIOGRAPHY

- Belenky, M.F., Clinchy, B.M., Goldberger, N.R., & Tarule, J.M. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic Books.
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
- Glickman, C.D. (1997). *Revolutionizing America's schools*. San Francisco: Jossey-Bass.
- Gudmundsdottir, S. (1990). Values in pedagogical social studies knowledge. *Journal of Teacher Education*, 41(3), 44-52.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.
- Miller, J.B. (1986). *Toward a new psychology of women*. Boston: Beacon Press.
- Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.
- Piaget, J. (1967). *Six psychological studies*. New York: Vintage Books. (translation from the French by Anita Tenzer).
- Rogers, C.R. (1969). *Freedom to learn*. Columbus, OH: Merrill.
- Schön, D.A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Shulman, L.S. (1986). Those who understand: Knowledge growth and teaching. *Educational Researcher*, 15(2), 4-14.
- Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.
- Tanner, D. E. (2001). *Assessing academic achievement*. Boston: Allyn & Bacon.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher mental process*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.
- Wilson, S.M. & Wineberg, S.S. (1993). Wrinkles in time and place: Using performance assessments to understand the knowledge of history teachers. *American Educational Research Journal*, 30(4), 724-769.

APPENDIX

ADMISSION TO TEACHER EDUCATION

Admission to the teacher education program is open to all Meredith students who meet the standards established by the Meredith College Teacher Education Committee. The following represent the procedures and considerations involved:

1. Students who plan to enter the teacher education program discuss the matter with their faculty advisor, decide as early as possible the program they want to enter, and complete the Declaration of Major form that also indicates the teacher education program desired.
 - a. The Declaration of Major form is available in the Registrar's Office.
 - b. Because there are a number of specific program requirements within the General Education requirements of the College, students who decide on a teacher education program early have an advantage in scheduling and may be able to reduce the time required to complete the degree and the teacher education program.
2. Students must take the PRAXIS I: PPST (Pre-Professional Skills Tests) in Reading, Writing, and Mathematics, at the end of their sophomore year, or the soonest administration thereafter or have evidence of acceptable SAT or ACT scores. Information on the minimum passing scores is available in the Department of Education office. An official report of the PPST scores should be sent to Meredith College.
3. Students apply for admission to the teacher education program and submit all of the information and materials required in support of the application.
4. Students and their advisor prepare the Planned Program of Teacher Education showing when students completed, or will complete, each course required for their degree and teaching license.
5. Applications for admission to the teacher education program are reviewed in the Department of Education and admission is decided upon the successful completion of stated requirements. The admission decision takes into account:
 - SAT **or** ACT **or** PPST scores on Reading, Writing, and Mathematics
 - Grade point average (minimum of 2.50 on a 4-point scale)
 - Recommendations for admission
 - Planned Program for Teacher Education
 - Essay on Diverse Experiences
6. Students are notified of admission by letter from the Head of the Department of Education.

PROFESSIONAL TEACHING PORTFOLIO

All applicants seeking initial teaching licensure at Meredith College must demonstrate attainment of the North Carolina Standards for Teacher Education. One way attainment of standards will be documented is through the development of a Professional Teaching Portfolio. This is to be a combination “process” and “showcase” portfolio that is based upon the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

The purposes of the Professional Teaching Portfolio are:

1. To be a vehicle for thoughtful and knowledgeable reflection on the relationship between the pre-service teacher’s work and the INTASC standards
2. To demonstrate knowledge and skills that lead to effective teaching. These will be presented in the form of “work products” or “artifacts” and evidences of applications with connections to the INTASC standards.

Acquiring and Applying Professional Knowledge, Skills, & Dispositions: Products, Evidence, Reflections

As you move through education courses, you will acquire professional knowledge and skills as identified in the INTASC standards. In these courses, you will produce a variety of instructional products, such as activities or lesson plans, to demonstrate attainment of those professional skills and knowledge. However, pre-service teachers must go beyond the mere attainment of professional knowledge and skills. Candidates must demonstrate some evidence that the knowledge and skills attained can be effectively applied and evaluated via reflection in instructional settings provided through field experiences and internships. The Professional Teaching Portfolio will include instructional products that are created in methods courses or internships and then applied and evaluated in authentic instructional settings. Because one of the goals of the portfolio process is for interns to document their attainment of the INTASC standards, the relevance or connection of each portfolio entry product and evidence to each standard must also be provided.

Minimally, the final portfolio, which is submitted for summative evaluation during the final internship, will have 2 pieces of evidence for each of the 10 INTASC/ISTE standards. Please note that specific licensure programs may specify additional items for the portfolio that document attainment of professional standards specific to that licensure area.

Beginning the Portfolio

The Professional Portfolio begins in the course EDU 241. In EDU 241, you will receive an overview of the N.C. Standards for Professional Educators, a detailed description of the portfolio process, and then begin actually creating products or artifacts that demonstrate attainment of selected technology competencies. As you progress through the licensure program, you will have increasingly more opportunities to create and use additional standards-based instructional products in program-specific methods courses. All work products created in methods classes should be saved for future use and possible inclusion in your portfolio.

In licensure-specific methods courses, you may have opportunities in field experiences to actually use educational products that they have developed. A written description of “when” and “how” an educational product was actually used constitutes evidence that you have applied the professional knowledge or skill in an authentic setting. Finally, after products are created and used instructionally, you provide a written reflection upon the product and experience.

Selecting a Product to Become a Portfolio Artifact

When you choose a work product from your coursework, classroom teaching experiences, or related professional experiences to put into your portfolio as evidence of attainment of a standard, the product becomes an **artifact**. Among the many benefits of the Professional Teaching Portfolio is the flexibility and creativity it affords you, the teacher candidate, in its development. Choose your best examples of work as artifacts for your portfolio. Quality is valued over quantity. Because one artifact can serve as evidence of meeting multiple standards, five to seven appropriately chosen products and experiences can serve as artifacts of meeting several standards. In your reflection upon each artifact, you will explain how each item and experience meets the standard(s).

Examples of **work products** that may be chosen to become **portfolio artifacts** include:

- Integrated units of instruction
- Daily lesson plans
- Teacher-made assessments
- Classroom technology applications
- Classroom management plan & class rules
- Teacher/student/parent contacts
- Student interest surveys
- Parent communications log
- Classroom newsletter
- Samples of student work (without identifying information)
- Teacher journals/logs
- Videos and/or audio tapes (15 minute segment limit)
- Photographs of classrooms (with permission granted)
- Summative evaluations
- Student/parent/colleague surveys
- Awards, recognitions
- Meetings & workshops

Portfolio Format

Portfolios will be published in digital format (CD-ROM) **and** may be placed on your Meredith account site, XYTHOS. Electronic portfolios (“e-portfolios) have hyperlinks to artifacts that are included as evidence of meeting required standards. E-portfolios have many advantages, including “convenience, interactivity, connectivity, development of technology skills in the course of assembling the portfolio, and demonstration of those skills to supervisors or potential employers” (Bullock & Hawk, 2001, p. 124). They are also an excellent way to integrate and demonstrate your attainment and application of both technology and teaching standards.

Basic Steps for Creating an E-Portfolio

1. Become very familiar with the standards for your profession. These standards serve as the basis for your professional education and assessment. Your portfolio will be based upon the INTASC and ISTE/NETS standards. This step is typically begun in EDU 241.
2. Collect and use work products or other documents as evidence that you have met required standards. **Remember that you do not have to have a separate artifact for every standard.**
3. Select the products and experiences you want to include in your e-portfolio including: MS Word files, PowerPoint documents, scanned artifacts, digital pictures, graphics, audio files, digital photos or video.
4. Reflect on each selected artifact, explaining the setting in which the product was implemented, how the artifact and experience meets specific standards and indicators, and what you learned professionally as a result of the experience. General guidelines for reflections are provided.
5. Store all components for your e-portfolio in digital format in one file.
6. Publish final version of e-portfolio on a CD-ROM and, if desired, on the web.

Portfolio Requirements

Minimally, every portfolio should contain the following items:

- Cover page
- Introduction
- Your resume or curriculum vitae
- Philosophy of Teaching and Learning
- “Portfolio-at-a-Glance”
- Artifacts with reflections
- Final, overall reflection
- Formal evaluations of your teaching

Cover Page

Basic information about you and your licensure area will be here. Include local and permanent addresses and phone numbers, email address, and your licensure area(s).

Introduction

The introduction is an important element of your portfolio. It should tell the reader who you are and where you completed your education and licensure requirements. It should provide information about your major(s) and also brief autobiographical information. It should tell the reader a little about your portfolio artifacts and experiences. The introduction should be no longer than one page and written in a conversational yet academic tone.

Suggested topics to include in your Introduction:

- Internship experiences, with a focus on the breadth of your experiences
- Teaching strengths
- Technology skills
- Experiences working with diverse learners
- Awards, honors
- Favorite experience, artifact
- Photograph of self
- Special talents

Your Resume or Curriculum Vitae

Philosophy of Teaching and Learning

In either video or written format, you will describe your philosophy of teaching and learning. Be specific and clear. If you use someone else's ideas, you must attribute your sources, using APA format if your philosophy section is written. Use a conversational, "first-person" tone, as if your audience is a principal or a team of teachers who may become your colleagues.

Some points to consider in developing your philosophy might include:

- What are your underlying assumptions about teaching and learning at the elementary, middle, or secondary level?
- How is your philosophy related to the national professional standards, such as INTASC and ISTE/NETs?
- What enactive (experiential) and symbolic (i.e. course readings) experiences have shaped your assumptions?
- Why do you want to teach at the elementary, middle, or secondary level?
- What do you, as a future educator, have to offer students, parents, and colleagues?
- How does your discipline contribute to the total school program?
- How do you plan to engage in teaching so that there are optimal benefits for all students?

Portfolio-at-a-Glance

This table will help you organize your artifacts and reflections according to the N.C. Professional Standards for Educators. In an e-portfolio, this table will allow you to link your artifacts to the N.C. Standards via hyperlinks.

The "Portfolio-at-a-Glance" is a table with INTASC standards listed vertically and the ISTE/NETS Technology Standards across the top, horizontally. This configuration reflects the philosophy that technology is a tool to enhance teaching and learning and should be integrated throughout one's program and the teaching and learning process. With an e-portfolio, in your "At-a-Glance" table you can create a hyperlink from each standard in the table to the full text of that particular standard. Inside the appropriate box in your table you will list the artifact(s) that demonstrate(s) your attainment of those Standards, with a hyperlink to the artifact and reflection.

Sample Portfolio “At-a-Glance”

ISTE/NETS Standards ⇨	Technology 1: Concepts Operations	Technology 2: Planning/ Designing Learning Environments & Experiences	Technology 3: Teaching Learning Curriculum	Technology 4: Assessment & Evaluation	Technology 5: Productivity & Professional Practice	Technology 6: Social Legal, & Ethical Issues
INTASC Standards ⇩						
1.Content Pedagogy			<u>Unit Plan: Famous African Americans</u>		<u>NC Webquest</u>	
2.Student Development						
3.Diverse Learners			<u>Developing a Playscript</u>			
4.Critical Thinking						
5.Management & Motivation						
6.Technology & Communication						
7.Planning						
8.Assessment						
9.Reflective Practice & Professional Development						
10.School & Community Involvement						

Notes regarding artifacts

1. You do not have to include a separate artifact for INTASC Standard 9, Reflective Practice, since you will be providing reflections for all of your artifacts. See the section below which describes the process for reflecting upon each artifact.
2. You do not have to fill each box to have a complete portfolio, but you do need to have evidence that all Standards have been met.

Reflections

After you select work products and experiences that meet the Standards, you will write a substantive reflection about each artifact, approximately 1 page in length. The reflections should be written in narrative, paragraph form and be thoughtful in tone. Minimally, each reflection must include the following sections:

1. Description
What is the artifact?
When and where was it used or implemented and under what circumstances(including a description of the students, if applicable)
What took place?
2. Connection to INTASC and ISTE/NETS Standards
3. Identify the specific INTASC and ISTE/NETS Standards that are met by the artifact and experience. Briefly explain how the artifact and experience meets the identified standards.
4. Evaluation of Artifact and Experience (if implemented)
How did the artifact and experience impact (a) student learning, (b) your relationship with parents or colleagues, and (c) your professional development?
What evidence do you have regarding the efficacy of the artifact &/or experience?
If technology was utilized, was it effective? Explain.
5. Transformation of Teaching (if implemented)
What would you do differently next time and why?
Explain what you learned from creating the product and/or the experience that will transform your teaching.

Portfolio Conclusion

After you have selected and used all of your artifacts and written your reflections, you need to write an overall conclusion. Your conclusion should be summative in nature as you reflect upon your experiences in teacher education, especially as diversity and technology relate to your teaching area. Emphasize your successes and your development as a teacher, once again highlighting the areas of diversity and technology.

Discuss things you learned about your students, the curriculum, and schools. Identify and briefly describe 1-2 areas of particular strength and 1-2 areas where you intend to continue your professional development, with specific reference to the INTASC and ISTE/NETS standards.

Portfolio Assessment

Portfolios are due during the final internship. The final due date is determined by your licensure area program coordinator with consensus from college supervisors. Portfolios will be assessed by your college supervisor(s) and possibly your cooperating teacher. If your cooperating teacher is not a part of the assessment process, feel free to share it with her/him and obtain feedback. Successful completion of the portfolio is required before your teaching license can be issued.

Bibliography

Bullock, A.A., and Hawk, P. P. (2001). *Developing a teaching portfolio: A guide for preservice and practicing teachers*. Upper Saddle River, New Jersey: Prentice Hall.

SELF-ASSESSMENT FOR INTERNS

The objective of this self-assessment is to help interns reflect on and assess themselves as they progress through the internship. Interns should rate themselves honestly and objectively. After marking all items, interns should make note of strengths and weaknesses, and look for opportunities to improve in those areas identified as weak. Interns should assess themselves every week to evaluate their progress.

An assessment instrument such as this serves its purpose best when it is used both as a self-assessment device by the intern and as a diagnostic device by the cooperating teacher. Cooperating teachers may want to complete a similar evaluation for the purpose of comparing it with the one completed by the intern. Through comparison of the assessments, the intern and the cooperating teacher may develop strategies for strengthening areas of concern.

Items are marked on a scale of 1 to 5. Put the figure in the column provided.

5	4	3	2	1
Excellent	Above Average	Average	Below Average	Poor

Self-Assessment Factors	5	4	3	2	1
Personal					
Do I dress neatly and in good taste?					
Do I have good posture and carriage?					
Am I enthusiastic in my presentations?					
Do I show poise and self-control?					
Am I self-confident?					
Is my voice clear and pleasant?					
Am I courteous in speaking and in action?					
Am I free from undesirable mannerisms?					
Am I interested in my work?					
Do I keep a good balance between dignity and familiarity?					
Do I have a sense of humor?					
Do I have sound health habits and attitudes?					
Do I show respect for my students?					
Do I show respect for my colleagues?					
Professional					
Am I dependable in all of my relationships with students and teachers?					
Am I cooperative with teachers, students, administration and community?					
Do I have high standards for my own personal conduct?					
Do I have a good professional attitude?					
Do I make intelligent use of criticism and suggestions?					
Do I have a growing acquaintance with reference materials?					
Is my understanding of children and youth adequate?					
Do I use proper English habitually?					
Do I have an adequate vocabulary?					
Do I spell correctly?					

	5	4	3	2	1
Do I write clearly and legibly?					
Do I use active listening?					
Classroom Management					
Do I start my classes promptly?					
Do I help the students feel at ease?					
Do I usually have the attention of students?					
Am I sensitive to proper levels of heat, light, and ventilation?					
Is my room or teaching location kept neat and orderly?					
Am I able to keep students involved in constructive learning activities?					
Have I worked out a routine to avoid wasting time on maintenance functions?					
Do I pay proper attention to students who have problems in seeing, mobility, hearing, or speaking?					
Do I conduct my work in such a manner as to avoid the likelihood of disciplinary trouble?					
Do I seek to eliminate distractions from the classroom?					
Instruction					
Do I always come to class prepared?					
Do I make my assignments clear and definite?					
Do I have active student participation in my classes?					
Do I provide for individual differences?					
Do I show skill in questioning?					
Am I able to motivate students effectively?					
Am I also teaching students how to study?					
Are my instructional methods varied?					
Do I use illustrative and supplementary materials?					
Am I able to make explanations that students understand?					
Do I have unit or daily objectives?					
Do I relate unit or daily plans to the course of student as a whole?					
Do I derive objectives from curriculum requirements and student needs?					
Do I provide means for evaluating students' work?					
Do my evaluations take individual differences into consideration?					
Are my evaluations reliable and valid?					
Do I have a broad and accurate knowledge of my own field?					
Do I have an adequate knowledge of related fields?					

Intern Performance Action Plan

Name _____ Date _____

School _____

Grade Level/Content Area _____

Nature of concern:

Steps to be taken for improvement:

Way(s) that improvement will be assessed and dates for evaluation:

Intern statement:

Signatures

_____ (Intern) _____ Date

_____ (Cooperating teacher) _____ (College Supervisor)

Date _____

(Suggested by Diane Strangis, HESS, 2005)

Meredith College Mid-term Internship Evaluation

Teacher Candidate _____ Date _____
Licensure Area _____

Directions: Please complete the following evaluation of the candidate. Use the Teacher Candidate Evaluation Rubric (TCER) to guide your evaluation.

4-Exemplary – Implementation of standard is exemplary and at an outstanding level. Student teacher intern consistently meets the standard, is exceptionally effective and creative, and needs no support.

3-Proficient – Implementation of the standard is consistent and effective. Standard is demonstrated with only occasional lapses in implementation and minimal support is needed.

2-Developing – Implementation of the standard is inconsistent and intermittent. Student teacher intern will need ongoing support and skill development to be successful in this area.

1-Unsatisfactory – Little or no evidence of implementation of the standard, even with support. Substantial work in this area is needed to achieve basic competence

N/O- No opportunity to observe

Standard 1: Content Pedagogy. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Demonstrates knowledge of content	4	3	2	1	N/O
Creates meaningful learning experiences	4	3	2	1	N/O

Standard 2: Student Development. The teacher candidate understands how children learn and develop and creates learning opportunities to support their intellectual, social, and personal development.

Designs instruction based on knowledge of students' developmental domains (e.g. cognitive, social, emotional)	4	3	2	1	N/O
Builds on existing student knowledge and experiences to make learning relevant	4	3	2	1	N/O
Creates opportunities for construction of knowledge through active participation	4	3	2	1	N/O

Standard 3: Diverse Learners. The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Accesses appropriate personnel and services to meet exceptional students' needs	4	3	2	1	N/O
---	---	---	---	---	-----

Adjusts instruction to accommodate individual learning needs	4	3	2	1	N/O
Creates learning community respectful and inclusive of individual differences	4	3	2	1	N/O

Standard 4: Instructional Strategies. The teacher candidate understands and uses varied instructional strategies to encourage students’ critical thinking, problem solving, and performance skills.

Uses a variety of instructional strategies and assumes roles (e.g., instructor, facilitator, coach, audience) that are aligned with the intended instructional outcomes	4	3	2	1	N/O
Learning experiences reflect best practice	4	3	2	1	N/O
Learning experiences follow an organized progression	4	3	2	1	N/O
Varies grouping patterns for instruction.	4	3	2	1	N/O
Utilizes a variety of instructional materials and resources	4	3	2	1	N/O
Integrates multiple perspectives to strengthen the curriculum.	4	3	2	1	N/O

Standard 5: Management and Motivation. The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Manages student behavior	4	3	2	1	N/O
Creates a climate of respect and rapport	4	3	2	1	N/O
Environment (e.g., instructional goals and activities) establishes a culture for learning	4	3	2	1	N/O
Organizes physical space	4	3	2	1	N/O

Standard 6: Communication & media. The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Demonstrates effective oral and written language.	4	3	2	1	N/O
Poses high-quality questions and engages students in discussion.	4	3	2	1	N/O
Creates opportunities for learner response & discussion	4	3	2	1	N/O
Uses media and technology	4	3	2	1	N/O

Standard 7: Planning. The teacher candidate understands the importance of instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Short-and long-range planning	4	3	2	1	N/O
Lesson planning	4	3	2	1	N/O

Standard 8: Assessment. The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Uses a variety of formal and informal assessment strategies	4	3	2	1	N/O
Interprets and uses assessment data to make instructional decisions	4	3	2	1	N/O
Monitors and records assessment data	4	3	2	1	N/O

Standard 9: Reflective Practice: Professional Development. The teacher candidate is a reflective practitioner who continually evaluates the effects of her choices and actions on others and who demonstrates a professional commitment to teaching.

Reflective practice and decision-making	4	3	2	1	N/O
Professional and ethical (e.g., trustworthiness, respect, responsibility, fairness, caring, and citizenship) Behaviors	4	3	2	1	N/O
Leadership and professional development	4	3	2	1	N/O

Standard 10: School and Community Involvement. The teacher candidate fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well-being.

Establishes cooperative partnerships with families to support student learning	4	3	2	1	N/O
Respects and advocates for students	4	3	2	1	N/O
Utilizes school and community resources	4	3	2	1	N/O

Comments:

Signature of Assessor
Date _____

Position of Assessor

I have had this evaluation explained to me and I understand the contents. My signature does not necessarily indicate concurrence with the evaluation.

Teacher Candidate
Pilot 9/06

Date

Final Internship Evaluation*

Directions: Please complete the following evaluation of the candidate. Use the Meredith College Teacher Candidate Evaluation Rubric (TCER) to guide your evaluation.

4-Exemplary – Implementation of standard is exemplary and at an outstanding level. Student teacher intern consistently meets the standard, is exceptionally effective and creative, and needs no support.

3-Proficient – Implementation of the standard is consistent and effective. Standard is demonstrated with only occasional lapses in implementation and minimal support is needed.

2-Developing – Implementation of the standard is inconsistent and intermittent. Student teacher intern will need ongoing support and skill development to be successful in this area.

1-Unsatisfactory – Little or no evidence of implementation of the standard, even with support.

Substantial work in this area is needed to achieve basic competence

N/O- No opportunity to observe

1. <u>Content Pedagogy</u> . The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	4	3	2	1	N/O
2. <u>Student Development</u> . The teacher candidate understands how children learn and develop and creates learning opportunities to support their intellectual, social, and personal development.	4	3	2	1	N/O
3. <u>Diverse Learners</u> . The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	4	3	2	1	N/O
4. <u>Instructional Strategies</u> . The teacher candidate understands and uses varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills.	4	3	2	1	N/O
5. <u>Management and Motivation</u> . The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	4	3	2	1	N/O
6. <u>Communication & media</u> . The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	4	3	2	1	N/O
7. <u>Planning</u> . The teacher candidate understands the importance of instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	4	3	2	1	N/O
8. <u>Assessment</u> . The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	4	3	2	1	N/O
9. <u>Reflective Practice: Professional Development</u> . The teacher candidate is a reflective practitioner who continually evaluates the effects of her choices and actions on others and who demonstrates a professional commitment to teaching.	4	3	2	1	N/O
10. <u>School and Community Involvement</u> . The teacher candidate fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well-being.	4	3	2	1	N/O

*For detailed description of these competencies, see Mid-term Internship Evaluation.

Professional Teaching Portfolio Assessment—Short Form

Intern: _____ Reviewer's Signature : _____ 1st Review Date: _____ 2nd Review Date: _____
(if applicable)

Licensure Area: _____ Reviewer's Signature : _____ 1st Review Date: _____ 2nd Review Date: _____
(if applicable)

Exemplary demonstrates a thorough and perceptive understanding; exhibits excellent evidence of attainment of all expectations or concepts; error free.
Competent* **demonstrates an accurate and thoughtful understanding; exhibits clear evidence of attainment of all expectations or concepts; error free**
 Developing demonstrates incomplete understanding; exhibits some evidence of attainment of expectations or concepts; some errors in mechanics (spelling, punctuation, grammar)
 Emerging demonstrates a lack of understanding; exhibits minimal evidence of attainment of expectations or concept; many errors in mechanics.
*** MINIMAL RATING REQUIRED FOR EACH COMPONENT**

Component	Exemplary	Competent *	Developing	Emerging	Missing
Cover Page					
Introduction/Highlights					
Resume/Curriculum Vitae					
Philosophy of Teaching & Learning					
Portfolio-at-a-Glance & Supporting Artifacts					
Reflections					
Conclusion					
Language/mechanics					
Organization					
Presentation & Navigability					

Comments:

Professional Teaching Portfolio: Assessment Descriptors

Component	Exemplary	Competent	Developing	Emerging
<p>Cover Page</p> <p><i>full name, licensure area, local & permanent addresses, telephone, email</i></p>	Basic information complete; creative yet professional appearance/layout	Basic information complete but appearance/layout not particularly creative	1-2 items of basic information omitted or layout is not professional	3 or more items of basic information missing or layout is completely inappropriate
<p>Short Introduction/ Highlights</p> <p><i>Brief autobiography</i></p>	<p>Information included in a succinct & organized manner;</p> <p>Tone is conversational yet academic tone and engages the reader</p>	All information is included and organization or presentation are satisfactory, not exceptional	Some information is missing OR information is presented in a manner that is fairly thoughtful, conversational, and professional	Many items omitted OR information is presented in a disorganized manner that is difficult to follow
<p>Resume/ Curriculum Vitae</p>	Professional & attention-getting appearance/layout; informative	Professional appearance/layout; informative	Professional layout but weak in information	Appearance/layout is not professional & information provided is minimal
<p>Philosophy of Teaching & Learning</p>	Educational philosophy of the teacher is clearly expressed; considerable specific and appropriate support to justify beliefs; sources correctly attributed using correct APA format; conversational yet professional tone appropriate for audience	Educational philosophy of the teacher is described generally; includes some specific and appropriate support to justify beliefs; sources correctly attributed using correct APA format; professional tone appropriate for audience	Educational philosophy of the teacher is generally described & includes at least some support to justify beliefs but support may be partial and or overly general OR some sources are not correctly attributed OR tone is unprofessional	Educational philosophy of the teacher is unclear, incomprehensible, or contradictory and does not include support to justify beliefs OR many sources are not correctly attributed

Component	Exemplary		Competent		Developing		Emerging	
<p>Portfolio-at-a-Glance & Artifacts for Standards</p> <p><i>There does not need to be an entry in every cell but there does need to be 2 artifacts per ISTE Standard (i.e. 2 artifacts per "column").</i></p> <p><i>Make sure permission has been secured for all student work samples and that anonymity is assured</i></p>	<p>INTASC Standards correctly, briefly described; artifact descriptors brief & clear; shows a great variety of artifacts</p>	<p>ISTE Standards correctly, briefly described; artifact descriptors brief & clear; shows a great variety of artifacts</p>	<p>INTASC Standards correctly, briefly described; artifact descriptors brief & clear; shows a good variety of artifacts</p>	<p>ISTE Standards correctly, briefly described; artifact descriptors brief & clear; shows a good variety of artifacts</p>	<p>INTASC Standards may not be correctly, briefly described; artifact descriptors may not be brief or clear; shows some variety in artifacts</p>	<p>ISTE Standards may not be correctly, briefly described; artifact descriptors may not be brief or clear; shows some variety in artifacts</p>	<p>INTASC Standards not complete or correctly, briefly described; artifact descriptors may not be brief or clear; very few artifacts submitted to show evidences of meeting standards</p>	<p>ISTE Standards not complete or correctly, briefly described; artifact descriptors may not be brief or clear; very few artifacts submitted to show evidences of meeting standards</p>
	<p>Evidence <i>thoroughly</i> convinces reader that ALL ISTE standards are met; K-12 student work is included when appropriate to verify competence; artifacts consistently mirror teacher's philosophy</p>		<p>Evidence <i>generally</i> convinces reader that the all ISTE standards are met; some student work is included when appropriate to verify; artifacts generally reflect teacher's philosophy, but not always or thoroughly</p>		<p>Evidence is <i>sketchy</i> for some or all standards; little student work is included; some artifacts reflect teacher's philosophy but most do not.</p>		<p>Evidence generally does not seem related to standard(s) and does not convince reader that the standard(s) is/are met; few, if any, artifacts reflect teacher's philosophy</p>	

Component	Exemplary	Competent	Developing	Emerging
<p>Reflections</p> <p><i>Include:</i> <i>Brief description of artifact</i> <i>When & where implemented & under what conditions w/ description of students & events</i> <i>Specific INTASC and/or ISTE/NETS Standard(s) met w/ justification</i> <i>Evaluation of artifact & experience is thorough & reflective</i> <i>“Transformation” includes possible improvements for the future with explanations, justification</i></p>	<p>All components included in every reflection; justifications, evaluations, and suggested transformations are consistently well-developed and plausible</p>	<p>All components included in every reflection; justifications, evaluations, and suggested transformations are generally well-developed and plausible</p>	<p>All components included in every reflection; justifications, evaluations, and suggested transformations are somewhat developed and plausible</p>	<p>Some components omitted OR there is little or no development or plausibility of justifications, evaluations, or transformations.</p>
<p>Conclusion</p> <p><i>A brief summary of major ideas learned about students, the curriculum, & schools as a result of experiences with particular attention to technology and diversity</i></p> <p><i>Identifies & briefly discusses 1-2 INTASC or ISTE Standards/areas for continuing professional development</i></p>	<p>Gives reader a clear summary of candidate’s experiences & competencies gained with consistent connections to professional Standards.</p> <p>Many, specific examples are used appropriately. Thoughts are well organized and engage the reader. Explanations provided as to clarify points. Professional terminology corrected applied. Tone is professional & sincere.</p>	<p>Gives reader a summary of candidate’s experiences & competencies gained with some connections to the professional Standards.</p> <p>Some specific examples are used appropriately. Thoughts are well organized but may not be highly engaging. Most points fully clarified. Professional terminology generally corrected applied. Tone is professional.</p>	<p>Candidate’s experiences & competencies gained are described generally. Connections to professional Standards may be general if they occur at all.</p> <p>Few specific examples are used or examples are not used appropriately. Poorly organized ideas. Professional terminology used infrequently or incorrectly. Tone may be inappropriate.</p>	<p>Experiences and artifacts are poorly summarized with little or incorrect connections Standards. Examples, if any, seem unconnected. No organization to ideas. Professional terminology either not used or used unclearly.</p>

Component	Exemplary	Competent	Developing	Emerging
Language, Mechanics	Consistent, correct, standard English grammar, punctuation, word choice, sentence formation & spelling. Message is clearly & professionally conveyed	Generally correct use of standard English grammar, punctuation, word choice, sentence formation, & spelling; Few, minor surface errors that do not interfere with reviewer's ability to read the portfolio	Numerous surface errors or message is not always clear	Numerous surface errors that cloud meaning; incomplete sentences or poorly formed paragraphs with spelling errors that interfere with the reviewer's ability to read the documents.
Organization	Well-thought out; clear; easy to navigate; all components clearly labeled.	Organization is generally clear, understandable, and easy to navigate; most components are clearly labeled.	Organization has minor flaws and is fairly easy to navigate; some components are labeled; order or clarity is somewhat fuzzy	Organization is difficult to follow; components not labeled; components seem unrelated.
Presentation & Navigability (if applicable)	Attractive page layout; shows creativity, personality; consistency noted between philosophy and all components; excellent captions provide links between experiences & learning theories; Multi-linked pages maximize non-linear access; all links are clearly labeled and work	Attractive & consistent page layout using good principles of color and design; good use of captions Only a few links do not work; links are clearly labeled; work is easy to navigate	Some pages do not appear to have been as thoughtfully designed as others; captions are adequate. 3-10 links do not work; some links are dead ends; links are not clear; whole portfolio is linear	Page design is messy, disorganized, unattractive or too 'busy.' Few captions. Most links do not work; many dead ends

Adapted from Neal, L. (2002). *Electronic portfolio scoring rubric for Maryland teacher technology standards*. Maryland State Department of Education.
<http://www.smcm.edu/msde%2Dpt3/eportresource/>

Teacher Candidate Evaluation Rubric (TCER)

**Meredith College
School of Education**

Levels of Performance

Exemplary – Implementation of standard is exemplary and at an outstanding level. Student teacher intern consistently meets the standard, is exceptionally effective and creative, and needs no support.

Proficient – Implementation of the standard is consistent and effective. Standard is demonstrated with only occasional lapses in implementation and minimal support is needed.

Developing – Implementation of the standard is inconsistent and intermittent. Student teacher intern will need ongoing support and skill development to be successful in this area.

Unsatisfactory – Little or no evidence of implementation of the standard, even with support. Substantial work in this area is needed to achieve basic competence.

Standard 1: Content Pedagogy. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

	Unsatisfactory	Developing	Proficient	Exemplary
Demonstrates knowledge of content	<p>Exhibits lapses in understanding of content to be taught, e.g. gives no response or shallow response to student questions</p> <p>Makes errors in content</p> <p>Limited/no correction of student errors/misconceptions in content knowledge</p> <p>Displays little interest in subject matter</p>	<p>Demonstrates basic understanding of content to be taught, e.g. sometimes gives sufficient responses to student questions</p> <p>Makes few errors in content</p> <p>Corrects some student errors/misconceptions in content knowledge</p> <p>Displays basic interest in subject matter</p>	<p>Demonstrates above average understanding of content to be taught e.g., consistently gives sufficient responses to student questions</p> <p>Makes no errors in content</p> <p>Regularly corrects students' errors/misconceptions in content knowledge</p> <p>Shows interest in subject matter</p>	<p>Demonstrates deep understanding of content to be taught e.g., extends student knowledge in responses to student questions</p> <p>Makes no errors in content</p> <p>Supports students in finding own errors/misconceptions</p> <p>Researches content to be taught to extend subject area</p> <p>Continually demonstrates enthusiasm for and personal interest in subject matter</p>
Creates meaningful learning experiences	<p>Does not assist students in making connections between subject, broader curriculum and real-world application</p> <p>Presents content strictly from one perspective, e.g. the book</p>	<p>Sometimes helps students make connections between subject, broader curriculum and real-world application</p> <p>Sometimes presents content from multiple perspectives</p>	<p>Learning experiences lead to students making connections between subject, broader curriculum and real-world application</p> <p>Presents content from multiple perspectives</p>	<p>Designs creative learning experiences that lead students to make connections between subject, broader curriculum and real-world application</p> <p>Designs learning experiences that allow students to interpret content from multiple perspectives</p> <p>Motivates students to have interest in subject by making connections to personal lives</p>

Standard 2: Student Development. The teacher candidate understands how students learn and develop and creates learning opportunities to support their intellectual, social, and personal development.

	Unsatisfactory	Developing	Proficient	Exemplary
Designs instruction based on knowledge of students' developmental domains (e.g. cognitive, social, emotional)	Design of instruction indicates little knowledge of developmental characteristics of students	Design of instruction demonstrates some knowledge of developmental characteristics of students	Design of instruction frequently demonstrates understanding of developmental characteristics of students	Always considers individual variations in developmental characteristics of students in designing instruction
Builds on existing student knowledge and experiences to make learning relevant	Makes little/no effort to make connections between existing student knowledge/experiences and new content	Sometimes makes connections between existing student knowledge/experiences and new content for some students	Frequently makes connections between existing student knowledge/experiences and new content for all students	Designs instruction that allows all students to make continuous connections between existing knowledge/experiences and new content
Creates opportunities for construction of knowledge through active participation	Makes little/no effort to provide opportunities for students to engage in active knowledge construction	Sometimes creates opportunities for students to engage in active knowledge construction	Frequently creates opportunities for students to engage in active knowledge construction	Creates opportunities for every student to construct knowledge at differentiated levels

Standard 3: Diverse Learners. The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners (including cognitive, academic, cultural, linguistic, psychological, social, emotional, and physical diversity).

	Unsatisfactory	Developing	Proficient	Exemplary
Accesses appropriate personnel and services to meet exceptional students' needs	Seldom consults/collaborates with other professionals to support the learning of diverse learners; assumes little responsibility for learning of students with unique needs	Limited or infrequent consultation/collaboration with other professionals to support diverse learners; occasionally assumes responsibility for diverse learners	Regular consultation/collaboration including continuous monitoring of student progress toward individual learning goals; assumes responsibility for diverse learners	Partners with other professionals to support diverse learners through consultation/collaboration and/or co-teaching; shares responsibility for student learning
Adjusts instruction to accommodate individual learning needs	Little evidence of accommodation of individual learning needs	Only adjusts instruction as indicated on students' individual learning plans	Adjusts instruction for individual students as indicated on individual learning plans, and as needed in the classroom on an ongoing basis	Develops and implements accommodations for diverse learners in collaboration with others; Seeks new knowledge based on student need
Creates learning community respectful and inclusive of individual differences	Access to learning and participation in activities is not provided for diverse learners	Limited access to learning and infrequent participation in activities for diverse learners	Frequently provides access to learning and participation in activities for diverse learners	Always provides access to learning and participation in activities for all students; identifies and promotes students' unique differences and talents

Standard 4: Instructional Strategies. The teacher candidate understands and uses varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills.

	Unsatisfactory	Developing	Proficient	Exemplary
Uses a variety of instructional strategies and assumes roles (e.g., instructor, facilitator, coach, audience) that are aligned with the intended instructional outcomes	<p>Relies primarily on one or two instructional strategies</p> <p>Relies on a single role in the instructional process</p> <p>Learning experiences are not aligned intended instructional outcomes</p>	<p>Occasionally uses a variety of instructional strategies</p> <p>Occasionally assumes different roles in the instructional process</p> <p>Some learning experiences do not meet intended instructional outcomes</p>	<p>Regularly uses a variety of instructional strategies that are aligned with intended instructional outcomes</p> <p>Often assumes various roles in the instructional process</p> <p>Most learning experiences meet intended instructional outcomes</p>	<p>Seeks novel instructional strategies to support all students in meeting intended instructional outcomes</p> <p>Consistently assumes various roles in the instructional process</p> <p>Learning experiences meet intended instructional outcomes</p>
Learning experiences reflect best practice	Few, if any, learning experiences reflect best practice	Some learning experiences reflect best practice	Most learning experiences reflect best practice	<p>Most learning experiences reflect best practice</p> <p>Takes initiative to extend knowledge of best practice</p>
Learning experiences follow an organized progression	<p>Learning experiences do not follow an organized progression</p> <p>Time allocations are unrealistic</p>	<p>Some learning experiences follow an organized progression</p> <p>Most time allocations are reasonable</p>	<p>Most learning experiences follow an organized progression</p> <p>Time allocations are reasonable</p>	<p>Learning experiences progress coherently</p> <p>Time allocations are reasonable and allow for flexibility</p>

Standard 4: Instructional Strategies. The teacher candidate understands and uses varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills. (con't.)

	Unsatisfactory	Developing	Proficient	Exemplary
Varies grouping patterns for instruction.	Instructional groups do not support students' needs or the intended learning outcomes and offer no variety	Instructional groups are inconsistent in supporting students' needs and suitability to the intended learning outcomes and offer minimal variety	Instructional groups regularly vary according to students' needs and are appropriate for intended learning outcomes	Instructional groups regularly vary according to students' needs and are appropriate for intended learning outcomes Student choice is considered in instructional grouping
Utilizes a variety of instructional materials and resources	Shows little or no awareness of the need to use various instructional materials Unaware of resources, including technologies, to support teaching and meaningful learning	Depends primarily upon others to supply materials & resources Limited awareness of resources to support teaching and meaningful learning	Routinely obtains multiple resources and materials to extend student thinking and creativity Aware of resources available to support teaching and meaningful learning	Consistently & actively seeks out and/or develops a variety of resources to engage students and enhance learning Evidence of student input in selecting or adapting materials
Integrates multiple perspectives to strengthen the curriculum.	Does not seek authentic multicultural resources Rarely integrates multiple perspectives to strengthen the curriculum or to engage all students	Occasionally integrates authentic multicultural resources Limited use of multiple perspectives to strengthen the curriculum and to engage all students	Consistently embeds authentic multicultural resources Consistent use of multiple perspectives to strengthen the curriculum and to engage all students	Consistently embeds authentic multicultural resources and multiple perspectives to strengthen the curriculum Engages all students to reflect upon their personal cultural experiences/backgrounds in relation to the curriculum

Standard 5: Management and Motivation. The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

	Unsatisfactory	Developing	Proficient	Exemplary
Manages student behavior	<p>No clear standards of conduct; students are unaware of standards.</p> <p>Behavior is not monitored; little or no response to misbehavior</p> <p>Responds inconsistently, harshly, or disrespectfully</p> <p>Positive behavior is unnoticed or not reinforced</p>	<p>Standards of conduct are evident</p> <p>Behavior is usually monitored</p> <p>Response to misbehavior is sometimes inconsistent</p> <p>Positive behavior is globally noticed or reinforced</p> <p>Sometimes makes adjustments based on student behavior</p>	<p>Students articulate standards of conduct</p> <p>Behavior is consistently monitored</p> <p>Response to misbehavior is appropriate and successful</p> <p>Specific positive behavior is encouraged and reinforced</p> <p>Makes adjustments based on student behavior</p>	<p>Students participate in developing and implementing standards of conduct</p> <p>Behavior is monitored proactively, and in a manner that is sensitive to individual needs</p> <p>Specific positive behavior is encouraged and built into lessons</p> <p>Makes adjustments to enhance social relationships, student motivation or engagement and productive work</p>
Creates a climate of respect and rapport	<p>Interaction with students is negative, demeaning, or inappropriate to students' cultures</p> <p>Student conflict is typical of student interactions</p>	<p>Interaction with students is generally appropriate with only occasional inconsistencies, favoritism or lack of regard for a student's culture</p> <p>Students typically get along well</p>	<p>Interactions with students are warm, friendly and caring, with attention to students' cultures.</p> <p>Students typically react to each other politely and with respect.</p>	<p>Interactions with students are authentically warm, caring, and individualized.</p> <p>Students typically genuinely care about each other</p>
Environment (e.g., instructional goals and activities) establishes a culture for learning	<p>Environment conveys low expectations for learning and success for students</p>	<p>Environment conveys inconsistent expectations for learning and success for students</p>	<p>Environment conveys high expectations for learning and success for all students</p>	<p>Thorough planning of high expectations and learning activities with input from all students establishes a culture for learning</p>

Standard 5: Management and Motivation. The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (con't.)

Indicator	Unsatisfactory	Developing	Proficient	Exemplary
Organizes physical space	Physical resources and materials are poorly organized or do not provide access to students	Physical resources and materials often are organized and provide access to many students	Physical resources and materials are regularly organized in advance and provide access to learning for most students	Physical resources and materials are always well organized and used optimally to provide access to learning for all students

Standard 6. Communication & media. The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (con't.)

	Unsatisfactory	Developing	Proficient	Exemplary
Demonstrates effective oral and written language	<p>Directions and procedures are confusing</p> <p>Oral/written language is either unclear or incorrect</p> <p>Either speaks in a monotone or volume is inappropriate</p> <p>Vocabulary either limited or inappropriate</p>	<p>Directions and procedures are clarified after initial confusion</p> <p>Oral/written language is clear, concise, & correct in most situations</p> <p>Inflection and appropriate volume used occasionally</p> <p>Vocabulary use is age-appropriate</p>	<p>Directions and procedures are clear to students and contain the appropriate amount of detail.</p> <p>Communicates effectively; uses standard English consistently.</p> <p>Consistently uses inflection and appropriate volume</p> <p>Vocabulary usage is age-appropriate</p>	<p>Directions and procedures are clear to students and anticipate possible misunderstanding</p> <p>Encourages effective & correct language usage among students</p> <p>Engages students with enthusiastic, animated voice</p> <p>Teacher uses vocabulary in a way that encourages extension among students</p>

<p>Poses high-quality questions and engages students in discussion</p>	<p>Teacher's questions are generally poor quality</p> <p>Wait time inadequate</p>	<p>Teacher's questions vary in quality</p> <p>Wait time varies</p>	<p>Most questions are clear and promote higher-order thinking</p> <p>Wait time is adequate</p>	<p>Questions uniformly clear and promote higher-order thinking</p> <p>Wait time is adequate</p> <p>Students encouraged to pose meaningful questions</p>
<p>Creates opportunities for learner response & discussion</p>	<p>Few students respond to questions or participate in discussion; participation is not equitable</p> <p>No sustained feedback after an incorrect student response</p> <p>Teacher is only adjudicator of responses</p> <p>Teacher addresses student responses in vague, non-affirming manner</p>	<p>Some students respond to questions; some students contribute to discussion</p> <p>Sometimes provides sustained feedback after an incorrect student response</p> <p>Teacher is primary adjudicator of responses</p> <p>Teacher addresses most student responses in a clear, affirming manner; little variety noted in affirmations</p>	<p>All students have equitable opportunity to respond to questions and participate in discussion</p> <p>Regularly provides sustained feedback after an incorrect student response; uses scaffolding</p> <p>Teacher is primary adjudicator of responses</p> <p>Teacher addresses student responses in a manner that is clear and affirming; good variety in affirmations</p>	<p>All students actively engaged in discussion</p> <p>Takes initiative for extending discussion and including all students</p> <p>Always provides sustained feedback after an incorrect student response; uses scaffolding to extend student learning</p> <p>Discussion is interactive; Adjudication of responses shared by both students and teacher</p> <p>Teacher & fellow students address student responses in a manner that is clear and affirming; good variety in affirmations</p>
<p>Uses media and technology</p>	<p>Media use is absent or inappropriate</p>	<p>Limited use of media communication tools to enrich learning</p>	<p>Appropriate use of a variety of media communication tools including audio-visual aids and computers to enrich learning</p>	<p>Integrates appropriate use of media communication tools to enrich learning and enhance all students' technology proficiency</p>

Standard 7: Planning. The teacher candidate understands the importance of instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

	Unsatisfactory	Developing	Proficient	Exemplary
Short-and long-range planning	<p>Limited/no expectations for student learning based on state guidelines</p> <p>Seldom creates units and lessons that achieve the expectations for student learning</p> <p>Makes no effort to research content to be taught</p>	<p>Needs support/ is inconsistent in establishing expectations for student learning based on state guidelines</p> <p>Needs support/ is inconsistent in creating units and lessons that achieve the expectations for student learning</p> <p>Makes limited efforts to research content to be taught</p>	<p>Establishes expectations for student learning based on state guidelines with minimal support</p> <p>Creates units and lessons to achieve the expectations for student learning</p> <p>Researches content to be taught in lessons</p>	<p>Independently establishes expectations for student learning based on state guidelines</p> <p>Creates innovative units and lessons to achieve long-term expectations for student learning</p> <p>Studies the content to extend student understanding beyond lesson</p>
Lesson planning	<p>Planning of lessons, activities, or experiences are not appropriate and relevant to the students' developmental levels, the content area, or curriculum goals</p> <p>Limited/ no evidence that plans are based on student assessment and prior learning; does not use differentiation in planning</p>	<p>Needs support/ is inconsistent in planning lessons, activities, and experiences that are appropriate and relevant to the students' developmental levels, the content area, and curriculum goals</p> <p>Needs support/ is inconsistent in developing plans based on student assessment and prior learning; no differentiation based on student needs</p>	<p>Plans lessons, activities, and experiences that are appropriate and relevant to the students' developmental levels, the content area, and curriculum goals</p> <p>Develops plans based on student assessment and prior learning; sometimes differentiates based on student needs</p>	<p>Consistently plans lessons, activities, and experiences that are effective, appropriate and relevant to the students' developmental levels, the content area, and curriculum goals</p> <p>Consistently develops plans based on student assessment and prior learning, differentiates based on student needs</p>

Standard 8: Assessment. The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

	Unsatisfactory	Developing	Proficient	Exemplary
Uses a variety of formal and informal assessment strategies	<p>Sporadically plans and implements assessments of student progress. Rarely assesses the effectiveness of instruction</p> <p>Gives students no opportunity to evaluate their own work or self-assess</p>	<p>Uses limited number of formal and informal assessment methods. Some use of assessments for monitoring and reflecting on effectiveness of instructional strategies</p> <p>Gives students little opportunity to evaluate their own work or self-assess</p>	<p>Incorporates appropriate formal and informal assessment strategies as a basis for monitoring both student progress and effectiveness of instructional strategies</p> <p>Occasionally engages students in self-assessment activities</p>	<p>Selects and/or constructs a variety of appropriate formal and informal assessment methods and tools as a basis for monitoring the progress and effectiveness of instructional strategies for all students</p> <p>Teaches all students how to self assess; gives all students multiple opportunities to evaluate and improve their performance</p>
Interprets and uses assessment data to make instructional decisions	<p>Inaccurate or no interpretation of assessment data to determine student learning needs, modify instruction, or design instructional strategies to achieve defined student outcomes</p> <p>Sees little/no connection between assessment and instruction</p>	<p>Limited use of assessment results to determine student learning needs, modify instruction, and design instructional strategies to achieve defined student outcomes</p> <p>Limited use of a variety of assessments to assess achievement of local, state, and/or national standards</p>	<p>Regularly interprets and uses assessment results to determine student learning needs, modify instruction, and design alternative instruction needed to achieve defined student outcomes</p> <p>Uses a variety of appropriate assessments to assess achievement of local, state, and/or national standards</p>	<p>Interprets and uses assessment to inform instruction by making links between teaching and student performance, adjusts instruction as a result of analysis of and reflection on student performance</p> <p>Uses a variety of appropriate assessments to provide on-going and timely feedback and to assess achievement of local, state, and/or national standards</p>

Standard 8: Assessment. The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (con't.)

	Unsatisfactory	Developing	Proficient	Exemplary
Monitors and records assessment data	<p>Records of student progress are minimal, inconsistent, and/or inaccurate</p> <p>Provides little or no feedback to students, parents/guardians, or colleagues on progress</p>	<p>Maintains accurate records of assessments for use when communicating with parents and students</p> <p>Inconsistently provides feedback to students, parents/guardians, or colleagues on progress</p>	<p>Maintains qualitative and quantitative assessment records to use when communicating with parents and students</p> <p>Monitors students' performance regularly and communicates progress to students, parents/guardians, and colleagues</p>	<p>Maintains detailed qualitative and quantitative assessment records to monitor all student progress toward achieving instructional goals and standards</p> <p>Consistently provides timely feedback to students, parents/guardians, and colleagues</p>

Standard 9: Reflective Practice: Professional Development. The teacher candidate is a reflective practitioner who continually evaluates the effects of her choices and actions on others and who demonstrates a professional commitment to teaching.

	Unsatisfactory	Developing	Proficient	Exemplary
Reflective practice and decision-making	<p>Under or overestimates lesson effectiveness; cannot judge if goals were met</p> <p>No or few suggestions for lesson improvement</p> <p>Unaware of teaching strengths and needs</p> <p>Unreceptive to feedback</p> <p>No evidence of self-reflection</p>	<p>Sometimes accurately judges lesson effectiveness and whether goals were met</p> <p>Offers general suggestions for improvement</p> <p>Receptive to feedback</p> <p>Uses self-reflection minimally</p>	<p>Accurately assesses lesson effectiveness and whether goals were met</p> <p>Makes connections between teaching strategies and lesson success</p> <p>Offers some suggestions for lesson improvement based on specific student behavior and learning</p> <p>Invites feedback; uses reflection and feedback to become self-aware and make changes</p>	<p>Detailed assessment of lesson effectiveness and whether goals were met</p> <p>Makes specific connection between teaching strategies and lesson success</p> <p>Offers detailed suggestions for lesson improvement based on specific student behavior and learning</p> <p>Displays reflection based on evaluation and other data collection</p> <p>Transforms teaching based on feedback and reflection</p>

Standard 9: Reflective Practice: Professional Development. The teacher candidate is a reflective practitioner who continually evaluates the effects of her choices and actions on others and who demonstrates a professional commitment to teaching. (con't.)

	Unsatisfactory	Developing	Proficient	Exemplary
Professional and ethical (e.g., trustworthiness, respect, responsibility, fairness, caring, and citizenship) Behaviors	<p>Acts unethically</p> <p>Does not complete student teaching tasks</p> <p>Exhibits negative attitudes; criticizes others</p> <p>Dresses unprofessionally; uses inappropriate speech</p> <p>Is late or absent</p> <p>Unaware of or disregards school policies</p>	<p>Acts ethically</p> <p>Completes student teaching tasks</p> <p>Occasionally displays negative attitudes</p> <p>Dresses professionally; uses courtesy and appropriate speech</p> <p>Occasionally late or absent</p> <p>Adheres to school policies</p>	<p>Models ethical behavior</p> <p>Completes all student teaching tasks promptly, thoroughly, and efficiently</p> <p>Displays enthusiasm and positive attitude</p> <p>Dresses and speaks professionally; is courteous to all</p> <p>Dependable attendance</p> <p>Adheres to school policies</p>	<p>Models and teaches ethical behavior</p> <p>Exceeds requirements for student teaching tasks</p> <p>Displays enthusiasm and positive attitude; is a problem solver</p> <p>Dresses and speaks professionally; is courteous to all</p> <p>Dependable attendance</p> <p>Adheres to school policies; reflects on their effectiveness</p>
Leadership and professional development	<p>Avoids leadership roles</p> <p>Rarely contributes ideas or materials</p> <p>Seldom attends seminars, staff meetings or seeks professional development opportunities</p>	<p>Assumes leadership roles when offered</p> <p>Provides resources or assistance when asked; seldom helps others</p> <p>Attends seminars and staff meetings</p> <p>Occasionally participates in professional development</p>	<p>Seeks leadership roles</p> <p>Takes initiative; shares ideas and resources; assists others</p> <p>Attends and contributes to seminars and staff meetings</p> <p>Frequently seeks professional development opportunities</p>	<p>Initiates opportunities to provide leadership</p> <p>Investigates new ideas, materials and resources to contribute to group; assists others</p> <p>Attends and provides leadership in seminars and staff meetings</p> <p>Continually seeks professional development opportunities</p>

Standard 10: School and Community Involvement. The teacher candidate fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well-being.

	Unsatisfactory	Developing	Proficient	Exemplary
Establishes cooperative partnerships with families to support student learning	<p>Makes no effort to communicate with families or guardians; is unresponsive to parent concerns</p> <p>Does not involve parents or families in the school environment</p> <p>Does not share evidence of student progress with families</p>	<p>Communicates and responds minimally to families or guardians</p> <p>Occasionally involves parents or families in the school environment</p> <p>Uses informal or formal means to communicate with families about student progress or behavior</p> <p>Maintains home-school documentation occasionally</p>	<p>Communicates with families or guardians regularly; responds to concerns in a timely manner</p> <p>Frequently involves parents or families in the school environment</p> <p>Uses informal or formal means to communicate with families about student progress or behavior, both positive and negative</p> <p>Maintains home-school documentation independently</p>	<p>Communicates with families or guardians frequently and in a proactive manner</p> <p>Responds to parents sensitively and in a timely manner</p> <p>Motivates parents and families to be involved in school activities</p> <p>Invites opportunities with parents and families to provide input on student progress and behaviors</p> <p>Maintains home-school documentation based on diverse needs of students and families</p>

Standard 10: School and Community Involvement. The teacher candidate fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well-being. (con't.)

	Unsatisfactory	Developing	Proficient	Exemplary
Respects and advocates for students	<p>Displays negative attitudes toward students</p> <p>Fosters disrespect for students; demonstrates no understanding of students' rights</p> <p>No evidence of student advocacy</p>	<p>Generally demonstrates respect for students</p> <p>Seldom advocates for students; demonstrates limited understanding of students' rights</p>	<p>Affirms and defends dignity and worth of each student</p> <p>Advocates for students appropriately in the classroom; demonstrates respect for student rights</p>	<p>Actively affirms and defends the dignity and worth of each student</p> <p>Advocates for students appropriately beyond the classroom; ensures that students' rights are respected</p>
Utilizes school and community resources	<p>Uses inappropriate or limited communication with colleagues/community</p> <p>Disregards confidentiality</p>	<p>Communicates with colleagues/ representatives of community occasionally</p> <p>Requires assistance in confidentiality matters</p>	<p>Regularly uses colleagues/community resources to meet student needs</p> <p>Maintains confidential matters appropriately with minimal assistance</p>	<p>Maximizes communication with colleagues/ community resources to support student learning and well-being</p> <p>Manages confidential matters independently</p>