

**Education 483 E1 Capstone Seminar II**  
**Spring Semester 2007**

<b>Professor:</b>	Dr. Terry M. Tomasek	<b>Credit:</b> 2.0 Hours
<b>Class Meeting:</b>	Thursdays, 5:00 – 7:00, Mooney 312	
<b>Office Hours:</b>	T and Th: 1:30-4:00 PM and by appointment	<b>Office:</b> 307B Mooney
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I will attempt to answer emails daily (Monday through Friday 3PM), but will not check email on weekends.

**Course Description:**

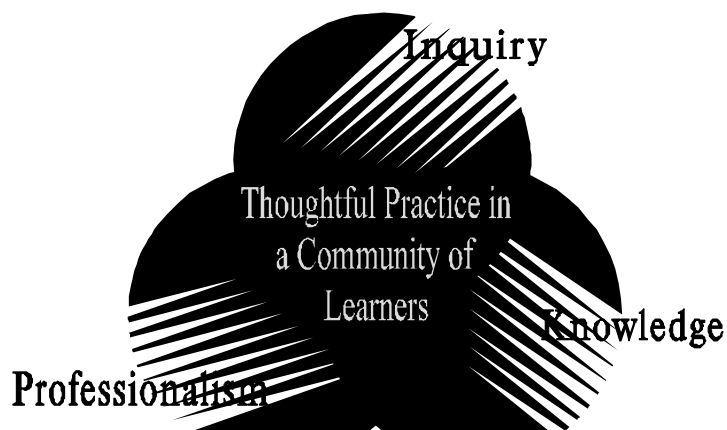
EDU 483 is taken concurrently with the student teaching semester. It is designed to strengthen the professional skills of a reflective practitioner as related to instruction, assessment of student learning and analysis of personal philosophy. Emphasis is placed upon classroom management strategies, ethical and legal aspects of teaching, planning for diverse learners, critiquing instruction to improve teaching effectiveness, parent involvement, writing resumes, interviewing, and creating a professional development plan.

**Course Purpose:** The student teaching seminar is a co-requisite to student teaching. The seminar affords student teachers the opportunity to reconsider theories of teaching in terms of immediate practice.

**Thoughtful Practice in a Community of Learners: A Conceptual Framework for Teacher Education**

**MISSION**

The mission of Teacher Education at Elon University is to prepare quality teachers who are knowledgeable, responsible and thoughtful professionals. The conceptual framework, "Thoughtful Practice in a Community of Learners," reflects the intention to create a learning environment in which teacher candidates inquire and collaborate to develop the knowledge, skills and dispositions for effective professional practice.



Effective teachers are *knowledgeable*. They know learning theory, disciplinary content and relevant pedagogy. They are cognizant of the developmental characteristics and diverse learning needs of students and of varying family and community cultures. Included in their knowledge base are an awareness of and an ability to choose instructional strategies, resources (including technology) and assessment procedures that promote the learning of a variety of students. They create positive learning environments that embrace diversity, act on the belief that *all* students can learn, and are dedicated to their own development as teachers and learners.

Effective teachers *inquire*. They value and use questioning intentionally to stimulate student inquiry and to motivate learning. They use a variety of resources to acquire and critically analyze information to inform instructional decisions. Effective teachers take the initiative to learn about their students and the families and communities in which they live. They use assessment of student learning to reflect upon their classroom practice. They are enthusiastic learners who engage in purposeful inquiry within professional communities. They continually reflect upon personal beliefs and the effectiveness of instructional practices to enhance the learning of all students.

Effective teachers are *professional*. They view themselves as integral to a professional community that shares and builds knowledge about student learning and quality practice. They remain current and informed through collaboration with colleagues and participation in professional organizations. They hold high expectations for academic and social growth of *all* students and establish positive learning environments to support that growth. To build a community of practice, they interact with colleagues, students, families and others in the community in an ethical and respectful manner. Effective

teachers are enthusiastic about the challenges and opportunities within the profession, and they demonstrate respect and support for their colleagues.

Embedded throughout the quality teacher education program described in the conceptual framework are dispositions that describe the values and commitments that we seek to develop in all teacher candidates. Effective teachers are committed to the following:

- Designing and implementing cognitively challenging learning experiences for all students
- Creating positive classroom environments that accept and embrace diversity
- Seeking opportunities for continued personal and professional development
- Enthusiastically supporting the profession of teaching

Teacher candidates with these dispositions have a propensity to act in ways that further the learning of all students, including those from ethnic/racial minorities, poor families or those who may have disabilities. They take action to develop as professionals and to support the growth of their colleagues. They are professionals who can meet the daunting challenges of educators in the new century.

In keeping with our conceptual framework, twelve learning outcomes for teacher candidates have been identified.

### **Elon University Learning Outcomes (LO) derived from the Conceptual Framework**

The discussions, assignments and overall experiences in this course will focus, in large part, upon the learner outcomes derived from Elon University's Conceptual Framework. These shall serve as a means for candidates to analyze and reflect upon their own practice, and they will be used to guide topics/discussions in class settings. Using these learner outcomes as a backdrop in the final capstone experience allows teacher candidates to gain yet a fuller understanding of their roles and responsibilities as reflective practitioners and be fully immersed in Elon University's mission of generating educators who demonstrate "thoughtful practice in a community of learners."

#### *Content Knowledge*

1. Demonstrate in-depth knowledge of subject area(s) for licensure area.
2. Use knowledge of students' learning process to inform instruction.

#### *Pedagogical Knowledge*

3. Demonstrate understanding of pedagogical knowledge relevant to subject area(s) for licensure area.
4. Choose appropriately among multiple instructional strategies to promote optimal student learning.
5. Choose appropriately from a variety of resources including technology, to promote active student learning.

#### *Inquiry*

6. Seek to understand students' family and culture, collaborate with parents and professional colleagues, and establish a knowledge-building community to inform practice.
7. Inquire actively and persistently about student learning through the use of a variety of assessment procedures.
8. Analyze through reflective practice effectiveness of instruction and make appropriate adaptations to maximize student learning.

#### *Professionalism*

9. Establish positive classroom learning environments that support social and academic growth of students.
10. Hold high expectations for academic and social growth for all students.
11. Seek opportunities to further personal learning and professional growth.
12. Demonstrate enthusiasm and respect for the profession of teaching.

### **North Carolina Core Teaching Standards (Core)**

2. Teachers know how to teach students.
3. Teachers are successful in teaching a diverse population of students.
4. Teachers are leaders.
5. Teachers are reflective about their practice.

## North Carolina Diversity Teaching Standards (DS)

1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.
2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.
3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.
4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.
5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.
6. Teachers of diverse students are reflective practitioners who are committed to educational equity.

## North Carolina Elementary Education (El Ed)

Standard #7: Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.

## National Council for Accreditation of Teacher Education (NCATE)

Standard 1: Candidates' preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students' learn.

- A. *Content Knowledge* for Teacher Candidates: Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry critical analysis, and synthesis of the subject.
- B. *Pedagogical Content Knowledge* for Teacher Candidates: Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.
- C. *Professional and Pedagogical Knowledge and Skills* for Teacher Candidates: Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world problems.
- D. *Student Learning* for Teacher Candidates: Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

## Learning Objectives for this Course

The teacher candidates will:

1. Develop a deeper understanding of the Elon University Teacher Education Conceptual Framework (Thoughtful practice in a community of learners) as it relates to the learning outcomes for knowledge, inquiry, and professionalism through conceptualization of the interrelatedness of instructional design, implementation, assessment of student learning and analysis of practice (LO 1, 2, 3, 4, 5, 7, 8; Core 5; DS 1, 4, 6; EI Ed 7; NCATE).
2. Understand the connectedness between analysis of student learning outcomes and reflective practice of personal instruction as a means of professional growth and development. As a result, TCs will use reflective teaching and assessment of student learning to develop subsequent student instructional goals as well as personal professional development goals (LO 7, 8; Core 2, 5; DS 2, 6; EI Ed 7; NCATE).
3. Contextualize knowledge of the impact of personal beliefs related to learning, motivation and classroom environment on instructional practice. As a result, TCs will refine their educational beliefs and philosophy related to curriculum design, teaching strategies, assessment, learning environment, and student learning outcomes (LO 9, 10; Core 3, 5; DS 5, 6; NCATE)
4. Develop professionalism by acquiring effective techniques necessary for a successful job interview, becoming familiar with current laws and legal issues related to professional practice and school reform, and interacting with a variety of educational professionals to discuss various current educational topics and issues that affect the profession (LO 11, 12; Core 4).
5. Become familiar with the responsibilities involved in the initial licensure/beginning teacher training program and develop a sense of the support structures/efforts needed by beginning teachers (LO 6, 11, 12; Core 4, 5).
6. Acquire knowledge about how beginning teachers' performance in the classroom is evaluated (LO 11, 12).
7. View cultural diversity as an opportunity to value individual differences and promote acceptance among students, families and communities as they acquire strategies for working with parents/significant others and families (LO 6, 9, 10; Core 3, 4; DS 3, 4, 5, 6; NCATE).

**Teaching Strategies:** Teaching strategies for this course include lecture, class discussion, guest speakers, inquiry, reflective writing and field-based activities.

### How does this course address the Elon Conceptual Framework?

Effective teachers are *knowledgeable*. During the student teaching semester students put into practice all elements of teaching and learning. They must use an in-depth knowledge of all subject areas as well as an understanding of student learning processes to plan and carry out classroom instruction. Student teachers must implement their pedagogical knowledge to develop multiple instruction strategies to promote optimal student learning.

Effective teachers *inquire*. Inquiry underlies the learning experiences associated with the assignments for this capstone experience. Through the three analysis assignments (*Getting to Know Your School Community*, *Parent and Local Community Engagement*, *Professional/Political/Civic Engagement*), student teachers make inquiry into students' family and culture, into the culture of the school and community as well as into the nature of what it means to be a teaching professional on a political and civic level. Through the *video critique* assignments, student teachers analyze their own teaching practices and use an evidence-based approach to describe their effective teacher behaviors and dispositions. They will use a variety of sources of evidence to analyze their practice and inform their instructional and professional decisions. The nature of the student teaching seminar encourages candidates to engage in purposeful inquiry within a professional community. They continually reflect upon personal beliefs and the effectiveness of instructional practices to enhance the learning of all students.

Effective teachers are *professional*. Through self-analysis and reflection, student teachers grow professionally. They set professional goals, work towards those goals and reevaluate their goals at the end of the semester. The dispositions of each student teacher are evaluated by the seminar instructor. This evaluation includes their professionalism. As part of the *Professional/Political/Civic Engagement Analysis*, students investigate ways that can remain current and informed through collaboration with colleagues and through participation in professional organizations.

## Assignments and Evaluations

### *Intellectual Engagement and Dispositions (10%)*

It is expected that all teacher candidates participate in discussions by contributing appropriate ideas, solutions, suggestions, and opinions. Active participation and ratings on *Dispositions: Engagement in Academic Work and the Learning Process* contribute to the overall final grade in this course. Class sessions may begin with a “quick write” of questions and/or reflections related to the current teaching experience, and/or end with a “synthesis write”. At times, a case study, professional article, news report, etc. will be used to generate meaningful inquiry and reflection. Reading materials will be assigned one week prior to the class session in which they are discussed.

### *Getting to Know Your School Community Analysis (10%)*

Due February 15<sup>th</sup>

Each teacher candidate is required to complete a preliminary “fact finding” task (attached) that serves as an acclimation to the school’s organizational structure, policies, curricular/media resources, and professional expectations as an educational community. This task will also include a description of the cooperating teacher’s classroom management structure, an analysis of student learning needs, and a personal classroom management plan. Description and guide questions are attached.

Standards Alignment: LO 6, 11, 12; Core 4,5; NCATE

### *Parent and Local Community Engagement Analysis (10%)*

Due March 15<sup>th</sup>

Each teacher candidate will be required to gather resources related to parent and local community communication and involvement. These resources, gathered from cooperating teachers, might include a collection of sample notes/letters sent to students’ homes, class newsletters, conference planners and documentation logs; records of parent curriculum and/or literacy nights; ideas for fundraising and community building/outreach initiative. Description and guide questions are attached.

Standards Alignment: LO 6, 9, 10; Core 3, 4; DS 3, 4, 5, 6; NCATE

### *Professional/Political/Civic Engagement Analysis (10%)*

Due March 29<sup>th</sup>

Each teacher candidate is expected to inquire about local civic engagement initiatives, such as bond referendums in local and home states, political elections issues; issues related to school board and county governing bodies; teacher organizations or unions; educational-related lobbying; education foundations and community action groups; and other professional ‘avenues’ for professional and civic engagement. Description and guide questions are attached.

Standards Alignment: LO 11, 12; Core 4; NCATE

### *Video Critique #1 (25%)*

Due March 8<sup>th</sup>

### *Video Critique #2 (35%)*

Due April 26<sup>th</sup>

Each student will be required to write two (2) video critiques during the semester. You must videotape one of the lessons that you teach during the week of February 19<sup>th</sup> – 23<sup>rd</sup> (for critique 1) and again during your focused unit (for critique 2). You will use the *Student Teacher Observation Form (STOF)* to complete the first critique [found on BB and LiveText]. You will use the *Elon University Learning Outcomes* (from EU Conceptual Framework) to complete the second critique. The second critique is more holistic in nature and should encompass **the entire student teaching experience**. These tasks will be introduced to you during the initial group orientation seminar and will be discussed in further detail closer to submission deadlines.

To prepare for these assignments, you will need to arrange for a video camera and ask your cooperating teacher to videotape your lesson. You will use these recordings to view yourself, to script, to analyze, and to assess your performance, using the two instruments referenced above. As part of the first critique, you are to set goals, which you will address in the second lesson/critique. Both critiques should contain a thorough analysis of your performance as measured by the required instruments used to assess performances. Critiques will receive a final grade of A, B, C, etc. Both critiques will be graded by a rubric (attached in LiveText for reference), and attention to grammar, mechanics, conventions and content will be assessed as part of the overall presentation. You may be asked to rewrite your first critique if it is considered to be unsatisfactory. If a revision is required, re-writes must be turned in by the due date given by the seminar professor. It should be noted that there will not be an opportunity to rewrite the second critique.

The videotape of the lesson is to be labeled with your name, date of taping, and name of lesson taped. All scripting notes/analyses, the tape, and the final written critiques are to be turned in on time on the two dates specified in this syllabus. **Late work is not accepted.** These critiques are very time-consuming to write, but they provide you with invaluable insight into your own teaching. Be sure to allow appropriate time in your schedule to view your tapes, to carefully analyze your performance and to write an appropriate, thorough reflection. You are encouraged to use the Writing Center, as deemed necessary, to gain assistance to present written critiques that are not marred by mechanical and grammatical errors.

Both written critiques are to be submitted to the professor electronically (via LiveText) and in hard-copy form. The same is true for a revision if required. Rubrics will be used to grade the critiques, and they shall be archived in LiveText as evidence for the 2007 NCATE/NCDEP accreditation visit. See recommendation below regarding attaching Word documents in LiveText. Be sure to save the document while it is being written in multiple places, not on a hard drive alone, and certainly not only on disk/diskette. In order for the professor to access the document via LiveText, each teacher candidate must grant the professor shared access (SHARE) to the document and should make the professor a REVIEWER.

Standards Alignment: LO 1-12; Core 2, 3, 5; DS 1, 2, 4, 5, 6; EI Ed 7; NCATE

#### Rationale for this Assignment

Up until this point, someone else has observed your teaching and given you feedback. These video assignments provide you with the opportunity to observe yourself and to analyze your own teacher behaviors as well as student responses to your teaching. This should be an evidence-based analysis. This means you will be using evidence (what you see yourself or your students do and say) to support your stated abilities to be an effective teacher. For the first video critique, you will use the effective teacher statements from the STOF document. For the second video critique, your video taped lesson will be only one source of evidence for your analysis. You will also use other aspects of your student teaching experience, your cooperating teachers observations and comments, your supervisors comments, student and parents comments, etc.

#### LIVETEXT

You are urged not to copy/paste from Word. LiveText has always strongly discouraged copying material typed in Microsoft Word and then pasting it into the LiveText editor. Many of you have witnessed first hand how you can end up with funny characters-apostrophes for example that turn into something else. Once your Word document is finalized, just **attach it in LiveText instead of copying and pasting. Please note that parts of both critiques should be created/typed directly into LT while other portions should be created as separate documents and then attached (if Word doc) or linked to (if created within LT).**

#### Alignment of Assignments with Course Objectives

Assignments	1	2	3	4	5	6	7
Intellectual Engagement	X		X	X	X	X	X
Getting to Know Your School Community					X		
Parent and Local Community Engagement							X
Professional/Political/Civic Engagement				X			
Video Critiques	X	X	X			X	

#### Grading

The following ten (10) point scale will be used for grading this seminar:

96 – 100A	77 – 79 C+	60 – 62 D-
90 – 95 A-	73 – 76 C	0 – 59 F
87 – 89 B+	70 – 72 C-	
83 – 86 B	67 – 69 D+	
80 – 82 B-	63 – 66 D	

#### Grading on Written Assignments

##### A – Distinguished Performance

Excellent work that demonstrates not only a clear understanding of the material but also a **superior** ability to utilize that material in the assignment submitted. All criteria are met. The student's work goes beyond the task and contains **additional, unexpected or outstanding features.**

##### B – Above-Average Performance

A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.

##### C – Average Performance

Work that demonstrates a technical, or basic, understanding of the material under study and which utilizes that material adequately in the assignment submitted. The work meets the assignment criteria.

D – Passing Performance despite some deficiencies

Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

**The Elon Writing Center will be open Monday-Thursday, 10am-10pm, as well as Fridays, 10am-4pm, and Sundays 6pm-10pm. Please make use of this valuable resource.**

### **Grading on Class Participation**

- ✓ 4 points - Extraordinary (Exceptionally thoughtful insights shared during class, listened intently to others offering suggestions, comments and building upon shared ideas)
- ✓ 3 points - Good (Participation is acceptable and TC was prepared for class)
- ✓ 2 points - Fair (Limited participation but TC was prepared for class)
- ✓ 1 point - Poor (Participation is, at times, inappropriate or lacking completely. TC was unprepared for class)
- ✓ 0 points - Failing (Not in class)

### **Attendance**

Attendance at all seminar sessions is required. The final grade will be lowered one letter grade for each unexcused/unapproved absence. Excused absences must be arranged with the professor before such an absence. Excused absences might include the following examples: death of an immediate family member, acute illness, or a rare, pre-approved school activity. Seminars are held on Thursday afternoons and will begin and end promptly. **You should leave school on seminar days to allow sufficient time to arrive for class on time.** Accompanying students and cooperating teachers on extended field trips that would require you to miss a scheduled seminar class or activity is NOT permitted. Exception: If you are conducting a unit/lesson that correlates to the field trip, and the expected return time would interfere with arriving to class on time or missing a class, the professor will excuse the student from the seminar. Planning such field trips or after-school experiences should be avoided on days when the seminar class is scheduled to meet. Individuals who encounter conflicts due to field trips must notify the professor in advance of missing or arriving late to a seminar class.

### **Materials for Cooperating Teachers, University Supervisors and Seminar Leaders:**

You should give a copy of this syllabus to your cooperating teacher. A copy will be provided. Additionally, each university supervisor will receive a copy of this syllabus. The Focused Unit should be submitted to (and will be evaluated by) the University Supervisor (not your seminar instructor).

### **Academic Honor Code:**

You should be familiar with the Elon University Academic Honor Code. All policies and regulations as established within that document are applicable in this seminar course. This document may be accessed within Elon's website ([www.elon.edu](http://www.elon.edu)).

### **Special Needs:**

If you have an identified disability or special learning need and require differentiated help please let me know. Please be reminded that learning accommodation can not be offered retroactively. I am more than willing to make accommodations that will meet your learning needs. However, I have to know about the disability in order to this. So I encourage you to talk with me.

**Note: Teacher Candidates are required to complete all assignments associated with this seminar in order to pass the course.**

### Seminar Schedule

Week	Date	Time/Place	Topic	Course Objectives	Standards Addressed
1		8:30 – 12:15 McKinnon Hall 2:00 – 4:00 Mooney 312 4:30 – 6:30 McKinnon Hall	Breakfast and Initial Orientation  Seminar Session  Meet Cooperating Teachers/University Supervisor	1	LO 2, 3, 4, 7, 8; Core 5; DS 1, 4, 6; EI Ed 7
	2/1	----	NO SEMINAR	---	---
2	2/8	5 – 7 Mooney 312	Open Discussion Discussion of video critique #1 assignment Reading for Next Week, <i>Working with Parents</i> , link posted on BB	1	LO 2, 3, 4, 7, 8; Core 5; DS 1, 4, 6; EI Ed 7
3	2/12	7:30-9PM McCrary Theater Center for the Arts	Teacher of the Year, Diana Beasley, Presentation	3	LO 6, 9, 10, 11, 12; Core 3, 4, 5; DS 5, 6 NCATE
	2/15	5 – 7 Mooney 312	Educational beliefs & philosophy <b>School and Community Analysis due</b>	3	LO 6, 9, 10, 11, 12; Core 3, 4, 5; DS 5, 6 NCATE
4	2/22	----	NO SEMINAR You should videotape a lesson for Critique #1 during this week	---	---
5	3/1	5 – 7 Johnson Hall	(All EI Ed seminar sections meeting together) Interview and Licensure Process Mary Gunderson Coordinator of Teacher Recruitment and Support CHCCCS	5	LO 11, 12
	3/1	1 – 4 Alumni Gym	FYI ONLY Elon Career and Graduate School Fair	---	---
6	3/6 & 7	Campus Shop	FYI Campus Shop Graduation Fair Order Caps and Gowns	---	---
	3/8	5 – 7 Johnson Hall	(All EI Ed seminar sections meeting together) Cover Letters, Resumes, Preparing for Education Interviews Professor Mark Rumley <b>Video Lesson Critique #1 due</b> (submit via LiveText before class begins, submit hard copy and video tape at beginning of class)	2, 4, 7	LO 7, 8, 9, 10, 11, 12; Core 2, 3, 4, 5; DS 3, 4, 5, 6; EI Ed 7; NCATE
7	3/15	5 – 7 Johnson Hall	(All EI Ed seminar sections meeting together) Mock Interviews <b>Parent/Community Engagement Analysis due</b>	4, 7	LO 6, 9, 10, 11, 12; Core 3, 4 DS 3, 4, 5, 6 NCATE
	3/16	5PM	LIVETEXT Elementary Education Portfolio should be submitted according to instructions from Professor Taylor (attached)	---	---
8	3/22	---	NO SEMINAR	---	---
9	3/29	1-4 Alumni Gym  5 – 7 Mooney 312	Elon Teacher Fair  Discussion of video critique #2 assignment Revisions to VC #1 due <b>Professional/Political/ Civic engagement analysis due</b>	4	LO 11, 12; Core 4; NCATE

Week	Date	Time/Place	Topic	Course Objectives	Standards Addressed
10	4/5	----	NO SEMINAR If possible, You should videotape a lesson for Critique #2 during this week	---	---
11	4/11	9 - 12	UNC Teacher Fair	---	---
	4/12	---	ABSS Spring Break NO SEMINAR	---	---
12	4/16	4:30-6:30 McKinnon Hall	NCATE Meeting with All Student Teachers (professional dress)	---	---
	4/19	---	NO SEMINAR Readings for Next Week, “ <i>Making Better Matches in Hiring</i> ” & “ <i>Schools That Support New Teachers</i> ” posted on BB	---	---
13	4/26	5 – 7 Mooney 312	Working Effectively with Colleagues and Administrators, Beginning Teacher Evaluations Procedures <b>Video Lesson Critique #2 due</b> (submit via LiveText before class begins, submit hard copy and video tape at beginning of class)	1, 2, 3, 6	LO 1-12; Core 2, 3, 5; DS 1, 2, 4, 5, 6; El Ed 7; NCATE
14	5/3	---	NO SEMINAR	---	---
15	5/9	8:30 – 11:30 McKinnon Hall	Group Seminar Breakfast Evaluations/Licensure/etc Final Seminar	---	---

## Submission of work in Livetext during student teaching

### Documents created in Student Teaching

Use the table below to locate correct template names for documents to be created in Livetext during student teaching and to clarify the professor to whom you should submit each document for review.

In Livetext, use the **Create** button, and choose the appropriate folder and template shown below to create a **new** document based on that template. Note the unit plan template may be slightly different in format from ones used in earlier courses. You **MUST** use the one indicated below for student teaching and should **NOT** make a copy of a unit plan document used earlier that may be a different format.

Document	Livetext template name - all located in Elon University <i>projects</i> folder	Professor with whom to submit it for review
Video critique #1	Elon Critique # 1 for Student Teachers: Thoughtful Analysis of Practice	Seminar/Capstone II professor
Video critique #2	Elon Critique # 2 for Student Teachers: Thoughtful Analysis of Practice	Seminar /Capstone II professor
Focused unit plan	Elon – Unit Plan	Student teaching supervisor

### Portfolios (previously created - to be completed during student teaching)

### Elementary, Special and Middle Grades Education Comprehensive Portfolios

You should submit your portfolio to the Livetext user shown below. Your portfolio should be submitted **complete to date** with all products included except for second video critique and your student teaching unit plan **no later than March 16**. Your completed portfolio with **all** products included should be **resent** for review **no later than May 9**. Each time you submit your portfolio for review or resend it after revisions or additions, you should inform by email the program coordinator for your licensure area as indicated below.

Licensure area	Name of Livetext user to whom you should submit portfolio for review	Professor you should email each time you submit or resend your portfolio for review
Elementary	eldreviewer	Dr. Mihans: <a href="mailto:mihans@elon.edu">mihans@elon.edu</a>
Special	specedreviewer	Dr. Stuart: <a href="mailto:cstuart@elon.edu">cstuart@elon.edu</a>
Middle grades	gcrawford	Dr. Crawford: <a href="mailto:gcrawford@elon.edu">gcrawford@elon.edu</a>

### **“Getting to Know Your School Community” Analysis**

Each teacher candidate is required to complete a preliminary “fact finding” task that will serve as an acclimation to the school’s organizational structure, policies, curricular media resources, and professional expectations as an educational community. This task should also include a description of the cooperating teacher’s classroom management structure, an analysis of student learning needs, and a personal classroom management plan.

#### *Guide Questions*

- 1. What is your school’s organizational structure?** (Who are the administrators, curriculum facilitators, technology coordinator, lead teachers, media specialists, etc. and what are the responsibilities of each?)
- 2. What school policies impact the classroom operation of teachers? What potential school policies are NOT present that you think should be? Why?**
- 3. What resources are available in the media center that should be useful as you conceptualize and develop your focused unit plan, including technology?**
- 4. What expectations does the school have related to parent contact, involvement and interaction with the broader community?**
- 5. What classroom management system has your teacher established?** (pervasive tone of the classroom, procedures group interaction and movement within and beyond the classroom, expectations/rules/consequences for student behavior, procedures, other policies impacting “classroom life.”)
- 6. What are the unique learning needs of your students?** (student diversity related to gender, ethnicity, language proficiency, access to technology, and special learning needs.)
- 7. Describe your personal goals/plans for classroom management.**

**\*\*\*Make sure to tell me your school and grade level\*\*\***

*Please type your responses and be concise. Due February 15<sup>th</sup>*

*This paper should be double-spaced with 1” margins, 12 point News Times Roman font and between 3 and 4 pages in length. You may bullet some items.*

## **Parent and Local Community Engagement Analysis**

Each teacher candidate will be required to gather resources related to parent and local community communication and involvement. These resources, gathered from cooperating teachers, might include a collection of sample notes/letters sent to students' homes, conference planners and documentation logs; records of parent curriculum and/or literacy nights; ideas for fundraising and community building/outreach initiatives.

### *Guide Questions*

- 1. What various ways does your teacher seek to build relationship or work effectively with parents?** *(attach any sample correspondence forms)*
- 2. What kinds of initiatives is the school involved in related to building home-school connections?**
- 3. What other initiatives are in place for the purpose of building positive community support and relationship?**

**\*\*\*Make sure to tell me your school and grade level\*\*\***

*Please type your responses and be concise. Due March 15th*

*This paper should be double-spaced with 1" margins, 12 point News Times Roman font and between 2 and 3 pages in length. You may bullet some items.*

### **“Professional/Political/Civic Engagement” Analysis**

Each teacher candidate is expected to inquire about local civic engagement initiatives, such as bond referendums in local and home states, political elections issues, issues related to school board and county governing bodies, teacher organizations or unions; educational-related lobbying; education foundations and community action groups; and other professional “avenues” for professional and civic engagement.

#### *Guide Questions*

- 1. What political events, locally and nationally, have had impact on educational decisions? How?**
- 2. What is the composition and role of the school board?**
- 3. What are other county/state governing bodies with power over educational decisions?**
- 4. How are teachers organized as politically-active groups? What are the benefits of being a member of this(these) group(s)?**
- 5. What education foundations or citizen groups are organized with potential impact on education in the community?**
- 6. What avenues do teachers have for professional development? For civic engagement?**

**\*\*\*Make sure to tell me your school and grade level\*\*\***

*Please type your responses and be concise. Due March 29th*

*This paper should be double-spaced with 1” margins, 12 point News Times Roman font and between 3 and 4 pages in length. You may bullet some items.*

## THOUGHTFUL ANALYSIS OF PRACTICE: Critiques 1 and 2

### Critique #1: (25%)

#### I. Brief Overview of Personal Beliefs/Philosophy of Teaching and Learning *(can be bulleted)*

#### II. Instructional Context for Lesson

- Lesson Title
- School and Grade Level
- Lesson Plan
- Student Learning Objectives for Lesson
- Assessment of Student Learning
- Analysis of Student Learning Needs *(Briefly describe the diversity of students related to gender, ethnicity, access to technology, and special learning needs.)*

#### III. Reflective Critique/Analysis of Videotaped Lesson *(Please respond in a coherent, formal narrative, not to exceed a range of 6-8 pages.)*

- Analysis of Teaching: *(Use Elon University Student Teacher Observation Form (STOF) with sample evidences as indicators)*
- Analysis of Student Learning *(attach assessment evidence)*
  - Did students learn what you wanted them to in this lesson? How do you know?
  - How will this analysis of student learning impact your subsequent teaching?
- Personal Teaching Goals (at least 3 with strategies): *What goals (pedagogical, management and/or professional) will you set for the remainder of the semester?*

\*\*\*\*\*

### Critique #2: (35%)

#### I. Instructional Context for Critique 2 *(Please link to Focused Unit in LiveText)*

- Unit Title
- School and Grade Level
- Student Learning Goals for Unit *(“Big Ideas” or Essential Understandings)*
- Plan for Assessment in Unit *(include pre-, ongoing, and culminating)*
- Analysis of Student Learning Needs *(Briefly describe the diversity of students related to gender, ethnicity, access to technology, and special learning needs.)*

#### II. Reflective Synthesis *(Please respond in a coherent, formal narrative, a range not to exceed 12-15 pages.)*

- Thoughtful Analysis of Practice: *Use the Elon University Thoughtful Analysis of Practice Task: Learner Outcomes and Dispositions (see attached document) to evaluate your growth this semester as a teacher candidate. Document with supporting experiences.*
- Analysis of Student Learning *(attach assessment evidence)*
  - Did students learn what you wanted them to in this unit? How do you know?
  - How does this analysis of student learning impact your subsequent teaching?
- Reflection and Professional Direction: *Metacognitive Extension Questions*
  - What is meant by “Thoughtful Practice in a Community of Learners,” and what has been the value of this Conceptual Framework to you as a Teacher Candidate?
  - How have your philosophy/ personal beliefs about teaching and learning changed or been enhanced as a result of thoughtful practice?
  - What have you learned about the role and involvement of community and families?
  - How will you continue to grow as future teacher and professional educator?
    - Refer back to the goals you set for yourself in the first video critique. How have you progressed in those areas? What do you need to do to continue to work in these areas or what should you turn your attention to during your first year of teaching?

### Grading for Video Critique #1

Scale Points in LT	LT Percentage	Assignment Grade	Assignment Percentage	Final Course Grade Weighted Points for this Assignment
36	100	A	100	25.00
35	97.22	A	97	24.25
34	94.44	A-	95	23.8
33	91.67	A-	93	23.25
32	88.89	A-	91	22.75
31	86.11	B+	89	22.25
30	83.33	B+	88	22.0
29	80.56	B	86	21.5
28	77.78	B	85	21.25
27	75.00	B	84	21.0
26	75.22	B	83	20.75
25	69.44	B-	82	20.5
24	66.67	B-	81	20.25
23	63.89	B-	80	20.0
22	61.11	C+	79	19.75
21	58.33	C+	78	19.5
20	55.56	C+	77	19.25
19	52.78	C	76	19.0
18	50.00	C	75	18.75
17	47.22	C	74	18.5
16	44.44	C	73	18.25
15	41.67	C-	72	18.0
14	38.89	C-	71	17.75
13	36.11	C-	70	17.5
12	33.33	D+	69	17.25
11	30.56	D+	68	17.0
10	27.78	D+	67	16.75
9	25.00	D	66	16.5
8	22.22	D	65	16.25
7	19.44	D	64	16.0
6	16.67	D-	62	15.5
5	13.89	D-	61	15.25
4	11.11	D-	60	15.0
3	8.33	F	59	14.75
2	5.56	F	58	14.5
1	2.78	F	57	14.25
0	0	F	0	0

**\*\*\*THE PERCENTAGE 'GRADE' FROM THE LIVETEXT RUBRIC DOES NOT EQUATE TO YOUR PERCENTAGE GRADE FOR THIS ASSIGNMENT.**

**Grading for Video Critique #2 – Spring 2007**

<b>Scale Points in LT</b>	<b>LT Percentage</b>	<b>Assignment Grade</b>	<b>Assignment Percentage</b>	<b>Final Course Grade Weighted Points for this Assignment</b>
24	100	A	100	35
23	95.8	A	97	34.0
22	91.7	A-	95	33.3
21	87.5	A-	92	32.2
20	83.3	B+	89	31.2
19	79.2	B+	88	30.8
18	75	B	86	30.1
17	70.8	B	85	29.8
16	66.7	B	83	29.1
15	62.5	B-	81	28.4
14	58.3	C+	78	27.3
13	54.2	C	76	26.6
12	50.0	C	74	25.9
11	45.8	C-	71	24.9
10	41.7	F	59	20.7
9	37.5	F	53	20.3
8	33.3	F	47	19.9
7	29.2	F	41	14.4
6	25.0	F	35	12.3
5	20.8	F	29	10.2
4	16.7	F	23	8.1
3	12.5	F	17	6.0
2	8.3	F	11	3.9
1	4.2	F	6	2.1
0	0	F	0	0

**\*\*\*THE PERCENTAGE 'GRADE' FROM THE LIVETEXT RUBRIC DOES NOT EQUATE TO YOUR PERCENTAGE GRADE FOR THIS ASSIGNMENT.**

**EDU 483**

**Rubric for Getting to Know Your School Community Analysis Paper**

	Organizational Structure: Who Responsibilities	School Policies impacting classrooms and teachers	Media Center: Resources Technology	Parent Contact, involvement and interaction	Classroom Management System	Unique Learning Needs of Students	Personal goals/plans for Classroom Management
<p><b>Distinguished Performance</b> Excellent work that demonstrates not only a clear understanding of the material but also a superior ability to utilize that material in the assignment submitted. All criteria are met. Work goes beyond the task and contains additional, unexpected or outstanding features.</p>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>15</b>	<b>15</b>
<p><b>Above-Average Performance</b> A solid piece of work that demonstrates a good understanding of the material under study. Meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.</p>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>14</b>
<p><b>Average Performance</b> Work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. Work meets the assignment criteria.</p>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>13</b>	<b>13</b>
<p><b>Passing Performance but with some deficiencies</b> Work fails to demonstrate a basic, or technical, understanding of the material under study or fails to use relevant material. May not address one or more criteria or may not accomplish what was asked.</p>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>12</b>
<p><b>Incomplete</b> Work that is inappropriate, and/or shows little or no comprehension of the topic under consideration.</p>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>

**EDU 483**

**Rubric for Parent and Local Community Engagement Analysis**

	Building relationships with parents	Sample Evidence (of column #1)	Building Home-School Connections	Initiatives for building positive community support for the school
<p><b>Distinguished Performance</b> Excellent work that demonstrates not only a clear understanding of the material but also a superior ability to utilize that material in the assignment submitted. All criteria are met. Work goes beyond the task and contains additional, unexpected or outstanding features.</p>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
<p><b>Above-Average Performance</b> A solid piece of work that demonstrates a good understanding of the material under study. Meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.</p>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>
<p><b>Average Performance</b> Work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. Work meets the assignment criteria.</p>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>
<p><b>Passing Performance but with some deficiencies</b> Work fails to demonstrate a basic, or technical, understanding of the material under study or fails to use relevant material. May not address one or more criteria or may not accomplish what was asked.</p>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>
<p><b>Incomplete</b> Work that is inappropriate, and/or shows little or no comprehension of the topic under consideration.</p>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>

**EDU 483**

**Rubric for Professional/Political/Civic Engagement Analysis**

	Local/National Political Events and Impact	Composition/Role School Board	County/State Governing Bodies & Education	Politically active teacher groups/ benefits to membership	Education foundations/citizen groups	Professional Development/Civic Engagement
<p><b>Distinguished Performance</b> Excellent work that demonstrates not only a clear understanding of the material but also a superior ability to utilize that material in the assignment submitted. All criteria are met. Work goes beyond the task and contains additional, unexpected or outstanding features.</p>	<b>17</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>16</b>	<b>16</b>
<p><b>Above-Average Performance</b> A solid piece of work that demonstrates a good understanding of the material under study. Meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.</p>	<b>15</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>14</b>	<b>14</b>
<p><b>Average Performance</b> Work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. Work meets the assignment criteria.</p>	<b>14</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>13</b>	<b>13</b>
<p><b>Passing Performance but with some deficiencies</b> Work fails to demonstrate a basic, or technical, understanding of the material under study or fails to use relevant material. May not address one or more criteria or may not accomplish what was asked.</p>	<b>13</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>12</b>	<b>12</b>
<p><b>Incomplete</b> Work that is inappropriate, and/or shows little or no comprehension of the topic under consideration.</p>	<b>12</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>11</b>	<b>11</b>



**Rubric for Video Critique 1 Spring Semester 2007**

	<b>Does Not Meet Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>	<b>Total</b>
<b>Completeness</b>	Some relevant items/questions were not addressed.	Relevant items/questions were addressed.	Relevant items/questions were addressed in depth.	
<b>Organization</b>	Candidate jumps from one idea to another.	Candidate writes in a logical sequence that reader can follow.	Candidate writes in a <b>logical, interesting sequence</b> which reader can follow. There is a clear beginning, middle, and end.	
<b>Content Knowledge</b>	Candidate has some misconceptions and misunderstandings. Uses professional vocabulary inconsistently.	Candidate understands information and provides examples and elaborations. Uses professional vocabulary most of the time.	Candidate demonstrates <b>full knowledge</b> (and even more than the assignment requires) with illuminating <b>explanations and elaborations</b> . <b>Consistently uses professional vocabulary</b> .	
<b>Explanation</b> (weighted x2)	An incomplete response but with apt and insightful ideas	A complete response that reflects some in-depth and personalized ideas	An <b>unusually thorough, elegant, and inventive</b> response	<b>X 2</b>
<b>Analysis</b> (weighted x 2)	A plausible interpretation or analysis of the importance/meaning/significance of the question	A helpful interpretation or analysis of the importance/meaning/significance of the question.	<b>A powerful and illuminating interpretation and analysis</b> of the importance/meaning/significance of the question	<b>X 2</b>
<b>Cultural Responsiveness</b>	A response that reflects little understanding of the need for culturally responsive pedagogy.	A response that reflects some understanding of the need for culturally responsive pedagogy.	A response that reflects a deep understanding of the need for culturally responsive pedagogy.	
<b>Connections</b> (weighted X 2)	Candidate makes few connections or inappropriate connections with coursework and/or relevant experiences. <b>Dualism/Multiplicity</b>	Candidate makes appropriate connections with coursework and/or relevant experiences. <b>Relativism</b>	Candidate makes <b>excellent, appropriate connections</b> with coursework and/or relevant experiences. <b>Commitment in Relativism</b>	<b>X 2</b>
<b>Mechanics &amp; Citation Style</b> (weighted X 2)	Candidate's work has many spelling and/or grammatical and/or word usage errors. A recognized style is used, but often used incorrectly.	Candidate's work has occasional spelling and/or grammatical and/or word usage errors. Style is correct with occasional errors	Candidate's work has <b>only minor and infrequent spelling and/or grammatical and/or word usage errors</b> . Style is <b>consistently used correctly</b> .	<b>X 2</b>

This rubric is adapted from an Information Tech. Evaluation Services rubric, and from Wiggins, G. and McTighe, J. (1998). Understanding By Design. Alexandria, VA: ASCD, p. 76. Updated Thursday, August 24, 2006 by Mark A. Rumley

Name \_\_\_\_\_ Total Points \_\_\_\_\_ Grade \_\_\_\_\_

Grading Scale:

A = 35 - 36 pts. A- = 32 - 34 pts. B+ = 30 - 31 pts. B = 26 - 29 pts. B- = 23 - 25 pts. C+ = 20 - 22 pts. C = 16 - 19 pts. Less than 16 pts. = Unacceptable Product, resulting in failure  
 Note: Candidates who score below a grade of B- (less than 23 points) are **required** to revise and resubmit product for reassessment

**RUBRIC for THOUGHTFUL ANALYSIS OF PRACTICE TASK: Learner Outcomes and Dispositions (Video Critique 2)**

Teacher Candidate: \_\_\_\_\_ Major(s): \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

LEARNER OUTCOMES	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
<p><b>Knowledge</b> (Content)</p> <ul style="list-style-type: none"> <li>In-depth knowledge of subject area of licensure</li> <li>Students' learning process to inform instruction</li> </ul> <p>(Pedagogy)</p> <ul style="list-style-type: none"> <li>Pedagogical knowledge relevant to subject area of licensure</li> <li>Appropriate choice among multiple instructional strategies for optimal student learning</li> <li>Appropriate choice of variety of resources, including technology, for active student learning</li> </ul>	<p>Teacher candidates have <b>limited</b> knowledge of learning theory, disciplinary content and relevant pedagogy. They are <b>minimally</b> cognizant of the developmental characteristics and diverse learning needs of students and of varying family and community cultures. Their knowledge base includes a <b>negligible</b> awareness of and ability to choose instructional strategies, resources (including technology) and assessment procedures that promote the learning of a variety of students. They <b>inconsistently</b> create learning environments that embrace diversity, are <b>minimally supportive</b> of the belief that <i>all</i> students can learn, and show <b>nominal</b> commitment to their own development as teachers and learners.</p>	<p>Teacher candidates know learning theory, disciplinary content and relevant pedagogy. They are cognizant of the developmental characteristics and diverse learning needs of students and of varying family and community cultures. Included in their knowledge base are an awareness of and an ability to choose instructional strategies, resources (including technology) and assessment procedures that promote the learning of a variety of students. They create positive learning environments that embrace diversity, act on the belief that <i>all</i> students can learn, and are dedicated to their own development as teachers and learners.</p>	<p>Teacher candidates have a <b>thorough and in-depth</b> knowledge of learning theory, disciplinary content and relevant pedagogy. They are <b>highly</b> cognizant of the developmental characteristics and diverse learning needs of students and of varying family and community cultures. Included in their knowledge base are a <b>strong</b> awareness of and a <b>skillful</b> ability to choose instructional strategies, resources (including technology) and assessment procedures that promote the learning of a variety of students. They <b>consistently</b> and <b>effectively</b> create positive learning environments that embrace diversity, act on the belief that <i>all</i> students can learn, and are <b>decidedly</b> dedicated to their own development as teachers and learners.</p>
<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>Understanding and use of student family and culture, collaboration with parents and colleagues, and establishment of a knowledge-building community to inform practice</li> <li>Active and persistent inquiry of student learning through variety of assessments</li> <li>Reflective analysis of practice with appropriate adaptations</li> </ul>	<p>Teacher candidates demonstrate <b>minimal</b> use questioning to stimulate student inquiry or to motivate learning. They use <b>few</b> resources to acquire and analyze information to inform instructional decisions. They <b>infrequently</b> take the initiative to learn about their students and the families and communities in which they live. They show <b>erratic</b> use assessment of student learning to reflect upon their classroom practice and <b>seldom</b> engage in inquiry within professional communities. They are</p>	<p>Teacher candidates value and use questioning to stimulate student inquiry and to motivate learning. They use a variety of resources to acquire and critically analyze information to inform instructional decisions. They take the initiative to learn about their students and the families and communities in which they live. They use assessment of student learning to reflect upon their classroom practice. They are learners who engage in inquiry within professional communities. They reflect upon</p>	<p>Teacher candidates <b>unfailingly</b> value and use questioning <b>intentionally</b> to stimulate student inquiry and to motivate learning. They <b>effectively</b> use a variety of resources to acquire and critically analyze information to inform instructional decisions. They <b>consistently</b> take the initiative to learn about their students and the families and communities in which they live. They <b>always</b> use assessment of student learning to reflect upon their classroom practice. They are <b>enthusiastic</b> learners who engage in</p>

	<b>limited</b> in the ability to reflect upon personal beliefs <b>or</b> the effectiveness of instructional practices.	personal beliefs and the effectiveness of instructional practices to enhance the learning of all students.	<b>purposeful</b> inquiry within professional communities. They <b>continually</b> reflect upon personal beliefs and the effectiveness of instructional practices to enhance the learning of all students.
<b>Professionalism</b> <ul style="list-style-type: none"> <li>• Creation of positive learning environments to support social and academic growth</li> <li>• High expectations held for all students</li> <li>• Opportunities sought for personal and professional learning and growth</li> <li>• Demonstration of enthusiasm and respect for teaching profession</li> </ul>	Teacher candidates have a <b>limited</b> view themselves as integral to a professional community that shares and builds knowledge about student learning and quality practice. They make <b>minimal</b> effort to remain current and informed through collaboration with colleagues <b>or</b> participation in professional organizations. They hold <b>low or inappropriate</b> expectations for academic and social growth of <i>all</i> students and are <b>unsuccessful</b> in establishing a positive learning environment to support that growth. They <b>seldom</b> interact with colleagues, students, families and others in the community. They show <b>little enthusiasm</b> for the challenges and opportunities within the profession <b>nor</b> respect and support for their colleagues.	Teacher candidates view themselves as integral to a professional community that shares and builds knowledge about student learning and quality practice. They remain current and informed through collaboration with colleagues and participation in professional organizations. They hold high expectations for academic and social growth of <i>all</i> students and establish positive learning environments to support that growth. To build a community of practice, they interact with colleagues, students, families and others in the community in an ethical and respectful manner. They are excited about the challenges and opportunities within the profession, and they demonstrate respect and support for their colleagues.	Teacher candidates <b>consistently</b> view themselves as integral to a professional community that shares and builds knowledge about student learning and quality practice. They remain <b>productively</b> current and informed through collaboration with colleagues and participation in professional organizations. They hold <b>high</b> and <b>appropriate</b> expectations for academic and social growth of <i>all</i> students and establish positive learning environments to support that growth. To build a community of practice, they interact with colleagues, students, families and others in the community in an ethical and respectful manner. They are <b>enthusiastic</b> about the challenges and opportunities within the profession, and they demonstrate respect and support for their colleagues.
<b>Dispositions</b>	Teacher candidates <b>infrequently</b> collaborate effectively with colleagues, students' families, and external agencies to create optimal learning experiences for all students. They <b>rarely</b> seek opportunities for continued personal and professional development, and <b>inconsistently</b> adhere to professional and ethical standards. They design and implement learning experience for all students, and <b>infrequently</b> reflect on teaching and learning. They <b>minimally</b> support the profession of teaching, pursuing	Teacher candidates collaborate with colleagues, students' families, and external agencies to create optimal learning experiences for all students. They seek opportunities for personal and professional development, adhering to professional and ethical standards. They design and implement learning experience for all students, and reflection on teaching and learning. They support the profession of teaching, pursue content and pedagogical knowledge, and strive for quality. They create classroom	Teacher candidates collaborate <b>effectively</b> with colleagues, students' families, and external agencies to create optimal learning experiences for all students. They seek opportunities for <b>continued</b> personal and professional development, adhering to professional and ethical standards. They design and implement <b>cognitively challenging</b> learning experience for all students, demonstrating <b>critical</b> reflection on teaching and learning. They <b>enthusiastically</b> support the

	content and pedagogical knowledge, <b>inconsistently</b> striving for quality. They <b>unsuccessfully</b> create positive classroom environments that accept and embrace diversity, and <b>seldom</b> demonstrate caring and concern for student welfare.	environments that accept diversity, demonstrating caring and concern for student welfare.	profession of teaching, <b>actively</b> pursuing content and pedagogical knowledge, and <b>consistently</b> strive for quality. They create <b>positive</b> classroom environments that accept and <b>embrace</b> diversity, demonstrating caring and concern for student welfare.
<b>Analysis of Student Learning</b>	Teacher candidates <b>minimally</b> or <b>inappropriately</b> analyze student learning and can determine <b>little</b> impact on subsequent teaching. Sample evidence is <b>not</b> provided	Teacher candidates appropriately analyze student learning and can determine the impact on subsequent teaching. Sample evidence is provided.	Teacher candidates <b>thoroughly</b> analyze student learning and have a <b>strong</b> understanding of the impact on subsequent teaching. <b>Strong</b> sample evidence is provided.
<b>Reflection and Professional Direction</b>	Teacher candidates <b>cannot</b> determine the meaning of the Conceptual Framework or note its personal value. They have <b>difficulty</b> expressing personal beliefs related to thoughtful practice or in relating these to the role/involvement of community and families. They <b>ineffectively</b> communicate plans for continued growth as teacher and professional.	Teacher candidates determine the meaning of the Conceptual Framework and note its personal value. They acknowledge personal beliefs related to thoughtful practice and express these in relation to role/involvement of community and families. They communicate plans for continued growth as teacher and professional.	Teacher candidates <b>eloquently</b> articulate the meaning of the Conceptual Framework and of its personal value. They <b>critically reflect</b> on personal beliefs related to thoughtful practice and draw <b>strong</b> connection with role/involvement of community and families. They <b>enthusiastically</b> communicate plans for continued growth as teacher and professional.
<b>Mechanics/ Citation Style (APA, MLA, etc.) (Weighted X 2)</b>	Student's work has many spelling and/or grammatical and/or word usage errors. A recognized style is used, but often used incorrectly.	Student's work has occasional spelling and/or grammatical and/or word usage errors. Style is correct with occasional errors.	Student's work has only minor and infrequent spelling and/or grammatical and/or word usage errors. Style is consistently used correctly.