

Clinical Practice: Student Teaching Handbook

for

Cooperating Teachers,
University Supervisors,
&
Student Teachers



Revised Fall 2023

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Introduction

Purpose of the Clinical Practice/Student Teaching

Concordia University Clinical Practice: Student Teaching experience is designed for candidates to demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing. This experience meets the requirements of *Nebraska Department of Education Rule 20 Regulations for the Approval of Teacher Education Programs* found at https://www.education.ne.gov/Legal/webrulespdf/CLEANRule20_2014.pdf.

Purpose of this Handbook

This handbook provides a clear statement of policies and procedures relating to clinical practice available to all persons involved in the clinical practice experience.

Code of Ethics

All those involved in the clinical practice are required to comply with the *Standards for Professional Practices* in the *Code of Ethics: Teaching Profession* found at https://nppc.nebraska.gov/sites/nppc.nebraska.gov/files/doc/Code_of_Ethics_brochure_2012.pdf. Included in preparation for the clinical practice semester is Ministry Safe Abuse Response training and certification, Title IX training, and *Code of Ethics: Teaching Profession* training.

Schools

All Clinical Practice: Student Teaching shall be conducted in a Nebraska school system, or in an approved, accredited, or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state's or nation's educational authority. Student teachers are not allowed to complete their student teaching experience in a school they previously attended.

Engagement and Agreements with School Partners

Concordia University will engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of student teachers, university supervisors, cooperating teachers, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.

Concordia University establishes written agreements delineating the roles and responsibilities of student teachers, university supervisors, and cooperating teachers. Concordia University employs as its representatives university supervisors who are co-selected by school partners for working with student teachers.

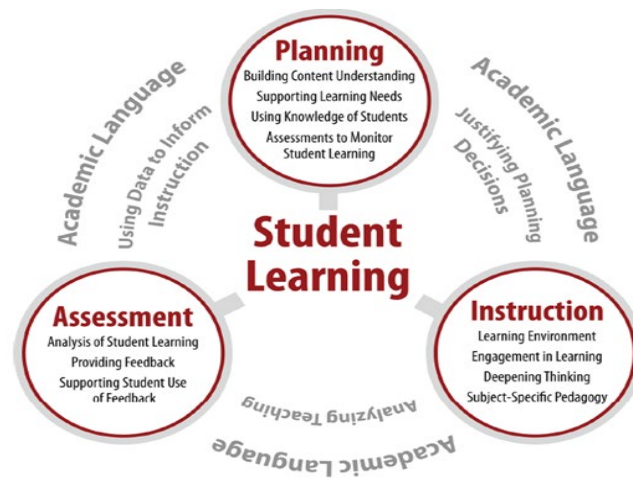
Length of Student Teaching

Concordia University requires the length of student teaching to be in compliance with Nebraska Rule 20.005.03A2d.

Student Teaching Assessment: edTPA

In order to meet CAEP accreditation requirements, all Concordia University student teachers will complete the edTPA for their student teaching assessment during their Student Teaching I placement. The edTPA is a performance-based, subject-specific assessment and support system to emphasize, measure, and support the skills and knowledge that all teachers need in the classroom. Developed by the Stanford Center for Assessment, Learning, and Equity (SCALE), the edTPA is currently used by 890 educator preparation programs in 41 states. For

more information on the edTPA, see <http://www.edtpa.com/Home.aspx>. The edTPA consists of three tasks related to Planning, Instruction, and Assessment.



During Student Teaching Orientation, candidates will be provided with an overview of the edTPA process, including a timeline, resources, and requirements. Throughout the course of Student Teaching I, student teachers will receive support via office hours, seminars, and several writing days spaced throughout the eight weeks. Student teachers will use their Chalk & Wire accounts to organize their edTPA materials and submit to Pearson. The edTPA submission is due during the final week of Student Teaching I. **Student teachers who fail to submit their edTPA by the deadline will not be allowed to begin their Student Teaching II placement.**

Student Teacher Responsibilities for edTPA

- Attend edTPA information sessions during Student Teaching Orientation.
- Provide an overview of the edTPA process for your cooperating teacher.
- Maintain Chalk & Wire account in order to organize and submit materials.
- Utilize the edTPA schedule, Chalk & Wire resources, and CUNE Education Website to ensure timely completion of the assessment.
 - CUNE Education Website: <https://wp.cune.edu/educationdepartment/>
- Reach out to the edTPA coordinator with concerns or questions ASAP.
- Utilize the optional office hours.
- Attend the mandatory writing day on campus (you will be excused from student teaching). Please communicate this to your cooperating teacher.
- Follow all edTPA protocols.
- Submit edTPA by the Week 8 deadline to Pearson through Chalk & Wire.

The responsibility for completing all parts of the edTPA falls on the student teacher. While cooperating teachers can provide assistance for permission slip collection and filming lessons, prompts must be completed by the student teacher. The edTPA provides some suggestions for how cooperating teachers can support their student teacher during this experience. Please see the handout entitled “Recommendations for Cooperating Teachers Working with edTPA Candidates” on the CUNE Education Website: <https://wp.cune.edu/educationdepartment/student-teaching-i/cooperating-teachers/>.

Cooperating Teacher Role in edTPA

- Assist with distributing and collecting video permission slips.
- Assist with filming during the edTPA lesson sequence.

- Provide information for several sections of the Context for Learning related to class demographics and background.

Background of Student Teachers

Clinical Practice: Student Teaching is considered the capstone activity for students in the Teacher Education Program at Concordia. Concordia student teachers are assigned two, eight-week placements for their student teaching experience. Exceptions are made for those students with special requirements by Nebraska Department of Education for their endorsement levels.

ST I is generally completed in the first eight weeks of the semester. Undergraduate students in ST I are assigned to schools in and around Seward to facilitate participation in the required university seminar. Student teachers in ST I are encouraged to concentrate first on classroom activities and to limit participation in extracurricular activities at the school to professional conferences and parent conferences.

ST II is also eight weeks in duration, and for most student teachers, it is completed in a location outside of the Seward area. Student teachers are expected to participate in a wider range of school/parish activities in addition to the routine professional activities required of teachers.

Graduate students who live outside of Seward or Lincoln will complete a placement request for ST I and ST II.

A Concordia student teacher has already successfully completed almost all of the subject-area coursework and methods courses required in his or her program, in addition to 100 or more hours of classroom experience. The **Biographical Information** form, which will be emailed to cooperating teachers by student teachers, will give an overview of the experiences of the individual student teacher.

After the successful completion of Clinical Practice: Student Teaching, undergraduate students may return to Concordia for one more semester of courses or may be eligible to graduate and seek employment as a classroom teacher in a public, private, or parochial school. Additionally, students who graduate with a Lutheran Teaching Diploma are eligible to seek placement in the teaching ministry of the Lutheran Church-Missouri Synod. With Program Director approval, graduate students can register for up to 6 hours of course credit to be completed after the clinical practice. Graduate students may enroll separately in the Lutheran Teaching Diploma colloquy program (<https://www.lcms.org/colloquy-ministers-of-religion-commissioned>).

Special Considerations for Distant Student Teaching Placements (Undergraduate Students)

During the second half of the student teaching semester, student teachers may be placed outside of the Seward area. In these cases, the host school is responsible for securing a host family and providing lunches to the student teacher.

Host families will be provided a stipend to defray costs of housing and feeding student teachers and can expect the student teachers to be respectful of the home and family.

Student Teacher Concerns

Rarely, a student teacher will demonstrate that he or she is seriously deficient in important knowledge, skills, or attitudes. Sometimes, personal problems can have an impact on the quality of the work done by the student teacher. Occasionally, the competency demonstrated in student teaching may be seriously deficient in one or more significant areas.

When a student teacher needs *early* and *constant* assistance, it is the responsibility of the cooperating teacher and the university supervisor to develop and maintain a more structured experience that can help the student teacher meet the demands of the assignment. **In such cases, the university supervisor must notify the Student Teaching Director immediately.** The

university supervisor and cooperating teacher must insist on proper planning, taking time for detailed feedback and the use of specific plans of action. Problems should be addressed early. Lines of communication between all parties must be kept open.

If a student teacher demonstrates significant, continuing deficiencies in pedagogic skill, content knowledge, interpersonal relationships, professionalism, or other areas, the university supervisor or Student Teaching Director will refer the student teacher to the Education Intervention Board (EIB). The EIB will convene a hearing with the student teacher. (See EIB procedures in Appendix C.) The EIB will determine a course of action, which may be to develop an Action Plan for the student teacher, remove the student teacher from the placement, or remove the student teacher from the Education program.

The Student Teaching Director, university supervisor, and cooperating teacher will be informed of the details of an EIB Action Plan. In the event that the student teacher does not meet the requirements of an EIB Action Plan, such student teacher will be brought to a second hearing with the EIB. The EIB will determine a course of action, which will likely be to remove the student teacher from the placement or remove the student teacher from the Education program.

Responsibilities of the Cooperating Teacher

Welcome & Orientation

The student teacher should have access to basic materials, classroom resources, and publications such as student and faculty handbooks. The cooperating teacher may wish to give the student teacher an overview of the students he or she will meet in addition to sharing significant student concerns that might impact classroom activities. Cooperating teachers should learn about the student teacher's background, training, and interests and also be willing to share similar information about themselves. Finally, it is critical that the cooperating teacher foster support for the student teacher among faculty and students. (See Appendix A: **Cooperating Teacher's Checklist.**)

Develop & Coordinate the Student Teacher's Schedule

The cooperating teacher, working with the school administration, serves as the primary designer of the student teacher's day-to-day class and teaching schedule. Student teachers should be encouraged to be active in the classroom from the very first day, assisting with routine duties and interacting with students. As the student teacher grows in skill and confidence, he or she can spend increasing amounts of time teaching, and eventually take over classes for the cooperating teacher.

At a *minimum*, student teachers should be expected to teach *at least* two full weeks of classes every day by the end of ST I. During ST II, student teachers should strive to teach all day, every day, for at least four weeks of the experience. Of course, student teachers who demonstrate skills and abilities that allow them to successfully "solo" earlier and more often, should be encouraged to do so under the guidance of the cooperating teacher.

Extracurricular activities are generally NOT to be a priority for student teachers during ST I. The emphasis at this time should be on the mastery of classroom skills. As a general rule, if students are *required* to be at an event, the student teacher should also participate in the event. During ST II, more emphasis is placed on helping the student teacher develop a broad-based experience, which includes extracurricular activities and other professional experiences commonly expected of teachers.

Lesson Plan Monitoring

Written lesson plans are a MUST for all student teachers during student teaching. A recommended form for lesson plans is included in this handbook (see Appendix E) and on the Concordia Student Teaching Website (<http://wp.cune.edu/educationdepartment>), but student teachers and cooperating teachers have latitude in the actual format of the plan used. Most important, the student teacher should not be allowed to teach classes without clearly demonstrating adequate preparation. The cooperating teacher should review, critique, and discuss the student teacher's plans prior to their use in class. As the student teacher demonstrates more and more successful experience in the classroom, the lesson plan may include less written detail, but *should never be completely omitted*. It is recommended that student teachers use the Concordia format through Week 4. Student teachers should be encouraged to include written reflective comments after each lesson plan is executed to gain the greatest benefit from the planning process. These lesson plans and the reflection comments may be shared with the university supervisor during weekly meetings.

Observation

Cooperating teachers should expect to spend time in both formal and informal observation of the student teacher. Co-ops are encouraged to make frequent formal observations and to share their written notes and comments with the student teacher, using the Formative Assessment in Appendix F. It is vital to record strengths along with areas of growth. In cases where the student teacher is experiencing a lack of success in the classroom, these notes and comments can be helpful in developing a Student Concern Register and Plan (Appendix C) for the student teacher. Once the student teacher has demonstrated competence and success in the classroom, it is recommended that the cooperating teacher leave the room for extended periods of time to allow for independent classroom leadership development.

Communication

Of all the tasks assumed by the cooperating teacher, communication is critical. The student teacher should receive specific verbal feedback on a daily basis with time set aside for discussion of the student teacher's daily activities. Written feedback in the form of formal observations and evaluations should also be given on a regular basis.

The cooperating teacher is responsible for communicating with the university supervisor. Normally, the university supervisor and cooperating teacher can communicate during the university supervisor's routine visits, but earlier and more frequent communication is necessary if problems develop.

Evaluation

One of the most important roles of the cooperating teacher is that of evaluator of the student teacher's progress and competence. As the student teacher grows in experience, the cooperating teacher is expected to share his or her honest evaluation with the student teacher, with the goal of helping the student teacher improve in his or her professional performance in the classroom. Cooperating teachers are expected to submit the **Clinical Practice Evaluation** (Appendix G) electronically at the midpoint (Week 4) of the ST experience and to submit a final **Clinical Practice Evaluation Rubric** (Appendix G) at the end of Week 8. For each submission, an electronic link to the evaluation will be emailed to the cooperating teacher.

Spiritual Life & Religion

Many Concordia student teachers will spend part of their student teaching experience in a public school and part in a parochial school. The manner in which a cooperating teacher deals with issues related to religion and spiritual life depends upon the type of school in which the student teaching experience occurs. Concordia's students come from a wide variety of religious and school backgrounds. Many Concordia student teachers come from a background that includes experience in Lutheran schools and churches.

In a Public School:

Concordia student teachers are expected to comply with ALL policies and practices of the cooperating school, especially those regarding the discussion of religion and issues related to spiritual life. Some Concordia student teachers have exclusively attended public schools and others may have had little or no experience in a public school. As a result, it is important that the cooperating teachers communicate the policies and practices of their school regarding religious or spiritual topics and that they provide guidance for the student teacher in this area.

In a Lutheran School:

Students in the Lutheran Teaching Diploma (LTD) program must be members of the LCMS to receive the diploma. Other student teachers may have a different religious background. All Concordia student teachers, including those not in the LTD program, should be encouraged to share their Christian faith as a daily part of classroom routine. Faith integration lies at the heart and soul of every Lutheran school and should warrant discussion between student teacher and cooperating teacher. Cooperating teachers are encouraged to help the student teacher lead classroom and faculty devotions as appropriate and to pray with and for the student teacher on a regular basis. When a public education candidate is student teaching in a Lutheran school, it is important that the cooperating teachers communicate the policies and practices of their school regarding religious or spiritual topics, and that they provide guidance for the student teacher in this area. Student teachers are expected to comply with school policies and beliefs.

In Other Parochial or Private Schools:

Student teachers are expected to comply with school policies. The cooperating teacher and the student teacher should have a discussion about faith and the policies and practices of the school in which the student teaching occurs. Concordia student teachers may be excused from teaching religion classes if they are not members of the church denomination sponsoring the school. If the student teacher is a member of the sponsoring denomination (e.g., a Roman Catholic Concordia student in a Roman Catholic school), the student teacher may teach religion classes at the discretion of the cooperating teacher and the school administration. Cooperating teachers are encouraged to engage the student teacher in discussion of spiritual life and values.

Responsibilities of the University Supervisor

Agent and Liaison

The university supervisor is first and foremost an agent of Concordia University and the liaison between Concordia University and the cooperating teacher and administration of the school where the student teacher is assigned. As an agent, the university supervisor should be familiar with university policies and practices and is responsible for assuring that these policies and practices have been communicated to the cooperating teacher(s). All university supervisors must make contact with cooperating teachers early in the assignment so that questions and concerns are addressed in a timely manner. The university supervisor should be prepared to consult with the cooperating teacher and student teacher about the details of the experience, minimum standards, and common practices related to student teaching. In the case that a student teacher is having a less-than-successful student teaching experience, the university supervisor is responsible to see that a functional, realistic **Student Concern Register and Plan** (Appendix C) is written that will help the student teacher develop needed skills. The evaluation by the university supervisor, as an agent of the university, will be used to determine the successful completion of student teaching. A list of specific duties of the university supervisor is provided in the **University Supervisor's Checklist** (Appendix B).

Confidant and Advisor

The university supervisor also serves as confidant and advisor to the student teacher. In situations where the student teacher is less than successful, the insights and experience of the university supervisor can serve to help the student teacher determine an effective course of action. In the case of conflict between the cooperating teacher and the student teacher, the university supervisor's role can be critical in helping maintain a positive working relationship.

Spiritual Support and Prayer

Concordia's student teachers are commonly young adults for whom student teaching represents their first extensive professional teaching experience. The university supervisor is encouraged to pray for the student teacher and to maintain an awareness of the student teacher's spiritual "health" as he or she meets the challenges of student teaching.

Evaluation

An important role of the university supervisor is that of evaluator of the student teacher's progress and competence. University supervisors will conduct **three Formative Assessments** for each student teaching placement. The student teacher should plan and conduct each lesson to be evaluated, as well as provide a written lesson plan to the university supervisor prior to each visit. It is recommended that these Formative Assessments take place in Weeks 3, 5, and 7. University supervisors are expected to complete the **Clinical Practice Evaluation Rubric** (Appendix G) at the end of the student teaching experience. Links to all evaluations will be emailed to the university supervisor.

Information for the Student Teacher and Cooperating Teacher

This information should be reviewed by the cooperating teacher and the student teacher together, during the first couple of days of the student teaching assignment.

Attendance and Absences

Student teachers are expected to be in attendance *every day* of their student teaching experience. If illness or extreme circumstances prevent the student teacher from attending school, the student teacher must contact the cooperating teacher and the Student Teaching Office. Extended or excessive absences may require that the student teaching experience be extended to compensate for lack of time in the classroom.

Allowable absences include illness, bereavement, interview opportunities, and other pre-arranged absences made in consultation with the cooperating teacher and Student Teaching Director.

Student teachers are to be held responsible for all lessons assigned to them for that day and should be expected to deliver appropriate lesson plans and materials for whoever serves as substitute.

Appearance & Conduct

Appropriate dress and conduct are expected of all Concordia student teachers. Student teachers should be expected to adhere to the dress code rules that apply to the faculty in their school. Likewise, conduct should be exemplary and appropriate for a professional educator. If issues arise, the Student Teaching Director should be contacted. *Violations of expected standards of conduct may be cause for referral to the Education Intervention Board, discontinuation of the student teaching assignment, and/or the receipt of a failing grade by the student teacher.*

Calendar & Make-Up Days

Student teachers are expected to follow the calendar of the school in which they teach, especially as regards holidays and breaks from school. This includes additional days that may be added to compensate for lost time due to inclement weather. In the rare case that a student teacher loses more than two weeks due to weather or other unforeseen circumstances, the Student Teaching Director should be consulted to discuss options for compensating for the lost time.

Outside Activities

Professional conferences: Student teachers are expected to attend professional development activities with their cooperating teachers. Concordia University may cover the student teacher's costs for professional conferences and workshops required of all faculty at the school that occur during the student teacher's assignment to the school.

Extracurricular activities: Extracurricular activities and community/parish activities are not required during the ST I experience. During ST II, student teachers may become involved in extracurricular activities or in community/parish activities in a manner consistent with the expectations of the rest of the faculty.

Child Abuse

All Concordia student teachers receive *Ministry Safe* certification. Student teachers are considered mandated reporters of known or suspected child abuse. Student teachers should inform their cooperating teacher and/or school administrator of any known or suspected child abuse and follow procedures established by the school.

Transporting Students

Under no circumstances should a student teacher use his or her personal vehicle, or serve as the driver of any other vehicle, to transport children of the school and/or congregation in which he or she is student teaching.

Substitute Teaching

Student teachers are allowed to substitute teach only in their assigned classroom for student teaching, for up to 5 days per student teaching quarter placement, for a maximum of 10 days total for the semester. Student teachers should work directly with the building principal to discuss any substitute teaching requirements set forth by the state.

Appendices

- A. Cooperating Teacher's Checklist
- B. University Supervisor's Checklist
- C. Education Intervention Board Procedures
- D. Unsuccessful Student Teaching, Removal from Student Teaching, Repeating Student Teaching, Process for Appeal
- E. Basic Form for Lesson Planning and Lesson Plan Scaffold
- F. Formative Assessment
- G. Clinical Practice Evaluation Rubric (Student Teaching Eval)

Cooperating Teacher's Checklist

Student Teaching Website: <http://wp.cune.edu/educationdepartment>

- Orient the student teacher to the building, facilities, time schedules, normal classroom duties, and standard operating procedures.
- Introduce the student teacher to the class(es) as a pre-professional teacher.
- Have the student teacher observe you as well as other teachers during the first few days.
- Get the student teacher involved in class immediately. By day three, the student teacher should teach at least part of a lesson.
- Tell the student teacher exactly what is expected of him or her.
- Decide with the student teacher which units he or she will be responsible for during student teaching. Include information about texts, the course outline, and available resources.
- Orient the student teacher to the rules, policies, and procedures of the school, both formal and informal, including emergency response procedures.
- Plan a tentative teaching schedule with the student teacher. Provide timely notification for adequate preparation by the student teacher, including time for review of lesson plans required for every lesson.
- Check the student teacher's lesson plans thoroughly. Add notes and comments as needed.
- Offer suggestions to the student teacher regarding methods and techniques of teaching, leading, and learning.
- Allow and encourage the student teacher to use some of his/her own methods and techniques for teaching.
- Assist the student teacher in developing a plan for student grades and evaluation.
- Observe the student teacher regularly and discuss planning, management, and teaching strategies as they are developed by the student teacher.
- Once the student teacher has demonstrated competence and success in the classroom, leave the room for extended periods of time to allow for independent classroom leadership development.
- Encourage the student teacher to become involved in extracurricular and parish/community activities as classroom tasks get easier and methods classes come to an end.
- Be supportive, but be honest in your comments about the student teacher's skills. Discuss evaluation forms together.
- Confer with the university supervisor as needed. Use e-mail, phone, or personal visits.

University Supervisor's Checklist

Student Teaching Website: <http://wp.cune.edu/educationdepartment>

- Communicate with the cooperating teacher and administrator before the student teacher begins.
- Communicate with the student teacher to set up supervision visits and schedules.
- Read and respond to regular weekly reports submitted by the student teacher.
- Consult with the cooperating teacher regarding the progress of the student teacher throughout the student teaching experience.
- Make sufficient visits to each student teacher to ensure adequate supervision and evaluation. Some student teachers may require more than the usual number of visits. (ST I: minimum of THREE visits; ST II: minimum of THREE visits.)
- Conduct a conference with the student teacher after each observation, and share your evaluation.
- Meet together with the student teacher and cooperating teacher to discuss issues of mutual concern.
- Be available to consult with the cooperating teacher as needed.
- Understand and use the **Student Concern Register and Plan** and the **Education Intervention Board: Action Plan** if the student teacher demonstrates significant and compelling deficiencies (see Appendix C).
- Complete a written record of your observations as you watch the student teacher in action (see Formative Assessment Site Visit, Appendix F).
- Complete the final **Clinical Practice Evaluation Rubric** at the end of the student teaching experience (see Appendix G).
- Provide spiritual support and prayer for the student teacher.

Education Intervention Board Procedures

The purpose of the Education Intervention Board (EIB) is to address issues and concerns about Concordia University students who are enrolled in Education courses before and after admission to the Education program. The EIB will consist of three faculty members who are appointed by the Dean of Education, Health and Human Sciences. The Synodical Placement Director may also be included on the EIB at the direction of the Dean.

Generally, members of the EIB serve three-year terms, with one member leaving the committee at the end of each academic year. The Dean of Education appoints the new member.

The model for the purpose and procedures of the EIB is Jesus' teaching in Matthew 18:15-16:

“15 If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. 16 But if he does not listen, take one or two others along with you, that every charge may be established by the evidence of two or three witnesses.”

(English Standard Version. Retrieved at <http://www.esvbible.org/Matthew+18/>)

Procedures for EIB:

1. When a student in an Education course, the Education program, and/or student teaching is demonstrating performance and/or dispositions that are not acceptable for the teaching profession, a Concordia faculty member, staff member or university supervisor will meet with the student. The purpose of this meeting is for the faculty, staff or supervisor to clearly state the student's behavior(s) that demonstrates the unacceptable performance and/or dispositional issue(s). Examples of such behaviors are absences, tardies, late submission of coursework or lesson plans, poor communication or interpersonal skills, poor academic skills, lack of participation, disrespect to others, unprofessional behavior in field experience or student teaching, university disciplinary action, etc. The faculty member, staff member or university supervisor will meet with the student to communicate the improvements that must be made by the student and designate a timeline in which such improvements must be made. The faculty or staff member will document the meeting with the Student Concern Register and Plan. The Student Concern Register and Plan will be kept by the faculty or staff member, and the student may be given a copy. A copy should also be submitted to the Director of the Field Experience.
2. If the student does not demonstrate improvement as required in the Student Concern Register and Plan, the faculty, staff or supervisor will submit the EIB referral form to the EIB. As a courtesy to the student, the referring party will ask the student to sign the referral form, thereby indicating that s/he has been informed of the referral. The referral form will be submitted to EIB whether or not the student signs.
3. In the case that the Education student is involved in disciplinary action with the university, the Vice President for Student Affairs and Athletics office can submit the referral form to EIB or the disciplinary referral can come directly from a professor. In the case that a referral from a professor is accepted, the EIB will notify the Student Affairs office and the Athletics office as needed. In some cases, radical changes in student academic performance may be cause for a referral directly to the EIB from the Dean. These referrals should be restricted to extreme cases and will be made in consultation with EIB members before the student is contacted.
4. EIB will schedule a hearing with the student at its earliest available meeting time and notify the student of the hearing through CUNE email at least three business days before the hearing. The student is responsible to notify the EIB that s/he will or will not be attending. If the student notifies the EIB that s/he will not attend the hearing or does not attend, the EIB will hold the hearing without the student present.
5. The student may bring a Concordia University faculty or staff member as a support person to the hearing. A student may not bring a parent or person outside the faculty and staff of Concordia University; direct parental participation is not allowed in this process. If a support person will be present at the hearing, the student must inform the EIB at least 24 hours in advance. The support

person's role is to help the student understand the importance of the issues and assist the student in responding to them. It is not the role of the support person to speak for the student.

6. Before the hearing, EIB may request information from Concordia University faculty and/or staff members to determine if additional concerns about the student have been raised, addressed and/or documented.
7. At the hearing, the faculty or staff member who referred the student will present the Student Concern Register and Plan to the hearing and clearly state the performance, dispositional, or disciplinary issues that have been demonstrated by the student as well as the interventions that have been discussed with the student. Additional documentation from other faculty and staff may also be presented to or by the EIB.
8. The student will respond to and ask questions about the issues/concerns. Responses may include the explanation of circumstances or situations that led to the issues/concerns.
9. EIB members may ask additional questions of the student and/or the referring faculty or staff member for more information or clarification. After this, the student and his or her faculty support person will be dismissed for final deliberation by the members of the EIB.
10. The student will be called back into the hearing in order for the EIB to state the decision to the student. The EIB may develop an Action Plan, for which the student must meet requirements. The EIB may:
 - remove the student from the Education program;
 - deny a student future enrollment in Education courses;
 - remove a student from field experience;
 - change a grade for a course (including the possibility of a failing grade)
 - remove a student from student teaching placement;
 - determine the final grade for student teaching and/or determine if a student may repeat student teaching
 - delay admission to the Education program and/or student teaching, pending the student's successful fulfillment of the Action Plan and approval of EIB.
11. The student will be given the opportunity to ask questions about the decision of the EIB.
12. Within three business days, the EIB decision will be sent to the student through CUNE email. The student will be required to reply to the email and schedule a time with the EIB representative to sign and date the decision to indicate that s/he will meet the requirements
13. The EIB may require a student to be scheduled for an additional hearing to follow up on the student's progress.

The EIB has authority to:

- develop an Action Plan for which the student must meet requirements;
- delay admission to the Education program and/or Student Teaching;
- require a student to repeat an Education course;
- determine the final grade for a course (including the possibility of a failing grade);
- remove the student from the Education program;
- deny a student future enrollment in Education courses;
- remove a student from field experience;
- remove a student from student teaching placement;
- determine the final grade for student teaching;
- and/or determine if a student may repeat student teaching.

A student may appeal the decision of the EIB to the Dean of Education, Health and Human Sciences.

Student Concern Register and Plan

This information is considered confidential but will be available for review by the student named in the form. This form is to remain in the EIB paper file and should not be sent on to prospective employers or placement.

Student Name: J#:

Today's Date:

Faculty or Staff member who met with this student:

Date of meeting:

Issues of Concern: (concrete, specific behaviors)

Clearly state the expectations for improvement: (concrete specific behaviors)

Date by which improvements must be observed as evidence:

State the support provided by faculty or staff member who met with the student:

If the expectations for improvement as stated above are not met by the date stated above, the faculty or staff member will refer the student to the Education Intervention Board.

Student Signature: Date:

Faculty/staff signature: Date:

Referral Form for Education Intervention Board

This information is considered confidential but will be available for review by the student named in the form. This form is to remain in the EIB paper file and should not be sent on to prospective employers or placement.

Student Name:

J#:

Referring Faculty/Staff:

Date of Referral

Reason for Referral:

Intervention(s) Prior to Referral (Meeting with referring person to determine improvements needed and timeline):

Signature of Faculty/Staff submitting referral:

I am informed about this referral to Education Intervention Board.

Student Signature

Date

Education Intervention Board: Action Plan

This information is considered confidential but will be available for review by the student named in the form. This form is to remain in the EIB paper file and should not be sent on to prospective employers or placement.

The Education Intervention Board (EIB) held a hearing on (date, time, location) to hear issues/concerns regarding your progress in Concordia's Education courses/program. As a result of that hearing, the following plan was determined. Please read, sign and date the plan. Return the original signed plan to designated faculty member by date.

Student Teacher _____ School _____
Date _____

Area for Growth:

EXAMPLE: Lesson plans not submitted on time.

Actions for Growth: List specific actions that the candidate will utilize to help develop the skills required for successful student teaching.

EXAMPLE: All lesson plans submitted to cooperating teacher and supervisor by midnight Thursday for the lessons to be taught the following week.

Outcomes Demonstrating Growth: Assuming successful actions by the candidate, what evidence will there be that demonstrates the growth of the student teacher?

EXAMPLE: Lesson plans completed and on time.

Timeline for Evaluation: Give specific information concerning the duration of the actions for growth and deadlines for improvement. Include a schedule for additional observations and feedback sessions by the cooperating teacher and university supervisor as needed.

EXAMPLE: Beginning next week, Thursday, October 22.

EIB Case Manager (Education faculty member) Name:

Student must choose one of the following:

- I will meet the requirements of the Action Plan.
- I will not meet the requirements of the Action Plan which will result in my being removed from Concordia University Education program.

Student Signature:

Date:

Unsuccessful Student Teaching

1. A student will be considered an “unsuccessful student teacher” if s/he by the end of Student Teaching I does not demonstrate the competencies required to move to the next level of student teaching (examples: does not successfully complete requirements, does not earn passing grade, does not demonstrate professional dispositions, etc.) or if s/he by the end of the Student Teaching II experience does not demonstrate the competencies required of a beginning teacher (examples: does not earn passing score on assessments, does not demonstrate professional dispositions etc.). Such student teacher will be referred to the Education Intervention Board (EIB) by the Program Director or Student Teaching Director. The EIB has authority to determine the course of action for the student teacher. (See Appendix C.)
2. If a student teacher in Student Teaching I demonstrates poor performance early in the experience, the Program Director or Student Teaching Director will meet with the student teacher to address the weaknesses of the student teacher. Such meeting will be documented with the Student Concern Register and Plan. If such student teacher demonstrates significant growth under the requirements of the Student Concern and Register Plan, the student may proceed to Student Teaching II upon the decision of the Student Teaching Director involved. If such student teacher does not meet the requirements of the Student Concern Register and Plan, such student teacher will be referred to the Education Intervention Board by the Program Director, Student Teaching Director and/or the university supervisor. (See Appendix C.)
3. Students who have not achieved the competencies established for their student teaching experience will be referred to the EIB. (See Appendix C.) The EIB may determine that the student teacher will earn a grade of Incomplete (I) or Fail, or that the student teacher should petition to “Withdraw.” If the student is allowed to withdraw, a “W” will be recorded on the official transcript for the Student Teaching Experience.

A student teacher may appeal decisions of the EIB to the Dean of Education, Health and Human Sciences. (See Appendix C.)

Removal from Student Teaching

On the rare occasion that a student teacher demonstrates performance and/or dispositions that are not acceptable for the teaching profession (examples: does not successfully complete Teacher Work Sample or student teaching assessments, does not earn passing grade, does not demonstrate professional dispositions etc.) such student teacher may be removed from the student teaching placement. When a school requests that a student teacher be removed from the placement, Concordia University will honor such request and the student teacher will be removed immediately. When Concordia University determines that a student teacher will be removed from a student teaching placement, the school will be notified as soon as possible. When removed from student teaching placement, the student teacher must submit all property of the school (school materials, equipment, student work, etc.) to the school. The school should arrange for the student teacher to collect his/her personal belongings from the school when students are not present. If possible, the university supervisor should be present when the student teacher is leaving the school in order to provide support for the student teacher.

A student teacher who has been removed from student teaching placement will be referred to the Education Intervention Board by the Program Director or Student Teaching Director. (See Appendix C.)

Repeating Student Teaching

When a student desires to repeat student teaching after having been removed from student teaching placement or after having failed student teaching (or for any other reason), such student must notify the Student Teaching Director or the Program Director. Either of these directors will refer the former student teacher to the Education Intervention Board for a hearing. (See Appendix C.) The EIB has authority to determine if the student may repeat or not repeat student teaching and under what conditions any repeat of student teaching may occur.

Process for Appeal to the Dean of Education, Health and Human Sciences

1. When a student chooses to appeal a decision of the EIB to the Dean, the student must notify the Dean in writing with the request for an appeal hearing.
2. The Dean will schedule an appeal hearing with the student at the earliest available meeting time and notify the student of the hearing at least three business days before the hearing. The student is responsible to notify the Dean to confirm that s/he will be at the scheduled hearing. If the student notifies the Dean that s/he will not attend the hearing or does not attend, the hearing will not take place.
3. The student may bring a Concordia University faculty or staff member as a support person to the appeal hearing. A student may not bring a parent or person outside the faculty and staff of Concordia University; direct parental participation is not allowed in this process. If a support person will be present at the hearing, the student must inform the Dean at least 24 hours in advance. The support person's role is to help the student understand the importance of the issues and assist the student in responding to them. It is not the role of the support person to speak for the student.
4. The Dean may invite any university faculty or staff member s/he deems relevant to be present at the appeal hearing.
5. At the appeal hearing, the student will clearly state the rationale for the appeal, providing evidence to support such rationale.
6. The Dean will ask questions of the student in order to gain more information or for clarification.
7. The Dean will not state a decision regarding the appeal at the hearing.
8. The Dean may investigate the student's academic record, field experience record, Education department files and/or any other information s/he regards as relevant to the decision.
9. The Dean will submit a written notification of the decision to the student within 10 business days of the appeal hearing.

A student may appeal a decision of the Dean to the Provost.

Name:	Grade Level:
Topic/Central Focus	Subject:
	Time Frame:

Standard(s) to be met in the lesson:	
Learning Objective:	Assessment Tool(s) and Procedures:

Research-Based Best Practice used in lesson and why it is appropriate/useful	
Student Engagement used throughout the lesson	
Key Vocabulary:	
Materials:	Technology: <i>Justify use of technology to help students meet learning objectives. If technology is intentionally absent, explain why.</i>
Faith/Values Integration:	
Assets (Knowledge of Students: personal, cultural, community)	

<p>Differentiating Instruction <i>Identify the elements of the lesson that are differentiated (content, process, product). Identify the student characteristic you will use to differentiate (readiness, interest, learning profile). Explain how you differentiate (whole class, groups of students, individuals, or students with IEPs or 504 plans)</i></p>
--

Procedure with time allotments:

A) Hook/Engage/Pre-Assess Students

B) Communicate the purpose of the lesson to students (objective/assessment)

C) Instructional Sequence:

D) Closure:

Analyzing Teaching (Reflection):

Completed after the lesson is taught.

Give evidence that the lesson was successful for students meeting the learning objective(s).

If you could teach this lesson to the same group of students again, what are two or three things you would do differently to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment. Explain in the table below.

Clearly state each change you would make.	Explain why and how you would change it.

Formative Assessment

Appendix F

<i>Concordia University</i> Formative Assessment – Site Visit Observation		Observed or evident by implication	Observed or evident with ideas for growth	Not observed or evident: CRITICAL omission	No opportunity to observe; not applicable to situation
Teacher Candidate: _____ School: _____ Grade/Topic: _____					
Observation #: _____ Date: _____ Supervisor: _____					
<i>The Learner and Learning</i>					
Standard 1 Learner Development (Student Needs)					
1 Connects lessons to students' interests, personal experiences and prior knowledge by modifying, adapting or adjusting instruction and materials for students					
2 Collects data about student development and effectively uses the data to adjust teaching					
Standard 2 Learner Differences (Differentiation)					
3 Implements multiple developmentally appropriate and challenging learning experiences					
4 Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content					
Standard 3 Learning Environment (Classroom Management)					
5 Communicates, models, and positively reinforces clear task and behavioral expectations					
6 Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)					
7 Uses strategies for transitions that minimize problems and maximize instructional time					
8 Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment					
Comments on the Learner and Learning					
Content Knowledge					
Standard 4 Content Knowledge (Accuracy)					
9 Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language and practice/demonstrate understanding					
10 Is knowledgeable of content and ensures accurate and relevant implementation to include addressing questions and misconceptions accurately					
Standard 5 Application of Content (Critical Thinking)					
11 Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields)					
12 Uses questioning and activities to engage students to conjecture and discover key ideas					
Standard 5 Application of Content (Communication)					
13 Engages students in applying content knowledge and literacy skills to real world contexts					

14 Creates content appropriate learning opportunities to develop students' communications skills by providing opportunities for students to engage in dialogue, share ideas, and form positive relationships				
15 Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts				
Comments on Content Knowledge				
Instructional Practice				
Standard 6 Assessment (Classroom Assessment)				
16 Implements multiple assessments that measure lesson objectives and check for student understanding throughout the lesson				
17 Uses assessments to engage student in his/her growth and decision making and implements required accommodations as necessary				
Standard 6 Assessment (Impact on Student Learning)				
18 Provides students clear criteria and performance standards by which their work will be evaluated				
19 Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own progress (eg. goal setting, self-assessment, etc.)				
20 Analyzes and uses assessment data to draw conclusions and describe patterns and/or gaps in learning to guide planning and adjust instruction (within and after lessons)				
Standard 7 Planning for Instruction (Written Lesson Plans)				
21 Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons				
22 Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives throughout the lesson				
23 Prepares necessary resources and materials				
24 Modifies/adapts lesson plans based on student performance data and student needs				
Standard 8 Instructional Strategies (Technology)				
25 Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective and forms connections between content and the real world				
26 Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information				
Standard 8 Instructional Strategies (Evidence-Based Strategies)				
27 Incorporates a variety of evidence-based instructional strategies that match the intended learning objectives				
28 Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)				
29 Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses				
Standard 8 Instructional Strategies (Engagement)				
30 Provides content rich tasks that are purposeful and ensure student involvement				
31 Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)				
Comments on Instructional Practice				

Professional Responsibility				
Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)				
32 Seeks, positively accepts and implements feedback from a variety of sources including students by executing goals for improvement				
Standard 10 Leadership and Collaboration (Professional Demeanor - Disposition)				
33 Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice				
34 Contributes to a positive school culture within and beyond the classroom (eg. attends school and community functions and activities)				
35 Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices				
Standard 10 Leadership and Collaboration (Professional Communication - Dispositions)				
36 Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing				
37 Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience				
Comments on Professional Responsibility				

Guiding questions to reflect on post observation:

- What was the strongest part of your lesson? Explain.
- What would you change in your lesson? Why?
- How do you know your students learned? What evidence do you have?
- How do you plan to use what you learned about your students today to plan for the next lesson?

Goal(s): List 1-3 standard areas from above for candidate to focus prior to your next observation

TC Signature _____

CT / US Signature _____

Clinical Practice Evaluation Rubric

Teacher Candidate _____

Evaluator's Name: _____

Evaluator's Role (Please Select): Cooperating Teacher (CT) University Supervisor (US) Teacher Candidate (TC)

Date: _____

Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at Developing or Proficient. If performance is scored "Below Standard," please be in communication with _____.

	Advanced	Proficient	Developing	Below Standard
Standard 1 Learner Development	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; CAEP 1.1	Uses data about students and their development to adjust teaching. InTASC 1; CAEP 1.1	Collects data about students and their development but does not adjust teaching. InTASC 1; CAEP 1.1	Lacks evidence of data collection and use related to students and their development. InTASC 1; CAEP 1.1
	Comments:			
Standard 2 Learner Differences	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation. InTASC 2; CAEP 1.1	Does not identify students' needs for differentiation. InTASC 2; CAEP 1.1
	Comments:			
Standard 3 Learning Environments	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1	Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1
	Comments:			

Comments:				
Standard 4 Content Knowledge	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area. InTASC 4; CAEP 1.1	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1
Comments:				
Standard 5 Application of Content	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. InTASC 4; CAEP 1.1	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. InTASC 4; CAEP 1.1	Links concepts to help students make connections in the discipline. InTASC 4; CAEP 1.1	Does not assist students in making connections in the discipline. InTASC 4; CAEP 1.1
Comments:				
Standard 5 Application of Content	Engages students in developing literacy and communication skills to help them recognize the disciplinary expectations for reading different types of text and for writing for targeted purposes and audiences. InTASC 5; CAEP 1.1	Engages students in developing literacy and communication skills for reading different types of text and for writing for targeted purposes and audiences. InTASC 5; CAEP 1.1	Engages students in developing literacy and communication skills. InTASC 5; CAEP 1.1	Provides few opportunities for students to develop literacy and communication skills. InTASC 5; CAEP 1.1
Comments:				

<p>Standard 6 Assessment</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; CAEP 1.1</p>
<p>Comments:</p>				
<p>Standard 6 Assessment <i>Impact on Student Learning and Development</i></p>	<p>Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning. InTASC 6; CAEP 1.1</p>	<p>Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. InTASC 6; CAEP 1.1</p>	<p>Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1</p>	<p>Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1</p>
<p>Comments:</p>				
<p>Standard 7 Planning for Instruction</p>	<p>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning. InTASC 7; CAEP 1.1</p>	<p>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; CAEP 1.1</p>	<p>Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; CAEP 1.1</p>	<p>Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. InTASC 7; CAEP 1.1</p>
<p>Comments:</p>				
<p>Standard 7 Planning for Instruction</p>	<p>Designs or adapts relevant learning experiences that incorporate digital tools</p>	<p>Provides relevant learning experiences that incorporate digital tools and resources to</p>	<p>Provides relevant learning experiences that incorporate digital</p>	<p>Provides learning experiences that incorporate digital tools infrequently or</p>

	and resources to promote student learning and creativity. InTASC 7; CAEP 1.1	promote student learning and creativity. InTASC 7; CAEP 1.1	tools to stimulate interest. InTASC 7; CAEP 1.1	ineffectively. InTASC 7; CAEP 1.1
Comments:				
Standard 8 Instructional Strategies	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills. InTASC 8; CAEP 1.1	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. InTASC 8; CAEP 1.1	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking. InTASC 8; CAEP 1.1	Uses strategies and poses questions. InTASC 8; CAEP 1.1
Comments:				
Standard 8 Instructional Strategies	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1	Manages the learning environment for student engagement. InTASC 8; CAEP 1.1	Attempts to manage the learning environment for student engagement. InTASC 8; CAEP 1.1
Comments:				
Standard 9 Professional Learning and Ethical Practice <i>Dispositions</i>	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. InTASC 9; CAEP 1.1	May resist constructive feedback or fail to implement goals to improve practice. InTASC 9; CAEP 1.1
Comments:				

Standard 10 Leadership and Collaboration <i>Dispositions</i>	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community. InTASC 10; CAEP 1.1	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. InTASC 10; CAEP 1.1	Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. InTASC 10; CAEP 1.1	Conveys a lack of professional decorum when interacting. InTASC 10; CAEP 1.1
Comments:				
Standard 10 Leadership and Collaboration <i>Dispositions</i>	Demonstrates professional oral, written and electronic communication, deals with people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings). InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, deals with people, problems and crises effectively. InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, deals with people, problems and crises effectively with additional assistance. InTASC 10; CAEP 1.1	Demonstrates unprofessional oral, written and/or electronic communication and/or deals with people, problems and crises ineffectively. InTASC 10; CAEP 1.1
Comments:				