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ABSTRACT

This document contains a Handbook, a Guidebook, and an Implementation Guide. The Handbook, designed to complement the Guidebook, discusses topics such as: "What is an Educational Portfolio?"; "Types of Portfolios in the Teacher Preparation Program"; "Types of Artifacts for Documentation in the INTASC Standards"; "Collecting Artifacts during Student Teaching"; "Suggested Artifacts for Portfolios: Demonstrating Competence on the INTASC Standards"; "The Classroom Teacher's Role in the Portfolio Process"; "The University Supervisor's Role in the Portfolio Process"; "Helpful Hints for the Presentation"; "Showcase Portfolio: Final Presentation Form"; "The Summative Evaluation"; and "The Reflective Journal." Appendixes include worksheets on weekly goals for personal growth, reflective analysis of portfolio artifact, and videotape analysis and reflection. The Guidebook covers topics such as: "The Formative Evaluation; "How to Use the Formative Evaluation"; "The Portfolio: Developmental to Showcase"; "The Summative Evaluation"; "Frequently Asked Questions from Teachers"; "Frequently Asked Questions from Students"; "The Collaborative Model"; and "Formative Evaluations of INTASC Principles Based on Rubric Scales." Appendixes include worksheets on weekly goals for personal growth, reflective analysis of portfolio artifact, videotape analysis and reflection, and summative student teaching profile. The Implementation Guide facilitates the use of the Handbook and Guidebook. It supports the development of a performance-based evaluation process for student teachers, providing background for the development of rubrics and details for planning staff development at the university and classroom level. Some of the topics covered are: "Ball State University and Teachers College"; "Unit Assessment System and Conceptual Framework for Teacher Education"; "INTASC Standards"; "Evaluation Using a Rubric Format"; "Levels of Student Development"; "Why BSU Has Been

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Successful"; "Possible Modifications for Other Programs"; "Components That Should Not be Changed"; "Preparations for Teacher Training"; "Providing Ongoing Support for University Supervisors"; "Possible Problems and Suggestions"; and "Professional Development for Your University Staff." (SM)

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Phi Delta Kappa International
& Ball State University
Teachers College

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Student Teacher's Portfolio Handbook

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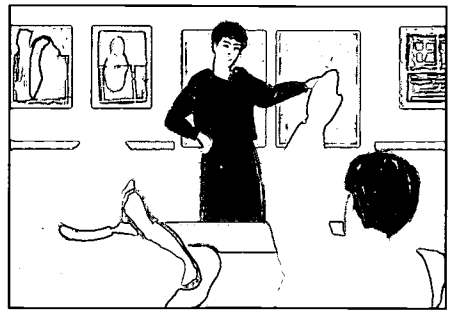
Student Teacher's Portfolio Handbook
Cover Explanation

This cover design emerged from the intention to illustrate the dynamics that occur when established educators offer their professional wisdom as a guide for student teachers. To visually articulate the multi-dimensional aspects of such a powerful experience meant creating a metaphor that was not bound by images of individual faces literally frozen in time. Learning requires time, and in the cover this concept is implied with the illusion of depth through the interplay of background color and foreground form. The seemingly wild abandon of the colorful background represents life's infinite experiences. Juxtaposed in the foreground, the central spiral represents the learned teacher who is also infinite but has gained form. Composed from the same colors of "life," the spiral has taken shape through learning—understanding ideas and giving them direction and purpose. This awareness of "knowing" brings the desire to consciously share such possibilities with others. The spiral expands to teach the next generation of learners symbolized by the spiral at the top of the cover which is separated and free to continue the meaningful work.

Merridee LaMantia

Senior Designer
Phi Delta Kappa International



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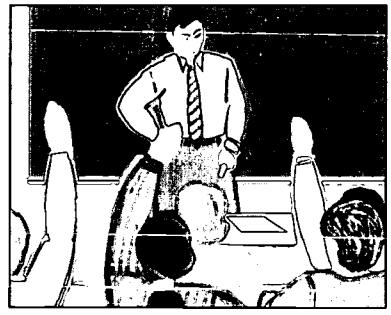

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The committee appreciates the suggestions and assistance received for this document from university faculty, supervisors, local school administrators, teachers, and student teachers in the field.

The ***Student Teacher's Portfolio Handbook*** is designed as a complement to:
the ***Evaluation of Student Teachers Guidebook***

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Conceptual Framework for Teacher Education

Believing

Understands Content
Understands Development
Understands Difference

Behaving

Designs Instructional Strategies
Manages and Motivates
Communicates
Plans and Integrates
Evaluates

Becoming

Reflects on Practice
Participates in the Professional Community

What Is An Educational Portfolio?

An educational portfolio is a collection of artifacts, evidence, and reflections documenting one's competence and accomplishments in the teaching field. It may serve many purposes: to indicate growth (Developmental), to display best works (Showcase), to showcase during a job search (Professional). The portfolio is an ever-changing collection. The owner of the portfolio continuously reflects on which items to include or remove.

Value to the Student Teacher

- Serves as a tool for continuous self-evaluation
- Serves as a way to ensure the INTASC standards are being met
- Serves as a help to define areas of strength and weakness
- Serves as a tool for continuous reflection, which leads to improved classroom performance

Value to the Evaluator (University Professors, Classroom and University Supervisors)

- Offers an authentic, performance-based framework to judge the work of the student
- Shows areas of strength and weakness
- Provides opportunities to guide the student toward improved teaching

Value to the Potential Employer

- Demonstrates authentic application of skills learned
- Showcases exemplary work for those at the Distinguished level
- Creates opportunities for dialogue about artifacts and beliefs about teaching

Value to the Teacher Education Program

- Provides critical feedback on the success of students in the field
- Provides opportunities to evaluate the strengths and weaknesses of the pre-service program
- Serves as a final evaluation of the university's efforts toward meeting the INTASC standards

Types of Portfolios in the Teacher Preparation Program

The Developmental Portfolio

Student teaching is one of the capstone experiences in the teacher preparation program. At this stage, students should be well-prepared to apply their skills in a classroom. In most cases, the final semester is the first opportunity for students to have full teaching and planning responsibilities. At this stage, the portfolio becomes a collection of evidence and reflections based on full-time teaching. Students will begin a new portfolio collection of artifacts and written reflections during the student teaching placement.

The Showcase Portfolio

Near the end of the student teaching experience, students are required to prepare a final portfolio for oral presentation (20-25 minutes) to classroom and university supervisors. The student teacher may invite others to attend this presentation as well: school administrators, professors, other teachers, etc. The Showcase Portfolio is a "best evidence" collection of artifacts demonstrating competence on the standards. Students will select artifacts for each INTASC principle that best demonstrate their skills or growth over the semester (see "Specific Requirements for Each Student Teaching Placement" p.16). Each artifact will include a reflection on why that piece was selected and how the piece shows growth or competence. This final portfolio will contain evidence primarily from the student teaching experience (80%) but may also contain artifacts from other experiences throughout the teacher preparation period (20%).

The Professional Portfolio

As students prepare to interview for teaching positions, most will be preparing a portfolio to showcase strengths. This is a more "professional" version of the Showcase Portfolio. Creativity is the key to articulating teaching beliefs and style. While previous portfolios may have been more prescriptive in nature, the professional portfolio offers the teaching candidate opportunities to be unique. There is no right or wrong way to prepare this portfolio as long as the purpose is served: demonstrating competence in all standards for teaching. Students are also encouraged to create portfolios in other formats such as brochures, web sites, or CDs.

The Developmental Portfolio for Student Teachers

You have completed your pre-service training and are now beginning the final phase of your teacher preparation program. Having full teaching responsibilities in a classroom will provide opportunities for you to demonstrate your beliefs and apply the skills you have learned. You will be evaluated on your ability to meet the INTASC standards. It is your responsibility to document your growth and competence through your portfolio. Evidence of the fulfillment of your student teaching requirements will be collected throughout your experience. This evidence will be presented in your portfolio.

Setting Up Your Developmental Portfolio

Use a 3-ring notebook at least 2" to 3" thick. All student teaching requirements (refer to your course syllabus for descriptions of specific requirements), with the exception of lesson plans and weekly planners, will be kept in this binder throughout the semester. Purchase tabbed divider sheets and label the sections as follows:

A. Weekly Goals and License Record Hours
B. Observation Reflections (from other classrooms)
C. Videotapes: Analysis Forms
D. Written Evaluations from Supervisors
E. Journal Reflections
F. INTASC Principles (10 separate sections)
   1. INTASC 1
   2. INTASC 2
   3. INTASC 3
   4. INTASC 4
   5. INTASC 5A and 5B
   6. INTASC 6
   7. INTASC 7
   8. INTASC 8
   9. INTASC 9
   10. INTASC 10
G. Teaching Unit
H. INTASC Evaluation Instrument (could be in pocket)
I. Other materials reflecting your teaching performance

Types of Artifacts for Documentation of the INTASC Standards

What is an artifact?

An artifact is any piece of evidence used for demonstration purposes. Most items will come from the everyday materials, plans, and student work completed in the classroom. Additional items will come from others (e.g., observation notes, evaluations, notes to/from parents).

Listed below are many types of artifacts. This list is not intended to be all inclusive but to serve as a guide for you. Refer to "Suggested Artifacts for Portfolios: Demonstrating Competence on the INTASC Standards" p.8 for items specific to each standard. Modifications may be made for student teachers in Early Childhood, Special Education, and other special area settings.

Caution: When including student work, photos, and reflections in your portfolio, use *first names only* referring to students. Guidelines for confidentiality are clearly defined in the Family Educational Rights and Privacy Act (FERPA) of 1974. Confidentiality must be maintained in both written and oral presentation of samples.

General

Journal entries
Anecdotal notes
Video or audiotapes of instruction along with reflective narratives
Informal and formal evaluations from others
Photographs: pictures that provide evidence of your work or skills, include a caption and supporting evidence

Teaching Skills and Knowledge

Lesson plans: highlight with captions particular areas of evidence such as tapping prior knowledge, use of technology, cooperative learning and set-up, critical thinking questions
Student work samples: attach the lesson plan or directions given for the assignment (These are very strong pieces of evidence.)
Copies of teaching materials developed: learning packets, learning centers, etc.
Media/technology skills: samples of discs, photos, plans, etc., including electronic gradebook; templates for lesson plans or activities; lists of web sites used for teacher and students; lessons showing use of computers/Internet to enhance instruction; PowerPoint presentations (teacher or student copies); use of Distance Learning Labs; use of overhead, camcorder/VCR, interactive video, laser disks, cable and educational television, etc.
Evidence of how you used e-mail, data bases, distance learning equipment, and the Internet to research and communicate with educators worldwide; print-out examples of on-line news groups and listserve memberships you use
Bibliographies of materials used

Understanding of Students

Evidence of meeting individual needs: lesson plans, individualized plans or IEP adaptations, behavior modification plans
Case studies
Modifications of lessons with student samples
Challenge material presented to individual students or small groups
Evidence of understanding of multiple intelligences

Organization and Classroom Environment

Record-keeping: rubrics, checklists, gradebook excerpts, contracts, or anything that demonstrates your ability to organize, manage, and assess student progress
Classroom management philosophy with materials as evidence
Photos of environmental print and bulletin boards with explanations
Seating arrangements

Evaluation

Assessments: tests created, authentic performance-based assessments along with scoring rubrics, informal assessment strategies, evidence of student progress over time
Diagnostic tools used to get to know students
Samples of checklists or organizational systems used for informal assessment

Professionalism and Community Involvement

Goals (short- or long-term)
Self-assessments: video evaluations, journal entries, narratives that analyze your teaching along with your problem-solving strategies
Handouts or notes from workshops attended: include a reflection piece describing how you used this information in your teaching
Lists of workshops/conferences attended: include follow-up on how you incorporated new knowledge
Memberships in professional organizations
Self-initiated volunteerism
Evidence of teaming: team-teaching, participation in faculty planning
Community resources: evidence of speakers, study trips, materials organized by you
Parent communication: samples of newsletters, notes, progress reports, responses to parent concerns, notices, records of phone contacts, etc.
Family involvement: parent volunteer activities initiated, involvement of families in curriculum or assignments, extracurricular activities initiated
Professional writing: anything published

Products Demonstrating Excellent Teaching

Student samples before/after significant instruction
Pre/post student scores demonstrating improvement
Evidence of student's change in attitudes over time toward learning
Student's work demonstrating a high degree of understanding based on challenges you presented
Evidence of comprehensive integration of instruction over time

Collecting Artifacts During Student Teaching

You should begin collecting *potential* artifacts early on in your placement. As you write journal entries and lesson plans, create assessments, design management strategies, etc., consider which items might serve as good evidence of your growth and competence. Place the item with the appropriate INTASC standard in your notebook. You will, of course, gather more artifacts as you increase your classroom responsibilities. Take note of the requirements for the Showcase Portfolio to be sure you are collecting appropriate evidence. Remember that the intent of the portfolio is not to "create extra work" for you, but rather to have you consistently collect evidence of your good teaching and make sure you are addressing the elements in each INTASC principle.

Prior to each benchmark conference, your supervisors will be reviewing the items you have collected up to that point. In preparation for your final Showcase Portfolio presentation, you will be reviewing and selecting your *best artifacts for each INTASC principle* and writing a reflective piece for each one.

It is your responsibility to regularly update your portfolio and to have it available at all times for your supervisors.

Suggested Artifacts for Portfolios: Demonstrating Competence on the INTASC Standards

This list is not intended to be all-inclusive. Please include any evidence documenting your progress or competence toward an INTASC standard. In addition to the materials suggested here, you might also include notes and evaluations you have received from supervisors or other school staff. Modifications may be made for student teachers in Early Childhood, Special Education, and other special area settings.

Principle #1 **The student teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.**

Element	Possible Evidence
Knowledge of Content	Resource references in lesson plans and units Learning packets that demonstrate knowledge of content/skills Lesson plans, web sites, or outlines in which concept is clearly explained Research conducted in preparation for instruction
Use of Interdisciplinary Approaches When Teaching Content (may connect to literature, writing, the arts)	Lesson plans Work from students showing cross-curricular understandings Evidence of student involvement in planning theme units References or feedback from colleagues in other disciplines
Selects Content to Encourage Diverse Perspectives	Materials used (written plans and unit) Selection of materials that incorporate positive images of any ethnic group, gender, etc. Journal reflections Selection of materials to break down stereotypes Video/audiotape and analysis of class discussion

Principle #2 **The student teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.**

Element	Possible Evidence
Developmental Characteristics of Students	Case studies or observation notes Examples of differentiated curriculum Adaptations of materials and of lesson plans Diagnostic tools used to get to know students Video or audiotapes with analysis Samples of checklists used to record developments
Activates Prior Knowledge and Experiences	Written lesson and unit plans Video and audiotapes with analysis Journal reflections Evidence of connections to real-life experiences or to the "big picture"

Principle #3 **The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

Element	Possible Evidence
Teaching to Individual Learning Abilities	Lesson plans demonstrating a variety of teaching strategies Feedback from support staff (special education, Title I, gifted-education, etc.) Journal entries Plans showing integration of multiple intelligences Learning centers or supplemental activities Samples of differentiated curriculum for select students (above is *required* for Showcase Portfolio) Evidence of adaptations based on students' IEPs
Selection of Resources to Meet Range of Individual Needs: Special Education to Gifted	Materials listed in plans and unit Literary collections covering a wide variety of abilities Evidence of manipulatives and hands-on learning Learning centers with specific objectives to challenge learners
Expectations for Learning and Achievement	Objectives in plans demonstrating challenging material Student or parent interviews Journal reflections or observations

Principle #4 **The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.** *Note:* Instructional strategies include, but are not limited to: cooperative learning, small and large groups, lecture, project work, thematic instruction, partner learning, use of media resources, and technology.

Element	Possible Evidence
Selecting Resources for General Instruction	Resources listed on written plans and unit Study trip objectives matched to curriculum and student needs Unit plans: resource list and rationale Records of how materials were selected: your criteria
Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Video or audiotapes with analysis Evidence of multiple intelligences in delivery of instruction and assessments Anecdotal observations of small group instruction or cooperative groups Use of learning centers or stations Explanation of grouping procedures used in the classroom Collection of pre- and post-test data to support teaching strategies used
Student Teacher Role in the Instructional Process	Journal reflections Video or audiotapes with analysis Evaluations from supervisors

Principle #5A **The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.**

Element	Possible Evidence
Management of Transitions	Video or audiotapes with analysis Journal reflections Classroom map to demonstrate traffic flow and management of materials Management plan Procedures developed and how they were taught
Management of Time and Materials	Journal reflections Video or audiotapes with analysis Procedures for handling materials
Directions and Procedures	Written plans or procedures Management plan Video or audiotape with analysis Handouts from workshops with summaries/evidence of how this new knowledge was applied in the classroom
Pacing	Videotape and analysis Journal reflections
Performance of Non-Instructional Duties	Anecdotal or journal reflections

Principle #5B **The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.**

Element	Possible Evidence
Positive Climate for Intrinsic Motivation	Environmental print (displays, bulletin boards, etc.) Documented opportunities for students to share with others Affective inventories with students Student or parent interviews Anecdotal observations of explicit community-building activities Videotapes with analysis Evidence of positive comments used routinely with students Your beliefs about discipline (*required* for Showcase Portfolio)
Establishing Expectations for Behavior	Examples of rule-setting or clarifying experiences Evidence of consequences/rewards for behavior choices Videos, audiotapes, journal reflections

Monitoring Student Behavior	Evidence of cooperative group social skills being taught and used Videos, audiotapes, journal reflections
Response to Student Misbehavior	Recorded logs tracking individual behavior problems and responses Record-keeping or notes to parents Comments from school support staff Videos, audiotapes, and journal reflections

Principle #6 **The student teacher has knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

Element	Possible Evidence
Oral and Written Language	Video or audiotapes and analysis Communications with school staff, community, parents, etc. (demonstrating your writing skills)
Quality of Questions	Video and audiotapes with analysis Evidence of divergent questions in written plans Samples of student-generated questions
Discussion Techniques with Student Participation	Anecdotal observations of student discussions Student interviews and evaluations Video or audiotapes with analysis Summaries/analysis of class or community meetings
Use of Media and Technology: felt/magnetic boards, charts, film/overhead projectors, computers (Internet, PowerPoint, Distance Learning, etc.) as available	Resources in lesson and unit plans Feedback from media staff Log of activity on computers or in labs, showing continuous use of technology Photographs, transparencies, web sites, etc. Products created by students (Evidence of competence in technology is *required* for Showcase Portfolio)

Principle #7 **The student teacher plans instruction based upon knowledge of the subject matter, students, the community, and curriculum goals.**

Element	Possible Evidence
Purposeful Learning Activities Based on Essential Skills/District Curriculum	Proficiency statements or references in lesson plans and units
Short- and Long-Term Planning (including unit plans)	Lesson and unit plans Journal reflections Evidence of pre-tests and references to prior learning to determine plans Planning charts or web sites
Lesson Plans: Monitoring and Adjustment	Written extensions and/or remedial plans Video or audiotapes with analysis, journal reflections

Principle #8 **The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**

Element	Possible Evidence
Variety of Formal/Informal Assessment Strategies	Student journal entries used for assessment Samples of teacher-made tests/quizzes/diagnostic tools Student rubrics for self-evaluation Samples of authentic/alternative assessments (*required* for Showcase Portfolio) Collection of before/during/after samples showing student growth (*required* for Showcase Portfolio)
Assessment Data Used in Lesson Planning/Adjustment	Pre- and post-tests used to analyze instructional effectiveness K.W.L. charts and adjustments to plans Interpretations of data and adjustments made based on objectives being met
Evaluates Criteria and Feedback	Student journals and portfolios K.W.L. charts and adjustments to plans Written comments on students' work Rubrics or assessment criteria developed by student teacher or students Journal reflections on decisions based on assessments
Recording and Monitoring Assessment Data	Written evidence of regular assessments Use of computer for feedback or record-keeping Gradebook, spreadsheets, charts, graphs

Principle #9 **The student teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

Element	Possible Evidence
Reflection on Teaching (written journal and conversations)	Journal reflections Analysis of video and audiotapes Evidence of personal goal-setting and subsequent results
Relationships with Colleagues	Anecdotal observations from staff/administrators Evidence of leadership role within a teaching team Minutes and/or notes of successful team planning (agenda, presentation notes, communications, etc.) Materials shared with colleagues

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Professional Growth (includes student teaching requirements and portfolio)	Articles/books read and subsequent application of knowledge Attendance at professional meetings and subsequent classroom application Active membership in professional organizations Examples of committee work Action research conducted within the classroom Articles written or presentations to faculty Student teaching requirements

Principle #10 The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Element	Possible Evidence
Participation in School/District Events and Projects	Evidence of participation in extra curricular activities Involving students in community projects Civic involvement Handouts or artifacts from events Samples of materials prepared for meetings, classes, etc. in which a leadership role was assumed
Sensitivity to Student Needs and Awareness of Community Resources	Contact with support services within or outside of the school Documented contact with community agencies (Classroom teacher must approve contacts regarding individual student's needs.) Anecdotal observations from school staff
Respectful and Productive Communications with Families	Communications with parents (formal and informal) Newsletters and invitations Family learning projects Materials prepared for parent conferences Innovative connections with families Feedback from parents Logs of parent contacts and subsequent actions

The Classroom Teacher's Role in the Portfolio Process

Classroom teachers will want to review the portfolio regularly. It will be most helpful to review the contents prior to a benchmark conference. Student teachers will appreciate feedback and guidance in selecting artifacts. The classroom teacher should also respond to issues discussed in journal entries. The portfolio should serve as a catalyst for dialogue about good teaching practices.

The University Supervisor's Role in the Portfolio Process

The university supervisor serves as the link between the university and the local school environment. The supervisor should review the portfolio on each visit. Students should be given positive feedback along with suggestions for improving the contents of the portfolio. The supervisor will specifically be checking to ensure that student teaching requirements are being met in a timely fashion and with professional quality. The supervisor may want to establish some time frames for completion of portions of the portfolio throughout the semester. Time should also be provided at seminars for discussion of artifacts and for small group sharing.

University supervisors will provide assistance in setting dates for the final portfolio presentation by each student. This presentation time will likely replace a final classroom observation. Following the presentation, supervisors may wish to use that time (privately with the classroom teacher) to discuss the student's INTASC evaluation, the final competence levels on INTASC, and the narrative for the Summative Student Teaching Evaluation.

The Showcase Portfolio for Student Teaching

Contents

- Table of Contents
- School Demographics and Classes Taught
- Philosophy of Education (revise the one you completed for your student teaching application)
- Goal Sheets (collected throughout the semester)
- Reflective Observations (from outside observations completed)
- Analysis/Reflections of Videotapes
- Ten INTASC Principles: 1 to 3 artifacts per principle along with a written reflection piece for each one. (see "Specific Requirements for Each Student Teaching Placement" p.16)
- The Teaching Unit

In addition, the following artifacts are required for specific principles.

Specific Requirements: These items may be counted as artifacts

INTASC #3: Show samples of differentiated curriculum
INTASC #5: Include your beliefs about discipline
INTASC #6: Provide evidence of your competence using technology to enhance instruction
INTASC #8: Include in-depth analysis of student progress and authentic assessments

Note: Appropriate modifications to these requirements may be made by superviors for Early Childhood, Special Education, and special area settings.

Purpose

This is your opportunity to present evidence of the beliefs and skills you have developed during your teacher preparation program. Preparing for this presentation will also help you define your strengths and weaknesses and prepare for job interviews. You will gain confidence as you practice articulating and supporting your beliefs about education!

Preparation

Two weeks prior to the end of your student teaching, begin selecting your best artifacts for each INTASC principle and writing your reflective pieces. Do not underestimate the time you will spend in preparation! Practice your presentation skills at home. Keep the time of your presentation to 20-25 minutes. It is not necessary to read your Philosophy of Education during the presentation. You will paraphrase your written reflections.

Written Reflections

Included in this manual is a form titled, "Reflective Analysis of Portfolio Artifact." Type or hand-write one for each artifact. During your presentation, briefly paraphrase what you have written. Your supervisor/s will read your written explanation after your presentation.

The Presentation

Smile! This is your time to shine! Have student samples pulled from the notebook and ready to hold up for viewing. Taking items in and out of the 3-ring binder is time-consuming and distracting.

Evaluation

Your university supervisor will use a simple performance scale to document the contents of your portfolio. A form for this evaluation is included on p.18 in this handbook.

The contents for each INTASC standard will be evaluated as follows:

- Strong, convincing, and consistent evidence; quality reflection (5)
- Clear evidence and/or reflection (3)
- Limited evidence and/or limited reflection (1)
- No evidence and/or weak reflection (0)

Specific Requirements for Each Student Teaching Placement

Each student teaching placement is unique in the number of weeks, number of classroom supervisors, and number of artifacts required. Please follow the guidelines below in preparing your portfolio.

16-week placements (full semester), at one or two sites: Three (3) artifacts per INTASC principle
10- to 13-week placements: Two (2) artifacts per INTASC principle
6- to 8-week placements: One (1) or Two (2) artifacts per INTASC principle

University Supervisor(s)	Classroom Supervisor(s)	Setting	Directions
One	One or more	One classroom	Present Showcase Portfolio at the end of the semester for all supervisors. *(Example: 8 - 16 weeks, one location)*
One	Two or more	Two different student teaching placements	Present *one* Showcase Portfolio at the end of the semester with artifacts representing each placement proportionately as described above. All classroom supervisors should be invited. *(Example: 10 weeks elementary, 6 weeks kindergarten)*
Two different university supervisors	Two or more	Two different student teaching placements	Prepare a Showcase Portfolio for *each* placement with artifacts representing that particular setting. The respective classroom and university supervisors should be present. You will be presenting a portfolio for each university supervisor near the end of each placement. *(Example: 10 weeks secondary or elementary: 6 weeks special education)*

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Helpful Hints for the Presentation

The contents of your portfolio are more significant than your presentation skills at this point. However, it is extremely important to polish your presentation skills in preparation for job interviews!

Advice From Student Teachers in the Pilot Program

- "Be sure to have strong evidence, relax, and start preparing early."
- "Keep a lot! It's easier to eliminate than to add at the end."
- "Make sure you know what you have and what it really means about your growth."
- "Practice before the presentation. Know the ten INTASC standards and don't just read them."
- "Practice beforehand and choose exemplary work to show. Go above and beyond what is asked of you."
- "Don't try to do it all at one time. Keep current with it during student teaching."
- "Practice! Know what is in your portfolio. Highlight the main parts in your written reflection."
- "Add artifacts as you go. Don't wait until the end."
- "Constantly review what you have and what you still need. Don't wait until the last minute."
- "Make copies of student work throughout the semester, especially before and after samples."
- "Know your material and just be confident in your hard work."

During the Presentation

- Begin by describing your teaching situation:
  Elementary: makeup of classroom, assistants, etc.
  Secondary: course load, special circumstances, etc.
- Have all pictures, student samples, and other artifacts (not reflections) pulled out of the binder so they can easily be shown to observers.
- If using a video, audiotape, or computer-generated presentation, show only the key element and have it cued and ready to go.
- Paraphrase your reflective pieces. You can use sticky notes or notes on a card for reference.
- Verbally identify the focus of each standard.
  (Refer to the Summative Evaluation or beginning of INTASC evaluation booklet.)
  Example: "INTASC standard #5 represents Management and Motivation. One artifact I have selected to document my skills on this standard is . . . "
- After briefly describing the artifact, you might say "What I learned from doing this was . . ." or "This is one of my stronger areas and I have included _____ as evidence." Or "I struggled in this area, but here is what I learned . . ."
- Be honest. Accent your strengths and acknowledge areas for improvement.
- Prepare a "belief" statement, a quote, or a 1-2 line summary of your strongest skills as a closure.

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Showcase Portfolio: Final Presentation Form

Student Teacher _____

(5) Strong, convincing, and consistent evidence; quality reflection
(3) Clear evidence and/or reflection
(1) Limited evidence and/or limited reflection
(0) No evidence and/or weak reflection

INTASC Principle	Evidence or Comments	Score
1. Knowledge and integration of subject matter		
2. Knowledge of human development and learning		
3. Instruction adapted to meet diverse learners		
4. Variety of instructional strategies and resources		
5. Effective learning environment: management and motivation		
6. Effective communication		
7. Effective planning		
8. Assessment of student learning		
9. Reflection and professional growth		
10. Relationship with the school and community		
	Overall Score (50 points possible)	

Strongest Areas:

Weakest Areas:

Comments:

Signature of Evaluator: _____ Date: _____

The Summative Evaluation

The Summative Student Teaching Profile will be completed for each student. This form is included in the INTASC evaluation instrument. Following the portfolio presentation, the university supervisor and classroom teacher(s) will collaborate to discuss the portfolio and the student's progress. A level of competence (*Unsatisfactory, Basic, Proficient,* or *Distinguished*) will be determined for each INTASC standard. Collaboration is critical to this process. However, the university supervisor has the responsibility of determining final levels of competence for each student. Further details regarding the Summative Evaluation can be found in the *Evaluation of Student Teachers Guidebook.*

Search the Internet for the keyword(s) "educational portfolios" and find many on-line resources for the development of the teacher portfolios.

The Reflective Journal

QUESTIONING

PROBLEM SOLVING

EVALUATING

ANALYZING

The journal gives you an opportunity to strengthen your learning through introspection and self-analysis.

Suggestions for Reflection:

1. Your successes/failures/struggles in the classroom.
2. Your discussions with your supervisors.
3. Perceptions about individual incidents or students (first names only please).
4. Reactions and questions regarding: observations, school activities, and relationships with colleagues.
5. Evaluations of materials or techniques you have used.

Questions for Consideration:

1. To what degree have you met your goals for the week? Your long-term goals?
2. Describe a stressful or challenging event. Why was it stressful? What did you do to alleviate the stress? How could you handle the situation differently the next time it occurs?
3. What long-term evidence do you have that students are learning?
4. What are you doing to provide a caring, inviting, and exciting place for learning?
5. How is your management style helping/hindering the classroom environment?
6. What are you doing to communicate with the parents of your students?
7. In what ways are you using the INTASC standards as a guide for improvement?
8. Analyze your professional demeanor. How well do you work with others? In what areas could you improve?

REMEMBER!

Support your opinions, suggest possible solutions or alternatives, and problem solve.

Journals are ***not*** for:

- Logging your activities,
- judging others, or
- complaining without problem solving!
- ***Quality*** is more important than ***quantity***.

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Appendix

Weekly Goals for Personal Growth

Reflective Analysis of Portfolio Artifact

Videotape Analysis and Reflection

Weekly Goals for Personal Growth

INTASC #	**Short-Term Goals** (Be specific) **Week of** _____

Cut on this line ----------

Weekly Goals for Personal Growth

INTASC #	**Short-Term Goals** (Be specific) **Week of** _____

Reflective Analysis of Portfolio Artifact

INTASC #_____

- Brief Description of Evidence:

- Analysis of What I Learned:

- How This Artifact Demonstrates my Competence on the INTASC Principle:

Videotape Analysis and Reflection

Directions: Videotape a 30-45 minute segment of teaching. Include transitions into and following the lesson. View the tape twice before completing this analysis.

Name _____ Recording Date _____

Topic of Lesson _____

What INTASC principles did you plan to demonstrate with this video? (Principle # and Element #)

Describe the degree to which you accomplished your goal:

Self-Analysis of My Teaching

What are some of your personal idiosyncrasies? What can you do about them?

What happens to your voice in different situations?

What did you do to set the mood or climate for learning? Would you do anything differently?

Analyze your questions. What do you notice in terms of quality, levels, wait time, your response to students?

How well did you involve *all* students in responding and participating? Equity issues?

With what progress are you the most pleased?

What areas do you believe you still need improvement?

(If this is not the first video) Describe the differences you are seeing in yourself as a teacher.

* Adapted from: S. V. Drake, "Teacher Self-Evaluation Report," unpublished instrument, BSU.

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Ball State University, founded in 1918, is a state-supported school located in Muncie, which is 55 miles northeast of Indianapolis, Indiana. There are about 18,000 graduate and undergraduate students enrolled. Out-of-state students make up 10 percent of the total enrollment and international students 1 percent. The 955-acre residential campus includes 63 major buildings and a physical plant valued at nearly $710 million.

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Evaluation of Student Teachers *Guidebook*

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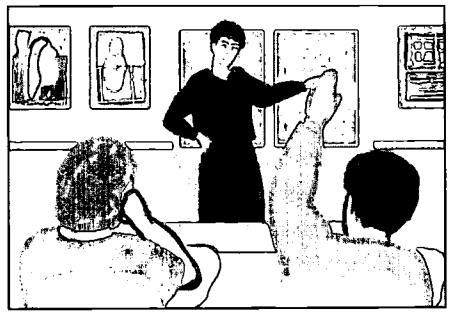
Evaluation of Student Teachers Guidebook
Cover Explanation

This cover design emerged from the intention to illustrate the dynamics that occur when established educators offer their professional wisdom as a guide for student teachers. To visually articulate the multi-dimensional aspects of such a powerful experience meant creating a metaphor that was not bound by images of individual faces literally frozen in time. Learning requires time, and in the cover this concept is implied with the illusion of depth through the interplay of background color and foreground form. The seemingly wild abandon of the colorful background represents life's infinite experiences. Juxtaposed in the foreground, the central spiral represents the learned teacher who is also infinite but has gained form. Composed from the same colors of "life," the spiral has taken shape through learning—understanding ideas and giving them direction and purpose. This awareness of "knowing" brings the desire to consciously share such possibilities with others. The spiral expands to teach the next generation of learners symbolized by the spiral at the top of the cover which is separate and free to continue the meaningful work.

Merridee LaMantia

Senior Designer
Phi Delta Kappa International



Evaluation of Student Teachers Guidebook

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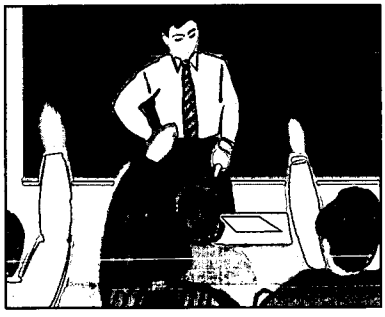

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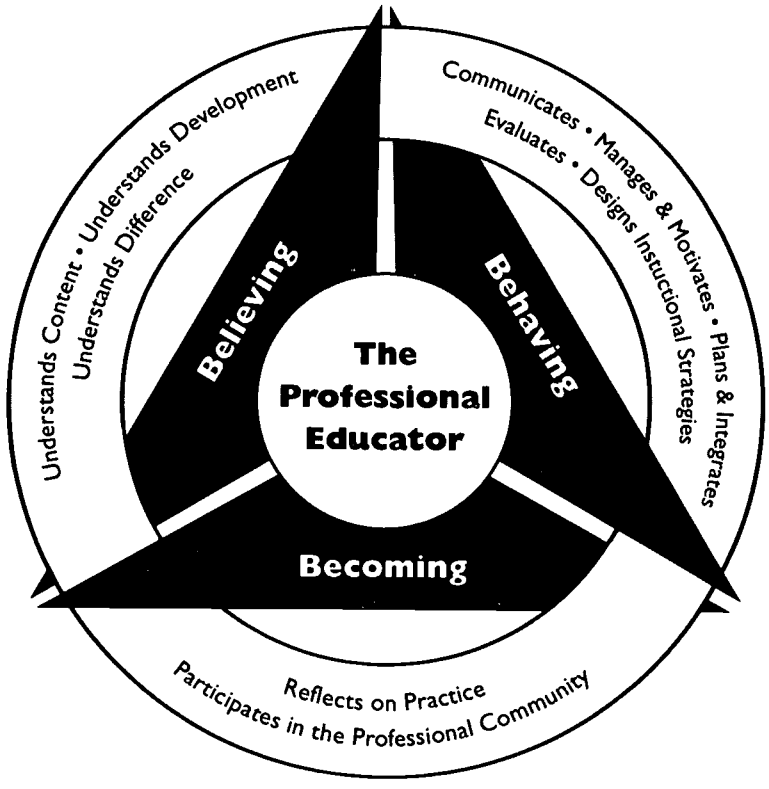
Conceptual Framework for Teacher Education



Believing

Understands Content
Understands Development
Understands Difference

Behaving

Designs Instructional Strategies
Manages and Motivates
Communicates
Plans and Integrates
Evaluates

Becoming

Reflects on Practice
Participates in the Professional Community

The Professional Educator

1. **Understands Content**
   The professional educator understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. **Understands Development**
   The professional educator understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

3. **Understands Difference**
   The professional educator understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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

5. **Manages and Motivates**
   The professional educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

6. **Communicates**
   The professional educator uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Plans and Integrates**
   The professional educator plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

8. **Evaluates**
   The professional educator understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

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

10. **Participates in the Professional Community**
    The professional educator fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

from Formative Evaluation . . .

Planning & Organization
Lesson Plans
Unit Plans
Non-Instructional Tasks
Long-Term Planning

Developmental/Showcase

Portfolio & Presentations

Classroom Performance
Delivery of Instruction
Classroom Management & Discipline
Motivation
Classroom Environment
Adaptability & Flexibility
Student Assessment

Evaluation

Observations of Teaching

Becoming a Professional

Benchmark Conferences

. . . to Summative Evaluation

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The Formative Evaluation

The INTASC Standards

Many states have adopted the INTASC (Interstate New Teacher Assessment and Support Consortium) standards for preparing and licensing new teachers. The standards describe what every beginning education professional should know and be able to do. The standards include knowledge, disposition, and performance statements representing a deep level of understanding and performance.

Unit Assessment System

The Unit Assessment System evaluates students throughout their teacher preparation coursework. Both formative and summative data are being collected from students at pre-determined decision points. The INTASC standards are the guiding force behind these assessments. This formative evaluation instrument was designed specifically for the student teaching experience to ensure that students meet the highest of standards set by the Professional Standards Board.

Performance Based Assessment with Rubrics

This assessment instrument was designed to clearly articulate the implementation of the INTASC standards in the classroom. Rubrics are used to describe the actual levels of performance one might see when observing a student teacher. These descriptors take the "guesswork" out of determining what is basic or above average. The rubric descriptors also provide for consistency and standardization in expectations for all student teachers regardless of their placement or circumstances. It is important to note that this is a K-12 instrument measuring good teaching skills at all levels. It will be necessary to adapt some rubrics to meet the needs of unique situations (kindergarten, special education, some secondary content areas, etc.).

How to Use the Formative Evaluation

Benchmark Conferences

Good formative evaluation occurs frequently with ongoing feedback and goal setting. A benchmark conference is one that occurs at pre-determined times (every 3-4 weeks) between the classroom supervisor and the student teacher. The university supervisor may occasionally participate in a conference. The most important outcome of this instrument and the conferences is the dialogue that occurs.

Before the Conference

Students and teachers will each have a copy of the INTASC evaluation and may jot comments at any time. Teachers may also want to keep notes or evaluations of specific lessons. Prior to a conference, all of this information is reviewed. Each participant evaluates progress, writes comments in the boxes provided, and determines a competency level for each element. It is extremely important for student teachers to self-evaluate *prior* to a benchmark conference. The student should also share a Developmental Portfolio (see descriptive notes in *Student Teacher's Portfolio Handbook,* p. 5) with their classroom supervisor for review prior to each conference.

During the Conference

Teachers and students compare notes and discuss the improvements seen. This is also the time to discuss ways to improve and to set short-term goals to be achieved before the next conference. Goal-setting forms are included in the appendix. It is the student teacher's responsibility to write and keep the goal sheets.

After the Conference

Student teachers will work on weekly goals established at the conference and keep notes/evidence of progress. Classroom supervisors should continue to recognize and acknowledge strengths and provide guidance and/or modeling in the areas where growth is needed.

The First Benchmark Conference

You may feel that it is helpful (and less overwhelming) to limit the number of INTASC principles you evaluate at the first conference. Principles #4, #5a-5b, and #6 are usually good starting places. Student teachers in kindergarten placements may want to include Principle #2 in the first conference. Subsequent conferences will then include a review of all ten INTASC principles.

Completing the Evaluation

Comments should be based on overall performance in general and not on one specific incident (see Sample Teacher Comments, p. 10).

Comments should be specific with examples of performance or improvement needed. For example, instead of "good" or "coming along" ...one might say, "very aware of time" or "little loss of instructional time" or "work on wait time" or "need to include *all* students in discussions."

Rubrics should be interpreted to the uniqueness of the classroom. Feel free to adapt them to your circumstances.

Suggested Timing of Benchmark Conferences

Number of Weeks of Student Teaching Assignment	Suggested Timing of Benchmark Conferences
6 weeks	Weeks 3 or 4, and 5
8 weeks	Weeks 3, 5, and 7
10 weeks	Weeks 3 or 4, 6, and 8
13 weeks	Weeks 3 or 4, 6, 8, and 11
16 weeks	Weeks 3 or 4, 6, 10, and 13

Note: The final benchmark occurs a few weeks prior to the end of the student teaching assignment. This allows the student time for continued improvement.

Sample Teacher Comments

Key to Levels on the Rubric:
U = Unsatisfactory **B** = Basic
P = Proficient **D** = Distinguished

A TEN-WEEK PLACEMENT: SECONDARY

Rationale & Support				
Element	**Week # 3**	**Week # 6**	**Week # 8**	**Week #**
Positive Climate for Intrinsic Motivation	*Most students are engaged – needs to get the rest going (to be self-engaged)* Level B	*Needs to work on "positive" motivation* Level B+	*Students are self-engaged and seem much more motivated* Level P	Level
Pacing	*Sometimes too fast with so many activities going on* Level B+	*Better @ pacing multitude of activities* Level P	*Excellent pacing for both opening and closing of each period. Students take time to reflect before leaving.* Level P	Level

A SIXTEEN-WEEK PLACEMENT: ELEMENTARY

Rationale & Support				
Element	**Week # 3**	**Week # 6**	**Week # 10**	**Week # 13**
Discussion Techniques with Student Participation	*N/A yet* Level	*Too few students participating —need to get all involved— esp. in reading discussion* Level B	*What improvement!!! Great discussions in science— students took the lead* Level D	*Small group discussions very productive* Level D
Use of Media & Technology e.g.: felt/magnetic boards, pocket charts, film/overhead projectors, computers	*Using overhead, video — computer lab assisting* Level B+	*Very little media or technology used recently— need to add to lessons* Level *U	• *Internet—SS.* • *overhead and Dukane— Student at computer for centers* Level P	*Continues to use technology on a regular basis in class* Level D

*NOTE: Student went from **Basic to Unsatisfactory** on this element. It is a fluid instrument and this often happens. In this case, at week #3 it was probably easier to use technology, but by week #6 with full teaching responsibilities the student slipped.

Levels of Performance

Distinguished

The student teacher has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. *The student teacher has the potential to be an outstanding first-year teacher.*

Note: Student teachers in special education settings can achieve the Distinguished level of performance when they demonstrate exemplary practices.

Proficient

The student teacher clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. *He/She demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.*

Basic

The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area. *The student teacher will need significant guidance and ongoing skill development to be successful in the classroom.*

Unsatisfactory

The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the element is required to enable growth in this area. *Teacher certification will not be granted at this level.*

Important Notes on Performance Levels:

- MOST student teachers will perform at the Basic and Proficient levels. However, outstanding student teachers will perform at the Distinguished level.
- The Distinguished level should be reserved for performance that is above and beyond basic requirements.
- Students at the Unsatisfactory level in any area should receive intensive modeling and assistance until they achieve a Basic level of competence.

Levels of Performance are, with permission, adapted from: Danielson, Charlotte (1996), *Enhancing Professional Practice, A Framework for Teaching.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

The Portfolio: Developmental to Showcase

Purpose

Most states require universities to ensure that potential teaching candidates demonstrate their competence on the INTASC standards. The clearest demonstrations of competence are the student's classroom performance while teaching full time. The student teacher must assume the responsibility of collecting evidence of their skills. The collection and reflection process leads to productive goal setting and better planning. Throughout the placement, students will maintain a Developmental Portfolio. After a careful selection of the "best" evidence, students will develop a Showcase Portfolio for presentation to classroom and university supervisors.

The Developmental Portfolio

Most students have maintained various types of portfolios during coursework prior to student teaching. Student teaching is the capstone experience in which students apply their skills in a classroom setting. The Developmental Portfolio is designed specifically for the student teaching experience. Throughout the semester, students will collect artifacts for each INTASC standard. Most of the items will be "everyday" evidence of good teaching (e.g., lesson plans, journal entries, student samples, an original assessment piece). Students will collect items throughout the semester in preparation for the Showcase Portfolio. Classroom and university supervisors should have access to the portfolio for review at anytime, but especially prior to a benchmark conference. Classroom supervisors are encouraged to frequently review the portfolio, read journal entries, and review the student's short-term goals. All of these items demonstrate evidence of a reflective practitioner (INTASC #9).

The Showcase Portfolio

The Showcase Portfolio is a "best evidence" collection of artifacts demonstrating competence on the INTASC standards. Some artifacts may even be selected to show growth over time. A written reflective analysis will be prepared for each selected artifact.

The final portfolio will also include the student's philosophy of education and beliefs about discipline and classroom learning environments.

The Showcase Presentation

Near the end of the student teaching experience, student teachers prepare the Showcase Portfolio for an oral presentation (20-25 minutes) to the classroom and university supervisors. The student teacher is encouraged to invite others to attend as well; school administrators, professors, other teachers, etc. The purpose of the presentation is twofold:

- The student teacher will demonstrate the ability to clearly and succinctly communicate proficient ability levels.
- Classroom and university supervisors will have the opportunity to evaluate the student's ability to demonstrate skill levels and to articulate their beliefs. Students will also be evaluated on the degree to which they met the INTASC standards. This information will be taken into account in preparation for the Summative Evaluation.

NOTE: Most student teachers with two different assignments during the semester will make their Showcase presentation at the end of the semester.

The Summative Evaluation

Purpose and Use of the Summative Evaluation

It is important to remember that school administrators will be reading this evaluation during a student's job search. School administrators in the pilot study noted that they appreciated having the Levels of Performance indicated for each INTASC principle. They view the narrative as the best evidence available to describe the current skills of the potential candidate. Evaluations for all students are maintained in the Office of Professional Field Experiences. In addition, the Career Services office is provided with a copy for the student's credential file (with student permission).

Preparing for the Final Evaluation

The student teacher will have completed the Showcase Portfolio Presentation with his/her supervisors. The university supervisor will then collaborate with the classroom supervisor to determine final levels of competence for each INTASC principle. The university supervisor ultimately has the responsibility of determining the final levels of competence. The university supervisor may provide guidance on writing the narrative. The university supervisor will provide a copy of the Summative Student Teaching Profile for the final evaluation. The university supervisor and the classroom supervisor will each write a narrative summary for the student.

Writing the Narrative

Teachers may find it helpful to use their comments from the last benchmark conference along with the wording in the rubrics to create the narrative. Keep in mind that the task is to provide supportive documentation in the three areas of Believing, Behaving, and Becoming. It is recommended that narratives be typed. Most teachers find that it is easiest to merely feed the form through a computer printer.

The Final Conference

This conference is held near or on the last day of student teaching in the classroom. The university supervisor may or may not attend due to travel and number of students. Please be sure that all pages are signed or initialed. The student has the right to decline placement of the Supportive Documentation form in their placement file. If this occurs, students *should* sign a declination form provided by the university supervisor.

Students must present the following documents to the university supervisor:

- The Summative Student Teaching Profile (all copies signed or initialed): original and one (1) copy.
- The license record sheet (signed by the classroom supervisor).
- Two copies of the INTASC rubrics that are completed by the classroom supervisor. Students should make a personal copy to keep. The completed INTASC rubrics will be maintained in the university supervisor's files. Additional copies may be requested for university research purposes.

The university supervisor may have other requirements to be completed.

The Appendix and Supportive Materials

The appendix includes: Weekly Goals for Personal Growth
Reflective Analysis of Portfolio Artifact
Videotape Analysis and Reflection
Summative Student Teaching Profile

Frequently Asked Questions from Teachers

When I look over the packet, it looks overwhelming. Won't this take a lot of time?

Pilot teachers had the same reaction. However, their conclusion was that they quickly learned to use and value the rubric descriptors. It helps challenge the sharp students and gives clarity to the struggling student. Remember that you can choose to discuss only #4, #5a/b, and #6 during the first benchmark conference.

What if I haven't observed an element when I do the first benchmark conference?

Often the student has not had the opportunity to work in that area yet. Just leave it blank and complete it next time.

What if a rubric does not apply to the students in my classroom or to my school?

This is a generic K-12 instrument measuring good teaching skills of all teachers. If a rubric does not apply, it is best to adapt it or create a new one to best reflect what is typical in your classroom or school. In other words, help the student teacher work on those skills needed in *your* environment. At all times, the INTASC standards must be met.

Do students typically move from Unsatisfactory to Distinguished during the placement?

Most students make a gradual progression. However, it is not unusual for a student to be Basic at one point and then move to Unsatisfactory later. This often occurs as students assume full responsibilities and go through a period of adjustment. The levels are "fluid" and students may move in and out of levels. Keep in mind that few students accomplish "Distinguished" on all elements. Most will achieve Basic and Proficient and some Distinguished levels.

I only have my student teacher for six weeks. Is it reasonable to expect him/her to achieve at levels of Distinguished?

It is possible but difficult for student teachers to reach levels of Distinguished in such a short time. It should be pointed out that the Summative Evaluation clearly indicates that this was a six-week placement and that students would be more likely to achieve in the Proficient range.

Do I need to make copies of my comments?

You should write your comments on the document provided. Some teachers have their students make a copy after a benchmark so that the teacher can keep the original nearby for reference and writing comments. The student teacher will always keep his/her copy.

What happens to this document at the end of student teaching?

The university supervisor will keep the original INTASC rubric. Copies may be collected for research purposes at the university.

How often should I look at my student teacher's portfolio?

The portfolio should be kept in an accessible place for both classroom and university supervisors to view at any time. Journal entries are included in the portfolio. Supervisors find it helpful to read a student's reflections and insights each week.

If there are two classroom supervisors, do we each write a narrative?

Together you will determine the levels of INTASC competence along with the university supervisor. You can write a joint narrative *or* each write your own. Always use the form provided and be sure all parties have signed it.

Frequently Asked Questions from Students

What if my teacher and I don't agree on the competency levels when we have a benchmark conference?

Read the rubrics together to be sure you both interpret them the same. Listen carefully to your classroom supervisor. Ask for clarification and examples of how you can achieve that particular element. What is *most* important is the dialogue that occurs.

Some of the descriptions at the Distinguished level are not done in my classroom. Will that affect my evaluation?

First of all, don't assume that just because it hasn't been done, that you couldn't make an attempt to work toward that descriptor. Talk openly with your classroom supervisor and your university supervisor about the situation. The rubric descriptions are not all-inclusive. There may be another angle you could take or other activities that would be considered Distinguished for that element.

How often should I put items in my portfolio?

Your journal entries should be entered weekly and placed near the front. After your supervisors have read them, you can file them under the appropriate INTASC principle. Other items may be placed in the portfolio as you do them. The portfolio should be updated at least every two weeks and especially prior to a benchmark conference. The binder should be accessible to both supervisors.

One of my placements is for six weeks. Will I have time to reach the Distinguished level?

Since this placement is so short, you will want to be very aware of the rubric descriptions and work steadfastly toward the highest competency level you can achieve. It is possible for students to achieve the Distinguished level (refer to similar question in Teacher section).

What if I don't understand what some of the rubric descriptions mean?

Every attempt has been made to keep the language clear. Don't be embarrassed to ask your classroom teacher for clarification or for an example. Together, you can problem solve and apply the descriptor to your setting.

Should I write the levels my teacher gives me in my book after the benchmark conference?

That's a great idea! Some students even make copies of their teacher's comment pages.

We don't have any identified special education students in our classroom. How can I be evaluated on INTASC #3 fairly?

A common misconception is that INTASC #3 represents only students with special needs. ALL students have unique needs. You will be evaluated on your ability to set high standards and to challenge students to reach their potential. Meeting individual learning abilities is a skill that good teachers demonstrate daily.

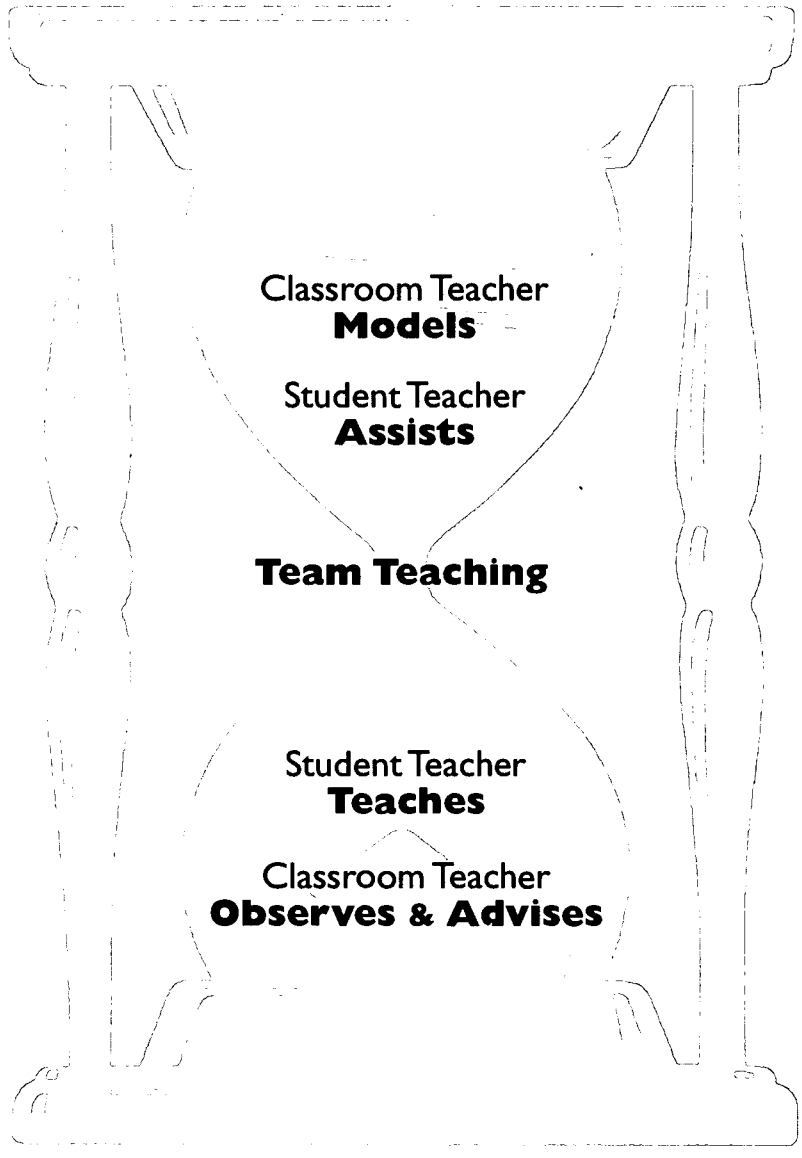
My teacher didn't write any comments in the boxes. He just indicated a level. Is this OK?

During your conference, ask for examples and take notes. Your university supervisor should speak with the classroom supervisor and ask for some detail and written examples for the next conference.

What should I do with my copy of the Summative Evaluation?

Many student teachers send their evaluation (along with their cover letter and resume) to potential employers. Although the university maintains a copy in your placement file, you cannot assume that school districts request this file. Sending your evaluation in advance to employers assures that they will have the most current information regarding your teaching skills.

The Collaborative Model



The Benefits of the Collaborative Model

- Administrative assistant
- "Extra professional hands" in the classroom
- Great opportunity for small group instruction
- Ongoing assessment of student teachers
- Cooperative planning and monitoring
- Opportunity for reflection by teacher and student teacher

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Formative Evaluations of

INTASC Principles

Based on Rubric Scales

Rubrics are, with permission, adapted from:

Danielson, Charlotte (1996), *Enhancing Professional Practice, A Framework for Teaching*, Alexandra, Virginia: Association for Supervision Curriculum Development.

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

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished*
Knowledge of Content	Makes content errors, does not correct errors of students or self, or lacks initiative to research content.	Displays basic content knowledge but cannot articulate connections with other parts of disciplines.	Displays solid content knowledge and makes connections between the content and other disciplines.	Takes initiative to locate and teach information beyond traditional text. Seeks to keep abreast of new ideas and understanding in the field.
Use of Interdisciplinary Approaches when Teaching Content (may connect to literature, writing, the arts, etc.)	Is unaware of interdisciplinary approaches to teaching and learning.	Displays limited awareness of interdisciplinary approaches to teaching and learning and incorporates some of these strategies.	Is very aware of interdisciplinary approaches to teaching and learning and regularly incorporates these strategies.	Incorporates interdisciplinary strategies on a regular basis and utilizes the knowledge/skills of colleagues and students to enhance learning.
Selects Content to Encourage Diverse Perspectives	Demonstrates little attention to multiple perspectives. Content is presented without discussion of its relationship to real experience or other disciplines or cultural norms. Individual differences are ignored.	Demonstrates an awareness of multiple perspectives and opens discussions about subject matter to the class. Strives to include content that dispels stereotypes.	Routinely discusses multiple perspectives in subject matter and includes attention to students' personal, family, and community experiences. Individual differences are respected.	Strategically introduces resources and experiences that challenge the learner's beliefs and assumption about common understandings, thus creating an environment where critical thinking is a habit.

* Descriptions at the distinguished level may not be appropriate for some settings.

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

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Knowledge of Content	Level _____	Level _____	Level _____	Level _____
Use of Interdisciplinary Approaches when Teaching Content (may connect to literature, writing, the arts, etc.)	Level _____	Level _____	Level _____	Level _____
Selects Content to Encourage Diverse Perspectives	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 2: The student teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished***
Developmental Characteristics of Students	Displays minimal or no knowledge of developmental characteristics of age group, and/or uses inappropriate activities and assignments.	Designs some activities and assignments in a developmentally appropriate way.	Assesses individual and group performance in order to design instruction that meets learners' needs (cognitive, social, emotional, and physical).	Learners are engaged in activities to stimulate their thinking, test ideas/ materials, and assume responsibility for shaping their learning tasks (brainstorming, choice activities, opinions/ feelings, discussions, etc.).
Activates Prior Knowledge and Experiences	Displays little understanding of prerequisite knowledge important for student learning and fails to activate students' prior knowledge.	Does demonstrate some awareness of the importance of prerequisite knowledge; however, is inconsistent in activating students' prior knowledge.	Consistently helps students make connections between current content and their own background and experiences.	Lessons include deliberate opportunities for students to discover the connections between current content and life experiences. Students see the purpose and the "big picture."

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 2: The student teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Developmental Characteristics of Students	Level _____	Level _____	Level _____	Level _____
Activates Prior Knowledge and Experiences	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 3: The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished*
Teaching to Individual Learning Abilities	Is unaware of individual learning abilities as all students receive same delivery of instruction and assignment regardless of differences.	Is aware of the need for adaptations in assignments, time allowed, response modes, etc. and occasionally accommodates these needs for different learners.	Demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery.	Articulates clearly individual student goals and expectations. Individualized instruction allows for most students to succeed and be challenged.
Selection of Resources to Meet Range of Individual Needs: Special Education to Gifted	Uses or seeks no additional resources or supplemental materials for students with individual needs.	Has limited knowledge of additional resources and attempts to meet the individual needs of some students (i.e., low-achieving or gifted) by assessing resources.	Routinely utilizes supplemental materials and outside resources with students at both ends of the learning curve.	Actively seeks out resources from the community or professional organizations and utilizes these sources and materials for the benefit of varied learners.
Expectations for Learning and Achievement	Conveys only modest expectations for student achievement through instructional goals and activities, interactions, and the classroom environment.	Conveys consistent expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. Instruction is appropriate for the grade level or course.	Appropriately challenges students by presenting material at a qualitatively high level.	Expects students to challenge themselves by providing opportunities for choice in activities and assignments.

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Principle 3: The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Teaching to Individual Learning Abilities	Level _____	Level _____	Level _____	Level _____
Selection of Resources to Meet Range of Individual Needs: Special Education to Gifted	Level _____	Level _____	Level _____	Level _____
Expectations for Learning and Achievement	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 4: The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. NOTE: *Instructional strategies include, but are not limited to, cooperative learning, small and large groups, lecture, project work, thematic instruction, partner learning, use of media resources, and technology.*

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished***
Selecting Resources for General Instruction	Utilizes materials from a teacher's guide only. Book content is read and discussed with no outside materials or resources included.	Displays limited awareness and/or use of resources available or does not take initiative to obtain materials. Occasionally uses supplemental materials.	Routinely seeks out multiple resources for teaching, selecting those most appropriate for comprehensiveness and accuracy. Makes a deliberate attempt to allow for multiple ways of learning.	Seeks out and uses resources from professional organizations or through community speakers, study trips, commercial materials, etc. These resources are not just "add-ons" but are fully integrated into a comprehensive curriculum.
Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Relies mostly on direct instruction/lecture method and giving assignments. Students are passive learners. No modeling.	Written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over time. Students are actively engaged for at least one half of the lesson. Some evidence of modeling.	Written instructional strategies are effectively incorporated in each lesson based on subject matter and needs of students. ◆ Students are actively involved in problem solving and critical thinking with peers in small and large groups when appropriate.	Facilitates inquiry through carefully planned lessons and involving students at the planning stage. Most students are actively engaged in questioning concepts, developing learning strategies, and problem solving. Motivation is evident.
Student Teacher Role in Instructional Process	Primarily serves as "giver of information" in an authoritarian mode of instruction.	Occasionally facilitates small groups but steps in to problem solve for the students.	Role varies depending on student activities. ◆ Expects students to self-direct and problem solve as needed. Facilitates learning.	Demonstrates multiple roles as needed. Students are actively engaged and self-directed, seeking resources, and collaborating with others.

* Descriptions at the distinguished level may not be appropriate for some settings.
◆ May not be appropriate in some settings.

Principle 4: The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. NOTE: *Instructional strategies include, but are not limited to, cooperative learning, small and large groups, lecture, project work, thematic instruction, partner learning, use of media resources, and technology.*

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Selecting Resources for General Instruction	Level _____	Level _____	Level _____	Level _____
Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Level _____	Level _____	Level _____	Level _____
Student Teacher Role in Instructional Process	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 5A: The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished*
Management of Transitions	Much time is lost during transitions. May be unaware of lost time, does not plan for transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time. Specific procedures are taught and used effectively.	Transitions are seamless with students assuming some responsibility for efficient operation.
Management of Time and Materials	Time and materials are inefficiently handled, resulting in loss of instructional time.	Time and materials are handled moderately well.	Time and materials are handled smoothly with little loss of instructional time or interest.	Time and materials are handled smoothly and efficiently with no loss of attention or interest. Students assume some responsibility for efficient operation of time and materials.
Directions and Procedures	Directions and procedures are confusing to the students.	Directions and procedures are clarified after initial student confusion or are excessively detailed.	Directions and procedures are clear to students and contain an appropriate level of detail. Frequently checks for understanding.	Directions and procedures are clear to students. Anticipates possible student misunderstanding, plans, monitors for it.
Pacing	The pacing is too slow or rushed.	Pacing is inconsistent.	Pacing is usually appropriate. Teacher adapts pace by monitoring students.	Pacing of the lesson is smooth, timely, and appropriate, allowing for reflection and closure.
Performance of Non-Instructional Duties: attendance, lunch count, distribution of papers, duties, etc.	Performance of non-instructional duties is inefficient. May be inattentive to these duties.	Duties are handled fairly efficiently.	Duties are managed and completed in a clear, professional manner without loss of instructional time.	Systems for performing duties are well established with students assuming appropriate responsibility for efficient classroom operation.

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 5A: The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Management of Transitions	Level _____	Level _____	Level _____	Level _____
Management of Time and Materials	Level _____	Level _____	Level _____	Level _____
Directions and Procedures	Level _____	Level _____	Level _____	Level _____
Pacing	Level _____	Level _____	Level _____	Level _____
Performance of Non-Instructional Duties: attendance, lunch count, distribution of papers, duties, etc.	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 5B: The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished*
Positive Climate for Intrinsic Motivation	Teacher does not attend to positive social relationships. More reprimands than compliments are heard. Rewards may be offered too frequently to motivate students.	Students are complimented for appropriate behavior and study habits. Teacher encourages students to appreciate others. Minimal extrinsic rewards offered.	Classroom environment is positive. Students are actively engaged. Extrinsic rewards are not necessary to motivate students. Teacher clearly shows a caring attitude toward all students.	Teacher helps the group develop shared values and expectations for interactions and academic discussions creating a positive classroom climate of openness, mutual respect, support, and inquiry.
Establishing Expectations for Behavior	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for situations and most students seem to understand them.	Standards of conduct are clear to all students. Teacher reviews and prompts behaviors when appropriate.	Standards of conduct for various situations are clear to students and appear to have been developed or revised with student participation.
Monitoring Student Behavior	Is unaware of what students are doing, and/or student behavior is not monitored.	Generally aware of student behavior but may miss the activities of some students. May neglect to use positive reinforcement.	Is consistently alert to student behavior, uses positive reinforcement and behavior prompts.	Monitoring is subtle and preventive. Students monitor their own and their peers' behavior in appropriate ways.
Response to Student Misbehavior	Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Attempts to respond to misbehavior but with uneven results.	Response to misbehavior is appropriate, successful, and respects the student's dignity.	Response to misbehavior is highly effective and sensitive to students' individual needs. Assists students in making appropriate behavior choices.

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 5B: The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Positive Climate for Intrinsic Motivation	Level _____	Level _____	Level _____	Level _____
Establishing Expectations for Behavior	Level _____	Level _____	Level _____	Level _____
Monitoring Student Behavior	Level _____	Level _____	Level _____	Level _____
Response to Student Misbehavior	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

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

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished*
Oral and Written Language	Speech is inaudible or written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.	Speech and written language are clear and correct. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds.	Speech and written language are clear and correct. Vocabulary is appropriate to students' ages and interests.	Oral and written language are correct and expressive with well chosen vocabulary that enriches the lesson.
Quality of Questions	Questions are usually of poor quality: low level of thinking or one word responses are accepted.	Questions are a combination of low and high quality. Only some invite a thoughtful response. Wait time is inconsistent.	Appropriate variety of questions. Challenges students to justify responses, probing for learner understanding, and helping students articulate ideas. Consistently provides adequate wait time.	Knows how to ask questions and stimulate discussion in different ways for particular purposes. Promotes risk-taking, divergent thinking, and stimulations of curiosity. Students learn to question.
Discussion Techniques with Student Participation	Interaction is predominantly recitation style, with teacher mediating questions and answers. Only a few participate in the discussion.	Makes some attempts to engage students in a true discussion but with only limited success.	True discussion, with teacher stepping aside when appropriate. Teacher insures that all voices are heard in the discussion.	Students assume considerable responsibility for the success of the discussion, initiating topics, and making unsolicited contributions. Students insure that all voices are heard in the discussion.
Use of Media and Technology: felt/magnetic boards, charts, film/overhead projectors, computers (Internet, PowerPoint, Distance Learning, etc.) as available	Limited use of media and/or technology to enhance learning.	Some media and/or technology used, but is inconsistent or of limited quality.	Lessons consistently use media and/or technology to add instructional impact and increase learning.	Takes initiative to integrate new technology formats into curriculum. Quality and depth are consistently strong.

* Descriptions at the distinguished level may not be appropriate for some settings.

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

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Oral and Written Language	Level _____	Level _____	Level _____	Level _____
Quality of Questions	Level _____	Level _____	Level _____	Level _____
Discussion Techniques with Student Participation	Level _____	Level _____	Level _____	Level _____
Use of Media and Technology: felt/magnetic boards, charts, film/overhead projectors, computers (Internet, PowerPoint, Distance Learning, etc.) as available	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 7: The student teacher plans instruction based upon knowledge of the subject matter, students, the community, and curriculum goals.

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished***
Purposeful Learning Activities Based on Essential Skills and District Curriculum	Learning activities are not compatible with school and district curriculum and/or do not follow an organized progression.	Activities may follow an organized progression but are not completely compatible with the required curriculum.	Learning activities are highly relevant to students' needs and match instructional goals. Unit plans are keyed to state/district curriculum.	Learning activities follow a well-organized progression and follow the school/ district curriculum requirements.
Short- and Long-Term Planning (including unit plans)	Thoughtful planning is not evident in lessons. Lesson plans are not prepared in a timely fashion.	Short-term planning is evident and lessons are consistently ready on time. There is minimal evidence of long-term planning or connections to past/future teachings.	Long-term planning with connections to past/future teachings is clearly evident and prepared in advance of teaching. Plans are linked to students' needs and performances.	Responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals. Has a clear understanding of the "big picture" for planning.
Lesson Plans: Monitoring and Adjustment	Adheres rigidly to an instructional plan even when a change will clearly improve the lesson.	Begins to check for understanding within a lesson. Attempts to adjust a lesson but with mixed results.	Routinely checks for understanding within the lesson. Makes minor adjustments to lessons or units and the adjustments occur smoothly.	Makes major adjustment to plans to meet student needs, interest, and motivation.

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 7: The student teacher plans instruction based upon knowledge of the subject matter, students, the community, and curriculum goals.

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Purposeful Learning Activities Based on Essential Skills and District Curriculum	Level _____	Level _____	Level _____	Level _____
Short- and Long-Term Planning (including unit plans)	Level _____	Level _____	Level _____	Level _____
Lesson Plans: Monitoring and Adjustment	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

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

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished*
Variety of Formal/ Informal Assessment Strategies	Uses minimal number of assessments or only commercially prepared tests. Methods of assessments not consistent with instructional goals.	Some instructional goals are assessed but not all. Gathering of assessment data is more frequent and begins to use performance-based measures.	Data on student progress is gathered in multiple ways such as observations, portfolios, teacher-made tests, performance tasks, student self-assessment and standardized tests.	Involves learner in self-assessment activities to foster awareness of their strengths/needs and to set personal goals for learning.
Assessment Data Used in Lesson Planning/ Adjustment	Assessment results affect lesson planning only minimally.	Uses assessment results to plan for the class as a whole.	Assessment results are used to adjust plans for individuals and small groups.	A deliberate attempt is made to assess instructional goals for the sole purpose of determining the next steps in instruction for individuals, small groups, and the whole class.
Evaluates Criteria and Feedback	Criteria for evaluation is not predetermined on paper. Feedback is not provided in a timely manner or is of poor quality.	Feedback to students is timely but may only be minimal (just a score). Learners are not made aware of performance criteria in advance.	Learners are given evaluation criteria in advance (rubrics, point systems, etc.). Feedback includes qualitative comments to highlight strengths or needs.	Learners are involved in setting criteria for evaluation. Feedback is individualized and includes personal goal setting. Descriptive rubrics are created and shared with students.
Recording and Monitoring Assessment Data	Numerous errors in scoring of student work. Assessment records are in disarray or not up-to-date resulting in errors and confusion.	Scoring of papers and written records are adequate but require frequent monitoring to avoid errors.	System for scoring and recording data is fully effective and up-to-date.	System is highly effective and students are involved in collection and summarizing of data.

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

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Variety of Formal/ Informal Assessment Strategies	Level _____	Level _____	Level _____	Level _____
Assessment Data Used in Lesson Planning/ Adjustment	Level _____	Level _____	Level _____	Level _____
Evaluates Criteria and Feedback	Level _____	Level _____	Level _____	Level _____
Recording and Monitoring Assessment Data	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 9: The student teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished*
Reflection on Teaching (written journal and conversations)	Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well.	Generally accurate impression of a lesson's success. Offers vague, general suggestions for improvement or is dependent on supervisors for ideas. Open to suggestions.	Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Is committed to reflection, self-assessment and learning as an ongoing process. Welcomes constructive criticism.	Is able to critically analyze a lesson weighing the relative strength of the weak areas. Offers alternative actions complete with probable successes with different approaches. Actively seeks constructive criticism.
Relationships with Colleagues	Little interaction with colleagues or relationships are negative, self-serving or unprofessional.	Maintains professional cordial relationships with school staff and attends required meetings.	Seeks opportunities to work with colleagues to learn and grow professionally. Is willing to give and receive help.	Routinely shares materials, resources, ideas with colleagues. May volunteer to organize tasks or take the lead with activities within a department/team or at the school level.
Professional Growth (includes student teaching requirements and portfolio)	Makes no effort to share knowledge with others or to assume professional responsibilities (attire, mannerisms, communications). Does not complete student teaching requirements.	Participates in professional activities that are provided. Conducts him/herself in a professional student teacher manner most of the time. Some student teaching requirements are not completed appropriately.	Consistently demonstrates professionalism in appearance/manners. Actively seeks out professional literature, colleagues, conferences, mentors, etc. to grow professionally. Student teaching requirements are completed with quality and depth.	Demonstrates levels of leadership on a team or with the faculty. May include: sharing new knowledge/ skills, conducting/sharing action research in the classroom, making presentations to faculty, fully coordinating events such as study trips, teaching after school enrichment classes.

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 9: The student teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Reflection on Teaching (written journal and conversations)	Level _____	Level _____	Level _____	Level _____
Relationships with Colleagues	Level _____	Level _____	Level _____	Level _____
Professional Growth (includes student teaching requirements and portfolio)	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

Principle 10: The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished*
Participation in School/District Events and Projects	Avoids becoming involved in school/district projects and events.	Participates in school/ district events when specifically asked.	Volunteers to participate in more than one activity and makes substantial contributions. Participates as much as possible as a full staff member.	Frequently seeks opportunities to volunteer for activities outside of own classroom or creates activities such as enrichment/remedial classes for students outside of regular school day. Values his/her role in making the entire school a productive learning environment.
Sensitivity to Student Needs and Awareness of Community Resources	Does not readily observe or identify clues to student distress, special needs, etc. Does not honor confidential information about students.	Identifies special needs of some students (vision, hearing, counseling, medical intervention, etc.) but does communicate concerns with classroom teacher. Respects the privacy of students and confidentiality of information.	Is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulty. Takes steps to stop discrimination or harassment among students.	Is persistent in seeking to end discriminatory activity or harassment among students. Also, teams with the classroom teacher to obtain support services.
Respectful and Productive Communication with Families	Provides minimal information to parents or is insensitive to parent concerns about students. Does not make an effort to get involved with parents.	Adheres to the existing formats for communications with parents. Needs to be reminded to communicate with individual student's parents.	Teams with the teacher to communicate with parents about their child's progress (both positive and negative) on a regular basis and openly welcomes parents to the classroom. Responses to parent concerns are handled with great sensitivity.	Demonstrates initiative in creating new avenues for connections/communications with families. This may include: family learning projects, a new or different type of class newsletter, utilizing parents in class projects.

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Principle 10: The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished*

Rationale & Support				
Element	**Week #**	**Week #**	**Week #**	**Week #**
Participation in School/District Events and Projects	Level _____	Level _____	Level _____	Level _____
Sensitivity to Student Needs and Awareness of Community Resources	Level _____	Level _____	Level _____	Level _____
Respectful and Productive Communication with Families	Level _____	Level _____	Level _____	Level _____

* Descriptions at the distinguished level may not be appropriate for some settings.

Appendix

Weekly Goals for Personal Growth

Reflective Analysis of Portfolio Artifact

Videotape Analysis and Reflection

Summative Student Teaching Profile

Weekly Goals for Personal Growth

INTASC #	**Short-Term Goals** (Be specific)	**Week of** _____

Cut on this line ----------

Weekly Goals for Personal Growth

INTASC #	**Short-Term Goals** (Be specific)	**Week of** _____

Reflective Analysis of Portfolio Artifact

INTASC #_____

- Brief Description of Evidence:

- Analysis of What I Learned:

- How This Artifact Demonstrates my Competence on the INTASC Principle:

Videotape Analysis and Reflection

Directions: Videotape a 30-45 minute segment of teaching. Include transitions into and following the lesson. View the tape twice before completing this analysis.

Name _____ Recording Date _____

Topic of Lesson _____

What INTASC principles did you plan to demonstrate with this video? (Principle # and Element #)

Describe the degree to which you accomplished your goal:

Self-Analysis of My Teaching

What are some of your personal idiosyncrasies? What can you do about them?

What happens to your voice in different situations?

What did you do to set the mood or climate for learning? Would you do anything differently?

Analyze your questions. What do you notice in terms of quality, levels, wait time, your response to students?

How well did you involve *all* students in responding and participating? Equity issues?

With what progress are you the most pleased?

What areas do you believe you still need improvement?

(If this is not the first video) Describe the differences you are seeing in yourself as a teacher.

* Adapted from: S. V. Drake, "Teacher Self-Evaluation Report," unpublished instrument, BSU.

Summative Student Teaching Profile

College or University _____

Student _____ Social Security #_____ Semester _____

School System _____ Grade or Subject Taught _____

Name of School _____ School Telephone ( ) _____

Length of Experience: (number of weeks) _____

Demographics of the school and its community:

Description of classes taught and general classroom environment:

This Student Teaching Profile may contain a narrative from the following supervisors:

University Supervisor _____

Classroom Supervisor _____

Classroom Supervisor _____

(2nd Classroom Supervisor, if applicable)

Student teachers must demonstrate competence on the INTASC (Interstate New Teacher Assessment and Support Consortium) standards to be eligible for teacher certification. The standards describe what every beginning education professional should know and be able to do. Student teachers have attained levels of competence based on performance standards in each area. **Levels of performance are defined as follows:**

Distinguished The student teacher has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. *The student teacher has the potential to be an outstanding first-year teacher.*

Note: Student teachers in special education settings can achieve the distinguished level of performance when they demonstrate exemplary practices.

Proficient The student teacher clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. *He/She demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.*

Basic The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area. *The student teacher will need significant guidance and ongoing skill development in order to be successful in the classroom.*

Unsatisfactory The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the elements is required to enable growth in this area. *Teacher certification will not be granted at this level.*

Student teachers performing at the **Proficient** or **Distinguished** levels should be considered STRONG CANDIDATES for teaching positions!

Number of Weeks Student Teaching	The Expected Range:			
☐ 6-8 weeks	Unsatisfactory	Basic	Proficient	Distinguished
☐ 10-16 weeks	Unsatisfactory	Basic	Proficient	Distinguished

Interstate New Teacher Assessment and Support Consortium (INTASC)

The Principles

Competency Level Attained

1. **Understands Content**
   The student teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. _____

2. **Understands Development**
   The student teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. _____

3. **Understands Difference**
   The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. _____

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

5. **Manages and Motivates**
   The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom. _____

6. **Communicates**
   The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. _____

7. **Plans and Integrates**
   The student teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals. _____

8. **Evaluates**
   The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. _____

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

10. **Participates in the Professional Community**
    The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. _____

Date _____ Print Name _____ Initial _____
Student Teacher *Supervisor*

Signature _____ _____
Student Teacher *2nd Supervisor, if applicable*

Supportive Documentation

Student Teacher _____

Narrative written by: Classroom Supervisor(s)

_____

Signature of Classroom Supervisor Date

_____

Signature of 2nd Classroom Supervisor *(if applicable)* Date

I have read this Supportive Documentation Narrative. I do _____ I do not _____ want this documentation in my placement file.

_____

Signature of Student Teacher Date

Supportive Documentation

Student Teacher _____

Narrative written by: University Supervisor

_____

Signature of University Supervisor Date

I have read this Supportive Documentation Narrative. I do _____ I do not _____ want this documentation in my placement file.

_____

Signature of Student Teacher Date

BALL STATE UNIVERSITY.

Developed by:

Ball State University, founded in 1918, is a state-supported school located in Muncie, which is 55 miles northeast of Indianapolis, Indiana. There are about 18,000 graduate and undergraduate students enrolled. Out-of-state students make up 10 percent of the total enrollment and international students 1 percent. The 955-acre residential campus includes 63 major buildings and a physical plant valued at nearly $710 million.

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Implementation Guide

for

Evaluation of Student Teachers

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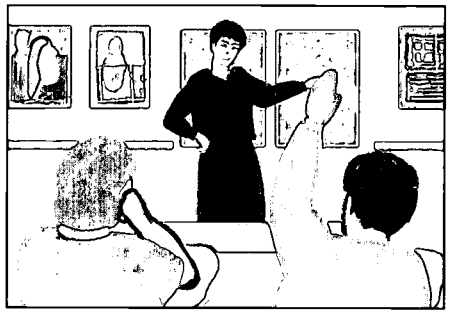


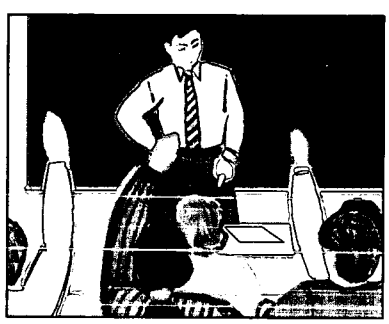
Implementation Guide

for the

Evaluation of Student Teachers

presented by

Phi Delta Kappa International
& Ball State University
Teachers College



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The ***Implementation Guide*** is designed to facilitate the use of:

The ***Evaluation of Student Teachers Guidebook***

The ***Student Teacher's Portfolio Handbook***

Published and distributed by

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Implementation Guide
for the Evaluation of Student Teachers

This Implementation Guide is designed to support the development of a performance-based evaluation process for students and is intended to be a companion to the *Evaluation of Student Teachers Guidebook* (Evaluation Guide) and the *Student Teacher's Portfolio Handbook* (Portfolio Handbook). It will provide a background for the development of the rubrics and details to help plan staff development both at the university level and with classroom teachers. The staff at the Office of Educational Field Experiences at Ball State University is pleased to provide this supportive document to those involved in the task of training tomorrow's educators.

Ball State University and Teachers College

Ball State University (BSU) is a comprehensive, publicly assisted institution of higher education in Muncie, Indiana, a city of approximately 78,000 people located 56 miles northeast of Indianapolis. About 18,500 undergraduate and graduate students are enrolled and about 830 full-time faculty are employed in seven colleges.

Teachers College is committed to demonstrating excellence in P-12 education as well as preparing outstanding professional educators and human service providers, supporting their induction and continuing education, promoting research and development in their fields, and influencing policy to enhance their efforts.

Teachers College programs are designed to produce professional educators and human service providers who

- understand the content of their disciplines,
- understand the development of learners,
- understand differences among diverse learners,
- manage and motivate learners effectively,
- design effective learning strategies,
- communicate effectively,
- plan and integrate subject matter effectively,
- evaluate learner development effectively,
- engage in professional reflection and growth,
- participate in the life of their professional community.

As of Fall 2000, total Teachers College enrollment (undergraduate and graduate) equals 4270 students. Undergraduate programs include 1752 students in elementary education, 1281 students in secondary education, and 231 students in special education. Additional undergraduates include 72 students in vocational education as well as 121 students in the dual elementary/special education program. Total undergraduate majors in Teachers College equals 3457 students.

Why Performance-Based Assessment?

The Indiana Professional Standards Board has adopted the Interstate New Teacher Assessment Support Consortium (INTASC) principles and has also mandated that all beginning teachers be evaluated on these principles. Therefore the BSU student teaching evaluation instrument was based on the INTASC principles.

An important characteristic of the INTASC principles is that they are performance-based in describing what teachers should know and be able to do in the classroom. This is in contrast to the previous requirements for licensing which involved a listing of required courses. This approach is in line with licensing procedures in other professions. The National Council for the Accreditation of Teacher Education's (NCATE) Standard II: *Ensuring the Competence of Candidates clearly states that the school of education is expected to assess a candidate's competence before the completion of the program and/or recommendation for licensure, and further, that this assessment should include actual performance.*

Unit Assessment System and Conceptual Framework for Teacher Education

As mandated by the Indiana Professional Standards Board, all teacher-training institutions in Indiana are required to have a Unit Assessment System. BSU has developed a Unit Assessment System to evaluate students throughout their teacher preparation program. In order to better understand progress on this document, the following background is provided. Teacher education at Ball State is centered in the Teachers College, which is the professional teacher education school on campus and the recognized NCATE unit. The dean of Teachers College is the recognized head of teacher education. However, it must be emphasized that teacher education programs involve departments and faculty in five other colleges in the university.

The BSU Unit Assessment System (BSU-UAS) encompasses a coherent, sequential, evaluation system for individual candidates, which includes performance assessments. The BSU-UAS recommends that a range of both formative and summative assessments be collected at pre-determined decision points throughout the undergraduate program.

In 1998, BSU adopted a new conceptual framework for professional education. The concept provides for the development and evaluation of all professional education programs. Also, the concept recognizes three broadly defined essential characteristics of the professional educator:

Believing – the possession by the educator of a wide base of knowledge, understanding, and carefully developed beliefs
Behaving – the possession by the educator of a wide array of pedagogical performance skills
Becoming – the dedication of the educator to lifelong learning and professional excellence

INTASC principles are incorporated into the conceptual framework explicitly as they appear in a circular band of expressions of professional educator behavior.

How the Evaluation Guide Was Developed

Four years ago, an interdisciplinary faculty- and community-based team was identified as the "evaluation team." The director of the Office of Educational Field Experiences was a member of the team as well as a teacher and principal from the field. A retired businessperson was the stakeholder from the community. At the time the team was convened, the chair of the Indiana Professional Standards Board was a "visiting professor" at BSU. He also served on the evaluation team. With the support and a charge from the dean of Teachers College, the team undertook the challenge of designing a performance-based evaluation instrument based on the INTASC principles.

The work evolved over a two-year period with review of the literature, dialogue, reflection, writing and rewriting. Team members attended numerous work sessions and reviewed various documents regarding the INTASC principles to gain a better understanding of the work to be done. A copy of Charlotte Danielson's (1996) *Enhancing Professional Practice: A Framework for Teaching* was purchased for each member of the team. After reviewing her work, the team decided that Danielson's work would offer the research base and framework for the BSU's evaluation instrument. The team selected what was felt to be the most important elements of teaching under each of the INTASC principles. Team members worked in small groups to write rubric descriptions for each of the elements. The defined levels of performance are, with permission, adapted from Charlotte Danielson's book.

A full two-year pilot study was helpful in finalizing the student teaching evaluation instrument. Feedback from public school administrators, teachers and BSU student teachers was helpful as numerous rewrites occurred. The evaluation team views the instrument as a "living document." It is the belief of the team that the instrument will continue to be reviewed and revised as the student/mentor teams use it.

Analysis of instrument reliability is proceeding along three tracts:

1. Throughout the semester, cooperating teachers and selected university supervisors will simultaneously perform classroom observations and provide formative evaluations based on multiple performance assessments.
2. Throughout the semester, cooperating teachers and professional development school liaisons will simultaneously perform formative evaluations based on multiple performance assessments.
3. Initiation of a database incorporating teacher/university supervisor ratings of performance assessment levels of each INTASC principle from the summative evaluation.

This data will be analyzed by a team from the Department of Educational Psychology.

INTASC Standards

The standards include levels for knowledge, disposition, and performance. In developing this instrument, the areas of knowledge and performance were the easiest to define and measure clearly. A student teacher's disposition, attitude or beliefs should be evident in his or her actions. Thus, the rubrics are heavily weighted toward classroom performance and planning. Rubrics to measure "disposition" were not created.

Evaluation Using a Rubric Format

Most evaluation instruments being used in teacher education programs have used a numerical scale with a list of appropriate teacher behaviors. This type of evaluation is quite subjective and leaves much room for interpretation of items.

A rubric evaluation eliminates subjectivity and provides a clear description of the behavior to be assessed. Every attempt was made with this document to be clear and concise in describing behaviors. Teachers and students in the pilot study provided significant guidance in fine-tuning the rubrics.

Generic Instrument: Early Childhood Through High School and Special Education

During the writing phase and the two-year pilot study, the evaluation team spent a great deal of time discussing the merits of a generic, all-inclusive instrument versus adaptations for various populations (special education, the arts, early childhood, etc.). Consultations with individuals from the Indiana State Department of Education and BSU's administrative staff took place. The Indiana Professional Standards Board makes it clear that the INTASC standards represent good teaching techniques for ALL levels and disciplines. The standards serve as an "umbrella" over other standards such as content and developmental levels.

A decision was made to use the guide with ***all*** students in teacher education. However, each classroom setting is unique and not every rubric will apply. Teachers and students are encouraged to make adaptations and substitutions as long as the integrity of the levels of competence (*Unsatisfactory* through *Distinguished*) is maintained. For example, several of the descriptors at the Distinguished level would not occur in a special education or early childhood setting. Therefore, classroom teachers should work with student teachers to determine what behaviors might be considered distinguished with that particular standard.

Secondary Education: All student teachers in secondary education are required to obtain copies of the state standards specific to their discipline. INTASC Standard #1 measures a student's understanding of content. These discipline-specific state standards must be used in tandem with the evaluation guide to assess a student's understanding and teaching of content.

Levels of Student Development *(Unsatisfactory, Basic, Proficient, Distinguished)*

Charlotte Danielson's (1996) book *Enhancing Professional Practice: A Framework for Teaching* provided significant guidance for us in determining the levels of performance. A decision was made to use the same descriptors suggested in the text. The definitions have been modified only slightly. Danielson's work in this field is appreciated and her contributions to these efforts are fully recognized.

There was considerable concern during the pilot phase about the term "unsatisfactory." Teachers felt it was too "harsh" or "not encouraging enough." The phrase "needs improvement" was often suggested. After re-reading the rubrics at that level, it was determined that the suggested terms would be unacceptable by our standards and that the term unsatisfactory would not be changed. Students may start out at this level simply due to lack of experience and/or modeling. With time and practice, the majority of students move steadily up the scale of performance. Any student who remains at a level of Unsatisfactory on any of the INTASC standards will not be certified to teach by BSU.

The rubrics at the level of Distinguished were also somewhat difficult to write. It was important to create an opportunity for outstanding students to be recognized for their efforts. Students at this level distinguish themselves from everyone else. This level is reserved for exemplary achievement. Throughout the documentation, it has been made clear that students are expected to achieve within the range from Basic to Distinguished and to be ready to assume responsibility for their own classroom.

Key Terminology Used in the Teacher Education Program at BSU

Each university has titles and terms unique to their setting. The following are definitions of terms used in the teacher education program at BSU.

University Supervisor: This person is assigned to supervise student teachers in the field by visiting students every other week and conducting seminars. Supervisors include faculty from Teachers College or specific discipline areas as well as part-time faculty.

Classroom Supervisor: This person is the mentor teacher who has accepted a student teacher into his or her classroom.

Developmental Portfolio: This is the portfolio a student develops and maintains through student teaching. It is a collection of artifacts demonstrating competence on the INTASC standards. A more detailed description can be found in the Portfolio Handbook.

Showcase Portfolio: This is the final portfolio prepared by the student with the very best artifacts illustrating his or her competence. The student will conduct an oral presentation of the Showcase Portfolio near the end of his or her student teaching assignment. Further details can be found in the Portfolio Handbook.

Benchmark Conference: A conference held at 3-4 week intervals (more frequently in shorter placements) between the classroom supervisor and the student teacher. The purpose of the conference is to discuss the rubric evaluation and the progress being made by the student teacher. Further details can be found in the Evaluation Guide.

Why BSU Has Been Successful

We feel the success in launching this evaluation process is due to several factors:

- Strong support from the dean of Teachers College.
- A full two-year pilot study with nearly 300 teachers and students.
  Each teacher and student in this study received individual training and significant support from the university supervisor. Many students also agreed to be videotaped during their Showcase Portfolio presentations. These videos are now used at seminars with students.
- Gathering of feedback from the pilot group leading to subsequent revisions. Rubrics were reworded or clarified. The "how-to" portion of the Evaluation Guide was also rewritten to be more "user friendly."
- In-service training was provided for classroom and university supervisors prior to receiving the student teachers.
- Training was also provided for university faculty members. They now use the INTASC standards to review and evaluate course content and requirements throughout the undergraduate program.

This Instrument Works Well in BSU's Setting Because . . .

Students at BSU participate in a variety of field experiences leading to the capstone experience of student teaching. The student teaching experience occurs during the last year of teacher preparation. Most students teach for 16 weeks either full time in one setting or in a split between two settings (e.g., kindergarten and elementary certification).

Possible Modifications for Other Programs

Universities have various configurations for field experiences and student teaching. This instrument could be used over a longer period of time. It could also be adapted for students at the early developmental stages of becoming a teacher. Also, modifications could be made to the requirements for the portfolio piece or the format of the Showcase Presentation.

Components That Should Not Be Changed:

- Frequency of benchmark conferences.
- Both teachers and students completing the evaluation prior to a conference.
- The Development Portfolio as a tandem piece with Evaluation Guide.
- The four levels of performance.

Lessons Learned About Training Faculty and Field Supervisors

Clearly, faculty needed to receive extensive training in order to work with the classroom teachers and students. They were unfamiliar with the INTASC standards and the use of rubrics at many levels. Time available for training was limited. Fortunately, grant monies were available to pay a stipend for a half day of training for full-time faculty. Field supervisors (those who do not teach on campus) were provided with a full day of training and paid a stipend. It was important for faculty to hear from students and teachers who had used the Evaluation Guide. This was done through panels or videotapes.

What Was Learned About Training Teachers in the Field

Teachers were trained using several models:

1. *Small Groups:* A university supervisor trains the teachers of his or her students at an evening seminar in a central location. This works best when student teaching locations are somewhat clustered. A two-hour block of time is best.
2. *Individual Training*: The teacher receives all materials in advance. The university supervisor later meets with the teacher and student to provide clarification and support. A 45-minute block of time is best.
3. *Large Group Seminars:* Our student teachers often return to their homes to live with parents during student teaching. Thus, students are located throughout the state. Five different opportunities for teachers to attend a full-day seminar on the new evaluation process were provided. Four dates were held in August at various sites around the state. A final training was held on campus in November. All teachers who would have a student teacher during fall or spring semester were invited. Out of approximately 800 potential supervisors, 335 were trained. Teachers were paid a stipend and mileage. Lunch was provided. Again, the teacher panels and video-tapes were used to support the presentation. Overwhelmingly positive feedback was received from teachers attending these seminars.

Preparations for Teacher Trainings

A letter of invitation was mailed to all classroom supervisors who were assigned a student teacher during fall or spring semester. Invitations were mailed six weeks prior to the trainings. Letters were sent acknowledging receipt of the registration.

Other tasks necessary:

- Secure several sites for training (preferably school sites – free of charge).
- Make arrangements for lunch, refreshments, and drinks.
- Arrange for audio-visual equipment (overhead, screen, VCR/TV).
- Prepare materials for participants:
  - University "goodies" as tokens of appreciation (pens, folders, a computer screen saver, etc.);
  - university lapel pins – given as a symbol of our partnership with the participants;
  - the Evaluation Guide;
  - the Portfolio Handbook; and
  - pocket folders containing
    - ~ agenda,
    - ~ sample observation forms,
    - ~ university policy for termination of student teachers,
    - ~ comment sheet from teachers in the pilot study, and
    - ~ evaluation of the training.

Suggested Outline for a Full-Day Seminar with Classroom Teachers

- Registration, Refreshments, Welcome (preferably from the dean)
- Welcome to our team! (You may wish to give out university pins, folders, pens.)
- Overview of the agenda
- Partnerships, value of teacher's skill and collaboration, teaming, advantages of having a student teacher!
- Get acquainted activity (3 minutes)
- Performance-based assessment: definition, rationale, benefits, comparisons to previous ways of evaluating students
- Overview of the Evaluation Guide; Believing-Behaving-Becoming logo, overview of undergraduate program, INTASC principles
- Exploring the rubrics: value of rubrics, page layout, definitions of levels, review INTASC #4 rubrics together
- Comments from teachers: What are the benefits of this type of evaluation? (Do as a small group activity first, and then share in large group.)

Break

- Observing a single lesson, transferring information to the rubrics
- Panel of teachers and students who have used the process

Lunch

- How to use the rubric: benchmark conferences, keeping notes, discussions and goal setting with students (use samples of rubric comment pages)
- Small group activity: present 3-4 potential scenarios of a student teacher, group identifies which INTASC standards apply and the appropriate level for the student

Break

- The Developmental Portfolio
- The Showcase Portfolio
- The Summative Evaluation: determining final levels with the university supervisor, writing the narrative
- Questions and Answers
- A Great Send Off!

What Was Learned About Introducing Students to the INTASC Standards

At this time, most students are introduced to the INTASC standards during orientation to student teaching. It is anticipated that students will soon be given copies of the standards as they enter the teacher education program. Many professors have included the standards as part of their course syllabi and requirements.

The introduction of the INTASC standards and the Evaluation Guide at student teaching orientation, can be overwhelming for students. Therefore, university supervisors devote much time to discussing the standards and rubrics through seminars and individual consultation.

Providing Ongoing Support for University Supervisors

Supervisors who are using this evaluation process for the first time must understand and be able to explain it well to classroom supervisors. It was discovered that the level of support and enthusiasm from the supervisor had a direct impact on reactions from classroom teachers. Red flags and questions begin to surface within a few weeks. Several committee members have served as mentors to others. Regular meetings for supervisors are essential to allow for questions, discussion, and problem solving. Videos of sample Showcase Presentations were also shown to supervisors.

Supporting Classroom Teachers During Site Visits

Supervisors should ask to see the Evaluation Guide from both the teacher and the student teacher. Review the remarks and levels given. Do the levels appear to be accurate? Is the student teacher's self-assessment similar to that of the teacher? Most supervisors keep a record of the levels at each benchmark conference.

Possible Problems and Suggestions

Problem: The classroom teacher has "overrated" the student teacher—perhaps even giving levels of Distinguished at the first benchmark conference.

Suggestion: Share your concerns about the high marks this early in the experience. Read the specific rubrics with the teacher. Ask him or her to give you examples of the student teacher's performance at this level. Often the examples they give are not significantly distinguished. Suggest that the activity they are describing is probably closer to the Basic or Proficient level. Remind teachers that Distinguished is reserved for students of distinction—students who go above and beyond requirements.

Problem: The classroom teacher has indicated levels but has no supporting remarks on the evaluation form.

Suggestion: The university supervisor may write supporting documentation from an observation during a visit. This may serve as a model and stimulus for the teacher. Discuss with the teacher the importance of giving examples of evidence. The written remarks will also be helpful as the teacher prepares the final narrative.

Problem: The student teacher's self-assessment levels are significantly higher or lower than those of the classroom teacher.

Suggestion: This often occurs due to different interpretations of the rubrics. Ask each party whether the differences were discussed and resolved at the benchmark conference. If not, work with each team member to be sure they understand the rubric and the definitions of each level.

Problem: The classroom teacher complains that the activities stated in the rubrics cannot be accomplished in this classroom or that he/she does not even work at that level.

Suggestion: Sometimes it helps for the university supervisor to give examples of how other student teachers have managed to achieve the Distinguished level under similar circumstances. For example, encourage the teacher and the student teacher to team together in trying some new techniques with students. This teaming then becomes a process of simultaneous renewal for all! Always encourage the student teacher to strive for achievement at the highest level, even if the classroom teacher does not model the behavior.

Professional Development for Your University Staff

Training in the process and use of this performance-based evaluation instrument is helpful. Our success is based on a well-thought-out training process and timeline for implementation. Phi Delta Kappa is prepared to assist your staff and faculty with training.

Potential participants in the initial training are

- teachers college administrators and faculty,
- field supervisors,
- representative classroom teachers and students.

Contact: Center of Professional Development and Services
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Suggestions for Implementing This Evaluation Process

- Study the INTASC standards and the Evaluation Guide.
- Make a decision on whether to begin with a pilot group.
- Schedule professional development through Phi Delta Kappa.
- Begin pilot study or full use of program – and monitor progress.

Final Notes

The development and implementation of this performance-based evaluation process has been an intensive labor of love for all involved. We are grateful to all who participated in the pilot study and the developmental stages.

It is with pleasure that we introduce you to the Evaluation Guide. We look forward to supporting you in your efforts to implement performance-based assessment with your teacher education candidates!

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