



UNIVERSITY of
LOUISIANA
L A F A Y E T T E®

**College of Education
& Human Development**

CLINICAL EXPERIENCE HANDBOOK:

**A Handbook for Residents, Mentor Teachers,
School Administrators, and University Supervisors**



2023 – 2024

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NOTE: All Portal IV Assessments (artifact description and rubric) are found in this section

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NOTE: All required forms and Teacher Competencies are found in this section

CLINICAL EXPERIENCE HANDBOOK: PART I

Welcome

The College of Education and Human Development and the Office of Teacher Clinical Experiences welcomes you to your yearlong residency. Congratulations for choosing such a noble and rewarding profession! Teaching is more than a job; it is a way of life for those who choose it. Begin to prepare yourself now. Utilize this time to learn all you can from your mentor. Skilled teachers have a rich repertoire of effective instructional strategies. Remember that you are part of a community of people dedicated to helping children learn. Make the most of your residency as you learn and grow professionally by engaging with your mentor teacher in every aspect of the profession.

Residency I:

All first semester seniors must complete an application for Residency I and register for the EDCI course that corresponds to your major. In keeping with the guidelines from the state, residents remain at the same school and with the same mentor teacher during the final year at the university. The candidates participating in Residency I will be required to spend a minimum of 40% of the school's instructional week with the mentor teacher during the first semester (Residency I: equates to 12 hours per week completed in no less than two visits per week and no less than two hours per visit starting on the first day of the district's calendar each semester.) Residency I will end on the last day of the district's calendar. Each Residency I intern will be monitored by their UL instructor whose class they are enrolled in (EDCI 472, 473, 474, 475, 480, 483, or 484).

Residency I interns, USE this handbook, refer to it often and make sure that your mentor teacher and your principal are apprised of the information provided herein. The only required Watermark artifacts during Residency I are one Individual Lesson Evaluation Report, the Mid-term Evaluation, Hours Documentation Log and Disposition Survey. The first part of this handbook provides basic information and expectations for residents, mentor teachers, and principals.

Residency II:

This is the second semester of the senior year. It will begin on the same day the district begins its semester and residents spend 100% of the school day with the mentor teacher. Residency II will end on the last day of final exams at UL. Each Residency II intern will be assigned a University Supervisor who will monitor and evaluate progress throughout the semester. Part II of this handbook will guide you through all requirements during this semester; every Watermark Student Learning and Licensure (formerly Via) artifact is defined and the rubrics for each are included. Refer to the handbook often! Due dates for each artifact will be set by your University Supervisor.

Mentor Teachers, Administrators, and University Supervisors:

We appreciate the opportunity you are providing for residents in the field as they seek to connect theory with practice. The goal of this experience is for residents to engage with an experienced teacher and learn highly effective teacher behaviors. Your assistance in this endeavor will be a great service to your resident and ultimately to the profession as we work together to prepare excellent teachers. Thank you for investing your time and sharing your expertise to help our future teachers. Your input, guidance, and assistance in this process are crucial to its success. Cooperation among all parties will ensure a viable program that provides the best opportunities, experiences, and learning environments for assisting teacher candidates to become competent professionals.

We hope this handbook is a helpful resource for you. It contains many useful ideas and important documents. If there is anything this office can do to assist you, please do not hesitate to contact us. We look forward to working with you!

Marlene C. Beard, Interim Director
Office of Teacher Clinical Experiences

This handbook was created as a guide to a successful clinical experience for residents, mentor teachers, administrators, and university supervisors at UL Lafayette. Throughout this handbook, the following terms will be utilized with the following contexts applied:

Resident/Intern refers to an undergraduate candidate who has successfully completed all requirements and is engaged in the yearlong residency clinical experiences.

- **Residency I intern** is a candidate in his/her first semester of the senior year starting the yearlong residency completing 40% of the public school's instructional week working with a mentor.
- **Residency II intern** is a candidate in his/her second semester of the senior year completing the yearlong residency spending 100% of the public school's instructional week working with a mentor.

Post Baccalaureate Candidate (PBC) refers to a candidate who has completed a Bachelor of Art or Bachelor of Science degree in another field of study.

- **Alternative Certification candidate** has completed a degree of study in a field other than education and is seeking to be certified in an education focus area such as Early Childhood, Elementary, Middle School, or Secondary.
- **MAT candidate** is seeking a Master's degree in Education.
- Alternative Certification or MAT candidates have the option of completing a yearlong residency assigned to a mentor teacher or as the teacher of record (hired by a school district). If the candidate is a teacher of record, the principal will assign a mentor teacher to work with the PBC.

Mentor Teacher refers to the school-based clinical educator who has met the State, District, and College of Education and Human Development's criteria and is responsible for mentoring and modeling best practices for the resident throughout the clinical experience.

University Supervisor refers to the person who represents the College of Education and Human Development and the Office of Teacher Clinical Experiences and serves as the liaison between the college and the assigned school for the resident.

Clinical Experience refers to specified activities focusing on application of skills and/or knowledge to be completed in an approved school.

Students refer to the children enrolled in the school system in which the resident completes clinical experiences.

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

– Benjamin Franklin



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Mission Statements



Mission of the College of Education and Human Development

The teacher education programs at the University of Louisiana at Lafayette are informed by diverse worldviews to serve the holistic needs of students in local, state, national, and global educational contexts. Our mission is to empower current and future educators to be innovative, socially just, responsive professionals who contribute to and advocate for a more inclusive and equitable society for all.

College Of Education & Human Development Teacher Prep Mission Statement

The teacher education programs at the University of Louisiana at Lafayette are informed by diverse worldviews to serve the holistic needs of students in local, state, national, and global educational contexts. Our mission is to empower current and future educators to be innovative, socially just, responsive professionals who contribute to and advocate for a more inclusive and equitable society for all.

Mission of the Office of Teacher Clinical Experiences

The mission of the Office of Teacher Clinical Experiences is to:

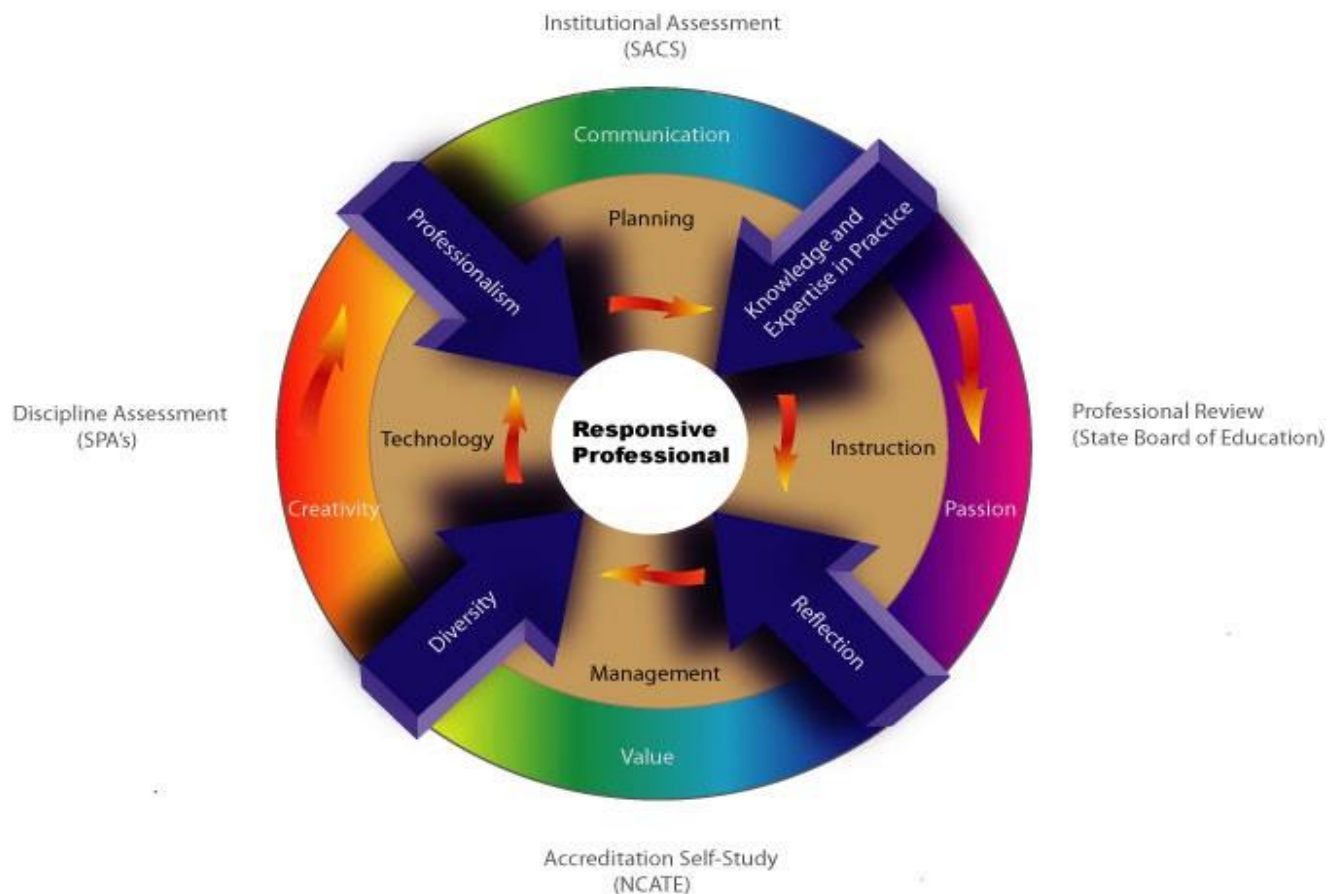
- 1) prepare and assist undergraduate students in becoming effective teachers through nurturing and placement in the best possible field learning sites; and
- 2) assist post-baccalaureate students who are seeking certification; and
- 3) facilitate open, effective communication among this office and all three departments in the College of Education and Human Development as well as among the numerous mentors and administrators in the seven parishes this office supports and serves.

“Your attitude, not your aptitude, will determine your altitude.”
Zig Ziglar

The Responsive Professional:

Conceptual Framework

Knowledge and Expertise in Practice



The Conceptual Framework of the UL Lafayette College of Education and Human Development is designed to expand upon the institution's commitment to be a responsive university. The College strives for excellence in the production of Responsive Professionals—individuals who serve the community with professionalism and leadership in education and allied fields. The College of Education and Human Development's Conceptual Framework forms a foundation for innovative, interdisciplinary, and research-based curricula dedicated to the development of reflective practitioners who demonstrate expertise in knowledge and practice. Through these programs, the College fosters collaboration, advocacy, respect for diversity, and commitment to on-going professional growth.

Objectives and Expected Candidate Performance
stemming from our Conceptual Framework include the
following:

KNOWLEDGE AND PRACTICE

The responsive professional demonstrates knowledge of content disciplines and engages in effective pedagogical practices.

REFLECTION

The responsive professional actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making.

PROFESSIONALISM

The responsive professional actively seeks opportunities to grow professionally and generates plans for increasing knowledge of his/her field.

DIVERSITY

The responsive professional articulates an understanding that beliefs, traditions, and values across and within cultures can affect both learning and relationships with learners, their families and the community.

COLLABORATION

The responsive professional recognizes the complex needs of learners and the necessity to collaborate to meet their needs.

ADVOCACY

The responsive professional demonstrates knowledge, reflection, appreciation of and sensitivity to the interdependent nature of education and professional communities.

SERVICE

The responsive professional fuses knowledge, reflection, advocacy, leadership, and collaboration through service.

LEADERSHIP

The responsive professional demonstrates effective interpersonal communication and decision-making skills in leadership roles.

CONCEPTUAL FRAMEWORK UNIT OUTCOMES

CANDIDATE PROFICIENCIES

Knowledge and Expertise in Practice — The *Responsive Professional* demonstrates knowledge of content disciplines and engages in effective pedagogical practice. The candidate:

- CF-K1 Knows, understands, and applies multiple theoretical perspectives about human development and learning.
- CF-K2 Demonstrates knowledge of content discipline and related standards.
- CF-K3 Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.
- CF-K4 Plans and implements effective standards-based learning experiences.
- CF-K5 Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.
- CF-K6 Demonstrates effective management skills.
- CF-K7 Uses and integrates technology as appropriate.
- CF-K8 Models and utilizes effective planning that incorporates higher order thinking.
- CF-K9 Identifies and articulates relevant education policies and laws.

Reflection — The *Responsive Professional* actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making. The candidate:

- CF-R1 Reviews systematically one's own educational practice and learns from experience.
- CF-R2 Uses assessment and evaluation to inform instruction.
- CF-R3 Searches persistently for information and solutions to problems.

Diversity — The *Responsive Professional* articulates an understanding that beliefs, traditions, and values across and within cultures affect both learning and relationships with learners, families, and the community. The candidate:

- CF-D1 Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.
- CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices.
- CF-D3 Engages and involves students in relevant and challenging learning experiences.
- CF-D4 Exhibits respect for all types of diversity.
- CF-D5 Is informed about and responsive to cultural differences.

Professionalism — The *Responsive Professional* actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills. The candidate:

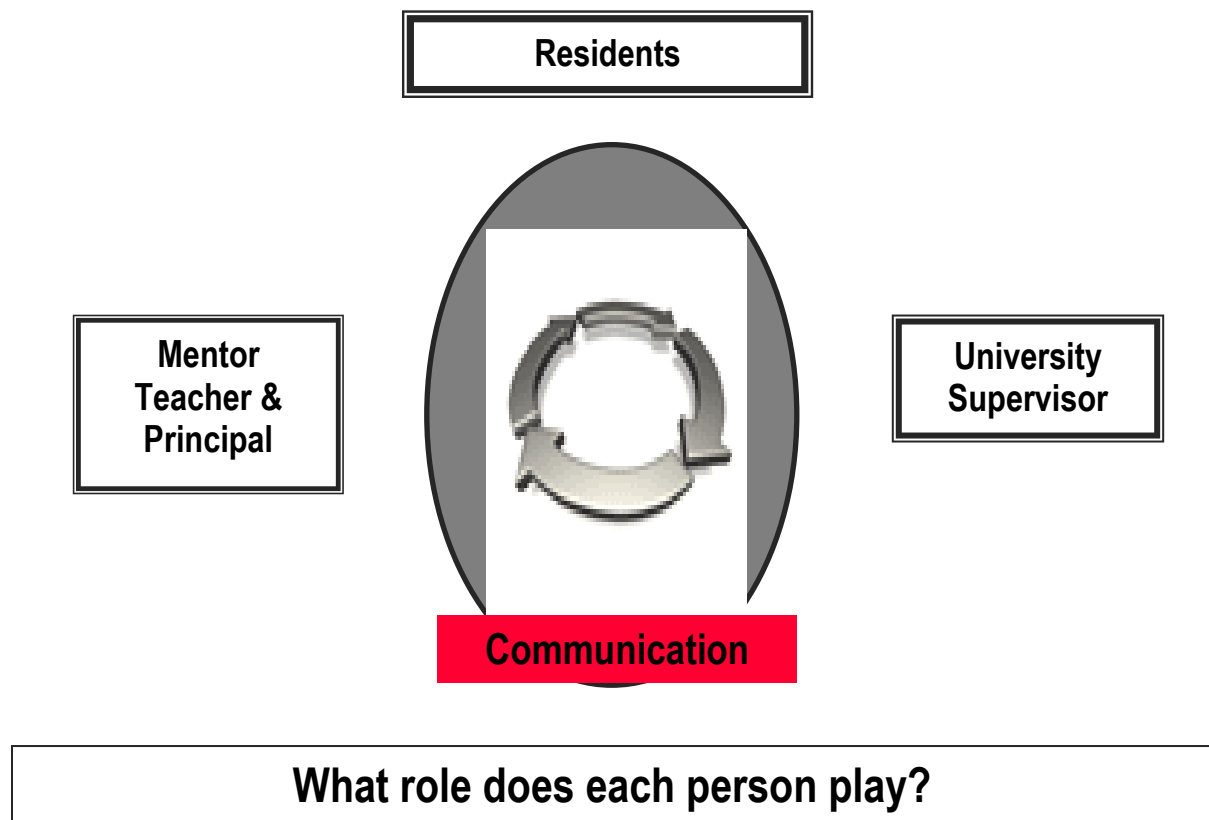
- CF-P1 Collaborates effectively with students, parents, and colleagues.
- CF-P2 Models appropriate behaviors and attitudes.
- CF-P3 Sustains commitment to professional growth.
- CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.
- CF-P5 Engages in service to the profession.
- CF-P6 Participates in educational advocacy.
- CF-P7 Participates in professional organizations, meetings, and conferences.

SECTION II:

Co-Teaching

...is defined as two (or three) teachers (mentor teacher and teacher candidate(s)) working together with groups of students - sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. *Teachers and Candidates are actively involved and engaged in all aspects of instruction.*

The CO-Teaching Triad



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Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant

During Residency, a mentor teacher, university supervisor, and principal support the development of a resident. These three individuals form a triad. Each member of the triad has particular roles that provides the foundation for a successful residency experience. Since the triad works together, it is important to know the responsibilities and expectations for each member.

1. Respect each other
2. Clearly define roles and responsibilities—agree on who will do what and when
3. Be flexible—be willing to try something different
4. Plan together
5. Don't take yourself too seriously (appropriate humor is always good)
6. Communicate
7. Seek administrative support

Remember:

Co-Teaching is an Attitude...

**An attitude of sharing the classroom and students
Co-Teachers must always be thinking...**

**Mentor Teachers and Residents are
TEACHING TOGETHER!**

Why Co-Teach?

- ✓ Reduce student/teacher ratio
- ✓ Enhanced ability to meet student needs in a large and diverse classroom
- ✓ Full use of the experience and expertise of the mentor teacher
- ✓ Consistent Classroom Management
- ✓ Greater student participation and engagement
- ✓ Enhanced collaboration skills
- ✓ Increase instructional options for all students

Roles: Mentor Teacher:

- ✓ Help the resident feel comfortable and welcome
- ✓ Review school policies and procedures
- ✓ Encourage resident to get involved in school activities
- ✓ Share materials and ideas
- ✓ Assist the resident in developing standards-based lessons
- ✓ Observe and provide constructive actionable feedback
- ✓ Know and implement the co-teaching strategies
- ✓ Mentor and guide the resident
- ✓ Model effective teaching strategies and professional behavior
- ✓ Be flexible; allow the resident to try new ideas
- ✓ Communicate expectations
- ✓ Be understanding and patient
- ✓ Maintain consistency and accountability

RESIDENTS:

- ✓ Come ready to learn; be enthusiastic and show initiative
- ✓ Introduce yourself to team members and school personnel
- ✓ Ask questions and discuss professional issues
- ✓ Share ideas and work cooperatively; be flexible
- ✓ Help with **all** classroom responsibilities...record keeping, grading, large and small group activities, etc.
- ✓ Know your content and be a continuous learner
- ✓ Plan engaging, standards-based lessons
- ✓ Know and implement co-teaching strategies
- ✓ Accept feedback and put suggestions for improvement into practice
- ✓ Be proactive in initiating communication with your triad members
- ✓ Demonstrate respectful behaviors
- ✓ Be reflective about your practice
- ✓ Be patient with yourself and your mentor teacher
- ✓ Be a sponge; learn all you can from everyone in the building

UNIVERSITY SUPERVISOR:

- ✓ Provide a systematic and consistent presence during the student teaching experience
- ✓ Provide program information to the mentor teacher and teacher candidate
- ✓ Observe and provide actionable feedback on a regular basis
- ✓ Act as a confidant for both the mentor teacher and teacher candidate
- ✓ Be an advocate for the teacher candidate
- ✓ Help the team build good communication and facilitate positive interactions
- ✓ Set clear expectations; be honest about a resident's performance
- ✓ Collaborate with resident and mentor teacher to problem solve and when needed, make necessary decisions regarding next steps
- ✓ Schedule three-way conferences at the beginning and end of the experience
- ✓ Be knowledgeable in and supportive of the use of co-teaching strategies

CO-TEACHING STRATEGIES & EXAMPLES

Strategy	Definition/Example
One Teach, One Observe <i>(Prefer to use analyze because observe suggests passive non-engaged behavior! MCB)</i>	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Examples: One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions.</p> <p>Tip: When observing, collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.</p>
One Teach, One Assist	<p>An extension of One Teach, One Observe (analyze) - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Examples: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the “voice” for the students who don’t understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the MT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p>Tip: This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the MT interrupting the lesson.</p>
Station Teaching	<p>The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be</p>

	<p><i>used along with the teacher led stations.</i></p> <p>Examples: If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagraming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p>Tips: Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the mentor teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
Parallel Teaching	<p><i>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</i></p> <p>Examples: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson, students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.</p> <p>Tips: Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the MT, timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
Supplemental Teaching	<p><i>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</i></p> <p>Examples: Using the results from a math exam, students are divided into two groups. One smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however, these students will build on the same concepts and complete additional math problems.</p> <p>Tips: Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or MT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.</p>
Alternative or Differentiated	<p><i>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</i></p> <p>Examples: When doing a lesson on predicting, students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag. Tips: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as students should achieve the same objective but arriving there using different methods.</p>
Team Teaching	<p><i>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</i></p> <p>Examples: Both instructors can share the reading of a story or text so that the students are hearing two voices. The mentor teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.</p> <p>Tips: Often pairs will begin the experience by team teaching a lesson, providing “fact time” in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a “real” teacher. Team teaching takes intense planning, but the longer pairs work together, the less time it takes as they know what each other is going to contribute.</p>

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CLINICAL EXPERIENCE

POLICIES & PROCEDURES

Eligibility Requirements

Residency I:

Clinical experiences for Residency I interns consist of 40% of the instructional time each week which equates to twelve hours completed in a minimum of two days per week and a minimum of two hours per visit starting on the assigned **district's first day of the semester (when the mentors start)**. Supervision is done by a team that consists of a mentor teacher, principal (or designee), and a university faculty member for one semester. Requirements to enter Residency I clinical experiences are as follows:

- Prior to entering Residency I, **you must pass** ALL parts of Praxis II (Content and Principles of Learning and Teaching).
- 2.5 overall cumulative grade point average
- 2.5 cumulative major grade point average
- All required courses must be completed with a C or better
- Register for Residency I and **all** other required courses **except** EDCI 440 and EDCI Residency II (the number of course depends on your major: 476, 477, 478, 479, 487, 488)
- Complete online application for Residency I
- Complete application packet for the State of Louisiana Resident Teacher Certificate (Student Services Office MDD 105)
- Submit proof of affiliation with a professional educational organization offering education liability insurance (A+PEL, LAE, etc.)
- Complete a background check and substitute training course offered at your district school board office.

Residency II:

Clinical experiences for Residency II interns consist of full-day assignments under the continued supervision of the mentor teacher and principal from Residency I and a university supervisor, for one semester. **Important:** Residency I and II **MUST BE CONSECUTIVE SEMESTERS**. Therefore, requirements to enter Residency II clinical experiences are as follows:

- Successful completion of Residency I requirements
- Successful completion of all coursework listed in the program of study (permission must be obtained for those wishing to enter clinical experiences with only one course remaining, provided that the remaining course is not a "methods" course)
- 2.5 overall cumulative grade point average
- 2.5 cumulative major grade point average
- Approval from the Dean's office indicating all requirements have been met to proceed to Residency II

Post Baccalaureate Candidate (PBC):

Post Baccalaureate Candidate (PBC) is a candidate who has completed a Bachelor of Art or Bachelor of Science degree in another field of study. Clinical experiences for PBC interns consist of an assignment for one academic year as a full-time teacher hired by a state approved school or system or as a resident assigned to a mentor. The PBC will also be under the supervision of a university supervisor. Therefore, requirements to enter clinical experiences are as follows:

- ✓ Successful completion of all coursework listed on the candidate's alternative certification prescription or MAT program of study.
- ✓ Successful completion of all Watermark artifacts prior to the last semester
- ✓ 2.5 cumulative grade point average overall
- ✓ 2.5 grade point average in education courses, and in the candidate's teaching field(s)
- ✓ Passing scores on all parts of the Praxis tests, including the Principles of Learning and Teaching (PLT) and the Specialty Exams (Content)
- ✓ Application completed electronically the semester before the residency is to begin.
- ✓ Official complete prescription with signature of approval from the Office of Student Services.

Louisiana Department of Education Policy Subchapter C. Teacher Preparation Programs (Bulletin 746)

§743. Minimum Requirements for Traditional Teacher Preparation Programs

C. Programs shall include the following practice experiences, which directly align with and sequentially develop the competencies identified in Bulletin 746:

1. actual practice experiences shall be provided in classroom settings prior to the residency year; and
2. a one-year residency shall take place in a public or approved non-public school classroom in the certification area with a teacher of record who holds a valid level 1, 2, 3, type A, or type B teaching certificate in the area for which the candidate is pursuing certification in accordance with LAC 28:CXXXI (Bulletin 746). Beginning September 1, 2020, the teacher of record shall be required to hold a provisional mentor teacher ancillary certificate or a mentor teacher ancillary certificate in accordance with LAC 28:CXXXI (Bulletin 746). The residency may include practice with other teachers in a public or approved non-public school setting. Residents placed in charter schools must be placed with a teacher of record who has demonstrated effectiveness in accordance with LAC 28:CXLVII (Bulletin 130):
4. The residency shall include a combination of the following experiences:
 - a. instructional goal-setting and planning, including individual education plan (IEP) and individual accommodations plan (IAP) review and implementation;
 - b. classroom teaching;
 - c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
 - d. parent-teacher conferences and communication; and
 - e. interactions and collaboration with other teachers.
5. The teacher candidate shall be supervised in all residency experiences by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and program faculty member. The supervision shall include, at

minimum, two formal observations of teaching practice per semester, which shall include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team.

6. Candidates may complete clinical experiences through general education or content courses that integrate content, pedagogy, and practice.

D. The preparation provider shall assess and document evidence of candidates' teaching competency for all candidates completing one-year residencies.

1. Assessments of teaching competency shall be jointly administered by the preparation provider and the residency school site principal or designee.

2. Assessments of teaching competency shall include, but not are not limited to, the following:

a. observations that occur during the residency year; and

b. measures of teacher candidates' impact on all students' learning, which may include student learning targets.

3. Upon completion of the program, a holistic evaluation of the teacher candidate's eligibility for initial licensure shall be made collaboratively by preparation provider faculty, the residency school site principal or designee, and mentor teacher.

Procedures for Assigning Residents to Mentor Teachers

The Director of Teacher Clinical Experiences gives consideration to the following in making assignments: 1) prior field experiences which should be varied, 2) the availability of trained, qualified mentor teachers in high needs schools, 3) no assignments where relatives are teaching, and 4) extenuating circumstances known to exist.

Once assignments are completed, information is sent out to the residents, mentor teachers, and to the principal. Residents should contact the mentor teacher as soon as possible. At this time, Residency I residents meet with their mentors and set up a schedule that must be adhered to throughout the semester. At this time the resident and mentor should meet with the building level administrator to review professional expectations and to begin developing a professional rapport with the administration. Residency II interns, be sure to contact your mentor prior to the semester starting to discuss any plans, etc.

Grading Procedures

At the completion of the yearlong residency, the resident will receive a credit or no-credit decision. Successful completion is determined by a joint decision between the mentor teacher, university supervisor, and the director of clinical experiences. Following are the minimum requirements for the completion of clinical experiences. (Mentor teachers, university supervisors, and/or individual programs of study may require additional activities, evidence, or artifacts for a resident to successfully exit the clinical experience.)

Minimum requirements are as follows:

All residents are required to obtain a paid subscription to Watermark Student Learning and Licensure (formerly Via) for the semesters they are completing their yearlong residency. All residents will submit required artifacts and work samples through Watermark as designated by their university supervisor and EDCI 440 professor/Instructor, if enrolled in the course. If a resident is not enrolled in EDCI 440, then all artifacts will be submitted to their university supervisor for evaluation. Items submitted should demonstrate the resident's knowledge, skills and disposition. The chosen artifacts should communicate to the unique personal and

professional qualities of the resident. Successful completion of all UNIT Assessment Artifacts and all Assessment Artifacts associated with your certification area (SPA—Specialized Professional Association) are required for degree completion and resident’s participation in graduation ceremonies.

All residents are required to complete and submit all UNIT and SPA Assessment artifacts (see Table of Contents, page 43). A resident who submits a UNIT or SPA Assessment artifact which fails to meet the minimum assessment criteria set forth will have Watermark Student Learning and Licensure Exit Review Committee convened to determine the resident’s eligibility for degree completion. The Watermark Student Learning and Licensure Exit Review Committee will consist of the Director of Teacher Clinical Experiences, the university supervisor of the resident, the mentor teacher, and one other person designated by the Dean of the College of Education and Human Development.

The committee will review the resident’s unsuccessful artifact and the resident’s progress over the semester. If the committee finds that the resident’s work is unsatisfactory, the resident will receive either an “I” for the semester and be allowed to complete the missing requirement(s) the next semester or assigned “No Credit” for the clinical experience in which the resident or PBC resident will have the opportunity to repeat the clinical experience. In such a case, the resident will not graduate that semester and cannot “walk” at graduation ceremonies.

If the committee finds that the resident’s work is satisfactory after reviewing the work and progress over the semester, the resident’s artifact will be accepted, and the resident will obtain “credit” for clinical experience and will be eligible for graduation.

Clinical Experience Hours

UL Lafayette’s Innovative Program approved by the Louisiana State Department of Education states:

The **first semester** of the senior year, **residents** will begin when the district schools begin the semester (report the same day as the mentor teacher; this **INCLUDES** in-service workshops!) and end on the last day of the district school’s semester. Residents in Residency I DO NOT do residency hours during exam week. Return to complete the semester after exam week. During this semester, residents will participate as co-teachers 40% of the instructional work week (a minimum of 12 hours per week).

Residents will begin the **second semester** of the senior year when the district schools begin the semester (report the same day as the mentor teacher; this **includes** in-service workshops or professional development meetings) and end on the last day of final exams for UL candidates and will participate 100% of the school day.

See Appendix A for Hours Documentation Log page 91 – to be uploaded to Watermark Student Learning and Licensure (formerly Via) at the end of each semester.

Section IV: RESIDENTS

Resident Information

In order to fulfill the UL Lafayette College of Education and Human Development's mission, as well as the mission of the Office of Teacher Clinical Experiences, undergraduate or graduate students enter the yearlong residency setting as a resident. Clinical experience is a time to learn and practice the art/science of teaching and to put to use the many instructional strategies learned and practiced throughout the preceding years enrolled at the university.

During this experience, a pattern of thinking and knowing emerges with respect to understanding yourself as a teacher, which is broadened and heightened by instructional and didactic knowledge and practices. In addition to broadening pedagogical knowledge, you also have the opportunity to apply and share new knowledge with your mentor teacher.

Residency I Interns

Residency I interns are entering the first-semester of their senior year. Residency I interns must spend 40% of the instructional work week which equates to twelve (12) hours per week starting when their mentor begins (including in-service workshops) and ends with the last day of the district's semester. A schedule must be set with the mentor teacher, and the hours must be completed in no less than two days per week and no less than two hours per visit. **Prior to starting residency, contact your district HR Department to complete a background check and the substitute training course.**

Candidates entering Residency I must enroll in the Residency I course that corresponds to their major:

- Early Childhood majors EDCI 472
- Elementary majors EDCI 473
- Middle School majors EDCI 474
- Secondary majors EDCI 475
- KNES major EDCI 480
- Art majors EDCI 483
- Music majors EDCI 484
- Alternative Certification candidates (PBCs) EDCI 485
- MAT Elementary Education EDCI 593

Watermark Student Learning and Licensure (formerly Via) requirements for residency I

All residents in Residency I must complete the following artifacts and upload each to Watermark Student Learning and Licensure:

1. Hours Documentation Log. See page 92 for the form and page 93 for directions for completing the form.
2. Individual Lesson Evaluation Report (ILER) completed by your mentor. See pages 51- 58 for artifact description and rubric. You must upload the lesson plan your mentor teacher observes you teach. This evaluation is completed by your mentor teacher and given to your Residency I course instructor to be uploaded to Watermark Student Learning and Licensure.
3. Individual Lesson Evaluation Report (ILER) completed by your course instructor. You must upload the lesson plan that your instructor observed you teach, and your instructor will score the rubric.
4. Mid-Term Evaluation. See pages 73-80 for the explanation and rubric. This evaluation will be completed by your mentor with input from your course instructor at the end of Residency I. Your course instructor will upload to Watermark. **NOTE:** The Mid-Term Evaluation is **NOT** a pass/fail evaluation. It is to review

your progress at the end of Residency I to see what needs to be improved by the end of Residency II. Growth is expected from Residency I to Residency II.

5. Self-Disposition Survey to be completed by the candidate by the end of the semester.
6. Disposition Survey Mentor to be completed by the mentor teacher and given to the course instructor to input into Watermark.

Watermark Student Learning and Licensure (formerly Via) requirements for residency Ii

All Residency II interns are required to complete all artifacts listed and explained in Part II of this handbook (See pages 44-86). The disposition survey to be completed by your mentor and university supervisor is found in Appendix A (pages 96-97). In addition to the UNIT artifacts, **some majors have additional SPA (Specialized Program Association) artifacts/assignments as listed below:**

Candidates are responsible for SPA Artifacts related to their major/certification area only. See below.

If your major/certification area is not listed below, you are only responsible for the UNIT artifacts.

SPA Artifact Requirements ~ Residency 2	
Requirements in Addition to UNIT Artifacts in Watermark	
Early Childhood	ECHD PIV: Clinical Experience Phase II Addendum
KNES K-12 Physical Education	KNES PIV: Reflective Teaching KNES PIV: Case Study Analysis KNES PIV: Advocacy KNES PIV: Clinical Experience Final Evaluation KNES PIV: Lesson Plan Secondary KNES PIV: Lesson Plan Elementary KNES PIV: Management Plan Secondary KNES PIV: Management Plan Elementary KNES PIV: Pre-Post Assessment and Analysis of Data Secondary KNES PIV: Pre-Post Assessment and Analysis of Data Elementary KNES PIV: Fitness Gram KNES PIV: CTAPE Skills Test KNES PIV: Cooperating Teacher Evaluation of Professionalism
Middle School	AMLE PIV: Clinical Experience Final Evaluation Addendum AMLE PIV: Analyzing Results AMLE PIV: Middle School Organization AMLE PIV: Unit Plan
Modern Language	ACTFL PIV: Clinical Experience Mid-Term Evaluation ACTFL PIV: Clinical Experience Final Evaluation ACTFL PIV: Classroom Action Research Study ACTFL PIV: Unit Plan
Secondary English	NCTE PIV: Analyzing Results
Secondary Social Studies **See directions for each artifact on the next page.	SOCS PIV: Lesson Plan Final Evaluation SOCS PIV: Classroom Action Research Study SOCS PIV: Secondary Unit Plan

SPA Artifact Descriptions	
Secondary Social Studies	SOCS PIV: Lesson Plan Final Evaluation
	<ul style="list-style-type: none"> Candidate will upload the Lesson Plan they used for their formal Lesson Evaluation. (This does not have to be an additional Lesson Evaluation.) Secondary Social Studies majors are graded against two different rubrics: UNIT PIV: Clinical Experience Final Evaluation and the SOCS PIV: Lesson Plan Final Evaluation.
	SOCS PIV: Classroom Action Research Study
	<ul style="list-style-type: none"> This activity is very similar to the UNIT PIV: Case Study. Review your UNIT PIV: Case Study and make any additions or changes based on the social studies addendum (directions in Watermark) that may be necessary and upload in Watermark as the SOCS PIV: Classroom Action Research Study.
	SOCS PIV: Secondary Unit Plan
	<ul style="list-style-type: none"> This activity is very similar to the UNIT PIV: Unit Plan. You can make a copy of your UNIT PIV: Unit Plan (make any additions based on the social studies addendum (directions in Watermark) that may be necessary and upload in the SOCS PIV: Secondary Unit Plan.

Requirements and Management Tips for all Residents

- ✓ Create a personal binder, appropriately divided, to hold all paperwork that you will accumulate during the internship that you do not turn in to your mentor teacher or university supervisor.
- ✓ Remember **confidentiality!!!!**
- ✓ In **ALL** correspondence, use correct grammar! Proofread emails before sending them.
- ✓ Dressing professionally makes an important impression on students and co-workers (most importantly, the administration). **ALWAYS dress professionally—in-person instruction or remote instruction!**
- ✓ Meet with assigned mentor to co-plan, co-teach, and co-reflect.
- ✓ Follow school specific teacher handbook including timelines such as when grades must be submitted and when lesson plans are due.
- ✓ Lesson plans **MUST** be turned in on time.
- ✓ Detailed lesson plans will be required each time you start with a mentor teacher. Shorter plans will be allowed when the mentor teacher and the university supervisor feel you are ready. All lesson plans should include State Standards, learning outcomes, procedures, and assessment(s)
- ✓ Tests, worksheets, etc. must be approved before duplicating.
- ✓ Let the mentor teacher see the corrected test papers before handing them back to the students.
- ✓ Be prompt in grading. Record and keep accurate grades in grade book.
- ✓ Check with your school regarding the use of the laminating machine and the copier.
- ✓ Co-teaching observation tips are explained on page 14.
- ✓ Use a variety of materials and activities in your lessons to accommodate children with different styles of learning (auditory, visual, tactile, and multi-sensory).
- ✓ Provide activities that correlate to the lesson for students who finish class activities or tests early.
- ✓ Be aware of what needs to be done in the classroom. When your mentor teacher is teaching (Co-teaching strategies One Teach – One Observe and One Teach – One Assist), use this time to help monitor student's work and give individual help when needed.
- ✓ Anticipate as many problems that may occur in your lesson ahead of time. Discuss these potential problems with your mentor teacher.
 - ❖ Focus especially on lesson plans that involve technology. Have an alternative lesson prepared in case of technical problems.
- ✓ React calmly in all situations, remembering that most of the behaviors in your classroom are normal and merely need some reshaping and control. Be firm and consistent.
- ✓ Ask for assistance when needed!

Resident Responsibilities

Knowledge and Expertise in Practice

- ✓ Demonstrate knowledge of students
- ✓ Demonstrate knowledge of content, pedagogy, and resources
- ✓ Establish a culture for learning
- ✓ Communicate clearly and accurately
- ✓ Use question and discussion techniques
- ✓ Engage students in learning
- ✓ Assess student learning
- ✓ Provide timely feedback to students
- ✓ Create a classroom environment of respect and rapport
- ✓ Communicate with families



Planning and Professional Growth

- ✓ Dress appropriately
- ✓ **All correspondence (email, notes, letters to family, etc.) MUST be grammatically correct!!**
- ✓ Design coherent instruction
- ✓ Become actively involved in the classroom instructional program
- ✓ Select instructional goals
- ✓ Reflect on teaching
- ✓ Observe teachers other than the mentor teacher including other subject or grade level teachers
- ✓ Grow and develop professionally, accepting suggestions and criticism in a professional spirit
- ✓ Conform to rules, philosophy, and policies of the assigned school including the school day schedule and yearly calendar
- ✓ Maintain proper professional relationship with all other school personnel
- ✓ Communicate to your university supervisor questions, concerns or problems as early as possible.
See page 45 for Resolution Protocol.
- ✓ Critique current professional readings
- ✓ Complete and submit all necessary requirements through Watermark Student Learning and Licensure
- ✓ Complete and submit any SPA requirements for your program of study (pages 20-21)

School and Community

- ✓ Learn about the physical plant, where various facilities are located, and what rules govern their use
- ✓ Exhibit a good attitude with students, faculty, and staff at all times. Disposition is critical!
- ✓ Perform willingly and cheerfully such extra duties as supervision in the cafeteria, on the school grounds, or in the halls
- ✓ Participate in non-instructional activities such as Parent Night, faculty meetings, and parent-teacher conferences
- ✓ Contribute to the school and district by participating in extra-curricular activities

Classroom Management

- ✓ Manage classroom procedures to provide an effective learning climate
- ✓ Establish and implement a successful classroom discipline plan in collaboration with the mentor teacher
- ✓ Organize the physical space so that it is conducive to learning
- ✓ Maintain accurate records
- ✓ Build positive and appropriate relationships with students
- ✓ Be consistent with expectations and follow through

Attendance

- ✓ A resident in Residency II is allowed three days absence. Any resident absent for more than three days, regardless of the reason, will be required to make up those days after their last day of residency. In Residency I, there's no specific number of absences since residents can make up days missed during the week on days not part of the scheduled 40%.
- ✓ Follow the mentor teacher's schedule for reporting to school and departing, as well as faculty meetings, teacher-parent conferences, and other after-school activities.
- ✓ Attendance at all scheduled university seminars is required.
- ✓ Follow the holidays as noted on the school calendar in your assigned parish. The only exceptions are the required university seminars or scheduled meetings.
- ✓ Residents are required to follow the mentor teacher's daily schedule, arriving at school punctually and remaining as late as the mentor teacher is required to remain. If an absence is necessary, these steps are to be followed:
 - Notify the school office personnel, mentor teacher, and university supervisor as far in advance as possible.
 - If a resident must be absent on a day when he or she is expected to teach, lesson plans and materials must be delivered to the mentor teacher before the class begins.
 - Complete and submit the absence form (page 95) to the Office of Teacher Clinical Experiences within one week of the absence.

Dress Code

- ✓ Residents are expected to observe the conventions of dress, personal appearance, and professional behavior for teachers in the assigned school. (The mentor teacher has this information for you.)
- ✓ Remember that appearance does count when setting an example for students and when pursuing a teaching position.
- ✓ The university does expect its residents to dress appropriately, conservatively, and professionally while a member of the school staff.
- ✓ Remote teaching: if you are teaching remotely, you are expected to dress professionally for all video interactions with students and parents. This means observe conventions of dress, personal appearance, and professional behavior.

Legal Issues/Liability

- ✓ The resident is a guest in the classroom and is not protected by any professional contract or certificate.
- ✓ Every resident must be a member of a professional education organization and must have documentation of acceptable liability insurance for residents.
- ✓ Residents should not be left alone in the classroom for extended periods of time. The legal responsibility rests upon the mentor teacher, the substitute and/or the school.
- ✓ Residents (Residency I & II) can substitute up to ten days *each semester* for pay and the time will count toward the required weekly hours; however, residents cannot serve as long-term substitute teachers or be hired by a district until after their last day of residency.
- ✓ The resident should be introduced to and abide by the district and school policies.
- ✓ The resident should use professional skills and techniques in modifying student behavior and rely on the professional judgment of the mentor teacher while addressing the issues of classroom management.
- ✓ Confidentiality—IMPORTANT: the resident must recognize the importance of maintaining confidentiality when viewing student information. Failure to adhere to this principle is a severe infraction that could involve serious consequences.

Teacher Recruitment/ Job Placement

- ✓ The mentor teacher may have the opportunity to assist the resident in applying for the initial teaching job.

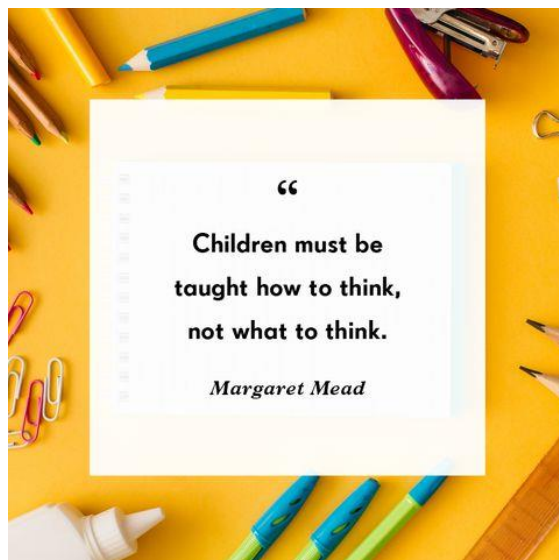
- ✓ A resident will be excused from teaching one day in order to attend the university-sponsored Teacher Recruitment Day (arrangements must be made in advance with the Director of Career Services).
- ✓ The mentor teacher may advise the resident about placement agencies, letters of application, and preparation for interviews.

Certification Procedures

- ✓ After graduation the resident will apply for certification through the Office of Student Services located in Room 105 of Maxim Doucet. The Assistant Dean, Ms. Duhon, will schedule a meeting at the end of Residency II to complete the necessary paperwork.

General Tips for Residents

- ✓ Promptness is critical
- ✓ Dress professionally
- ✓ Treat each child as an individual
- ✓ Avoid gossip
- ✓ Develop positive relationships with students
- ✓ Attitudes are important
- ✓ Show initiative
- ✓ Use strategies for varying learning styles
- ✓ Use positive comments as often as possible
- ✓ Be a good role model in dress, action, and speech
- ✓ Remember to smile
- ✓ Respect the children and they will respect you
- ✓ Involve all students in the lesson
- ✓ Use inflection when speaking
- ✓ Make eye contact with students
- ✓ Learn as much as you can from the mentor teacher during this experience
- ✓ Get to know the faculty and staff at the school
- ✓ Keep parents informed on what is going on in the classroom and with their individual child
- ✓ Remember all children can learn!



Resources for Residents

Instructional Materials Center

This facility, open from 7:30 am - 5:00 pm Monday – Thursday and 7:30 am – 12:30 pm Friday, is housed in Maxim Doucet Hall. The room includes teacher’s manuals, children’s and young adult trade books, periodicals, reference materials, professor’s reserve materials, computers, and other professional development resources.

Computer Laboratories

Numerous sites throughout campus are available (PC and MAC) to students wishing to utilize computers.

Office of Student Services

Located in Maxim Doucet Room 105, and open daily from 7:30 am - 5:00 pm Monday – Thursday and 7:30 am – 12:30 pm Friday, this office assists candidates with information concerning graduation and certification procedures.

Office of Teacher Clinical Experiences

Located in Soulier House and open daily from 7:30 am - 5:00 pm Monday – Thursday and 7:30 am – 12:30 pm Friday, this office serves residents, mentor teachers, principals, and university supervisors. If you experience any problems or questions, do not hesitate to contact us.

Career Services

This office coordinates Teacher Recruitment Day every semester. They also maintain a database for job options and put resumes online for teacher candidates.

Watermark Student Learning and Licensure

This electronic portfolio system is a web-based tool to gather and evaluate performance data on teacher candidates. The system provides functionality for the creation of electronic portfolios and a tool for guiding teacher candidates and institutions through the stages of pre-service teacher development and evaluation.

Watermark Student Learning and Licensure (formerly Via) is located in Maxim Doucet, room 314 and can be reached by emailing via@louisiana.edu or calling 337-482-1751

USEFUL WEBSITES

- University of Louisiana at Lafayette: www.louisiana.edu
- UL Lafayette College of Education and Human Development: <http://education.louisiana.edu/>
- Louisiana Department of Education: <https://www.louisianabelieves.com/>



Suggested Timelines for Residency II or PBC candidates:

One or Two Placements

One Placement Residency II

The following schedule is **ONLY a suggested timeline**. It can be adjusted to meet your situation; however, **THIS IS ONLY AN EXAMPLE**. See page 46 for Watermark due dates. All residents are to begin on the first day co-teaching, co-planning, and co-reflecting with their mentor teacher. This should include, but not be limited to, small group instruction, tutoring, lab work, facilitated learning stations, and discussion groups, as well as whole class instruction as outlined in the co-teaching strategies.

WEEK	RESIDENT	MENTOR TEACHER
One	<ul style="list-style-type: none">• Report to school principal prior to beginning of first day• Check your Watermark account for accuracy after the second week of UL's semester.• Learn pupils' names, interests & abilities• Study all material received• Observe actively (See Co-Teaching explanation page 14)• Assist pupils when needed (See Co-Teaching)• Assist with classroom routines (See Co-Teaching explanation pages 14-15)	<ul style="list-style-type: none">• Provide information on school policies & traditions• Provide a personal space for resident: desk & storage area• Demonstrate classroom routines and accepted procedures• Share copies of texts and manuals• Share personal teaching philosophy• Discuss expectations• Introduce resident to staff & faculty• Provide a variety of instructional techniques, methods, and approaches used and uniquely appropriate to teaching in resident's endorsement area
Two, Three, & Four	<ul style="list-style-type: none">• Obtain parent permission to utilize student work in Unit Assessment• Begin Resume Artifact• Review Artifact for Managing an Effective Learning Environment• Learn about the accountability assessments at your grade level for the Case Study Artifact• Administer pre-test for unit to be taught• Complete and submit Unit Plan through Watermark• Complete and submit Lesson Plan Artifact• Co-plan, co-teach, co-reflect• Assume responsibility for routines• Submit detailed lesson plans to mentor teacher prior to teaching• Observe in other classrooms or with specialty teachers	<ul style="list-style-type: none">• Arrange for observations of other teachers• Develop a system of daily & weekly evaluation• Provide written and verbal <i>actionable</i> feedback to resident• Co-plan, co-teach, co-reflect• Discuss the types of standardized assessments which are required by the state of Louisiana at your grade level• Assist in the selection of a unit of instruction for the Unit Plan Artifact• Assist in the selection of the lesson plan for the Lesson Plan and Assessment Artifacts

Five, Six, & Seven	<ul style="list-style-type: none"> • Deliver lesson as designed in lesson plan artifact • Administer unit post-test, then submit Pre/Post Test Artifact to Watermark • Complete Analyzing Results Artifact and submit to Watermark • Focus on individual with special needs and collect information to complete Case Study Artifact • Continue to co-plan, co-teach, and co-reflect • Begin working on SPA artifacts required for Watermark 	<ul style="list-style-type: none"> • Continue Co-planning, co-teaching, and co-reflecting with resident. • Complete the Individual Lesson Evaluation Report (ILER) for your resident and give it to the university supervisor to input in Watermark.
Eight, Nine, & Ten	<ul style="list-style-type: none"> • Complete Case Study Artifact and submit to Watermark • Reflect on Unit/Lessons taught throughout semester • Complete and submit EDCI 440 Action Research Project to Watermark (K-12 and PBC majors do not do this project) • Reflect on semester and complete the Managing an Effective Learning Environment Artifact and submit to Watermark 	<ul style="list-style-type: none"> • Guide resident in curriculum requirements and instructional techniques • Provide specific suggestions for classroom management • Assist resident with the EDCI 440 Action Research Project if applicable.
Eleven & Twelve	<ul style="list-style-type: none"> • Invite principal to observe • Complete SPA artifacts related to your certification area/major (not all majors have SPA artifacts) 	<ul style="list-style-type: none"> • Provide daily actionable feedback and evaluation • Advise resident on classroom management, instruction and assessment
Thirteen & Fourteen	<ul style="list-style-type: none"> • Return materials and text to appropriate persons • Observe in other classrooms 	<ul style="list-style-type: none"> • Complete Final Evaluation (due the last week of the semester) for resident. Give it to the university supervisor to input in Watermark. • Write any recommendations. • Formally confer with university supervisor.



Residency II Two Placements (P.E. and MUSIC)

The following schedule is **ONLY a suggested timeline**. See page 46 for Watermark due dates. It can be adjusted to meet your situation.

Placement I

WEEK	RESIDENT	MENTOR TEACHER
One	<ul style="list-style-type: none"> • Activate Portal IV Folio in Pass- Port • Report to school principal first school day • Learn pupils' names, interests & abilities and assists them when needed • Study all material received • Observe actively (See Co-Teaching explanation page 14) • Assist with co-planning, co-teaching, co-reflecting 	<ul style="list-style-type: none"> • Provide information on school policies & traditions • Provide a personal space for resident: desk & storage area • Demonstrate classroom routines and accepted procedures • Share copies of texts and manuals • Share personal teaching philosophy • Discuss expectations • Introduce resident to staff & faculty
Two & Three	<ul style="list-style-type: none"> • Obtain parent permission to utilize student work in Unit Assessment Artifact • Begin Resume Artifact • Review Artifact for Managing an Effective Learning Environment • Learn about the accountability assessments at your grade level for the Case Study Artifact • Submit lesson plans to mentor teacher prior to teaching • Observe other classrooms • Contact second placement teacher 	<ul style="list-style-type: none"> • Arrange for observations of other teachers • Develop a system of daily & weekly evaluation • Provide written and verbal actionable feedback to resident • Allow resident] to share in weekly planning • Complete formal evaluation & share with resident at end of week three • Discuss the types of standardized assessments which are required by the state of Louisiana at your grade level.
Four & Five	<ul style="list-style-type: none"> • Continue to co-plan, co-teach, and co-reflect with mentor teacher • Invite principal to observe 	<ul style="list-style-type: none"> • Provide daily actionable feedback and evaluation • Guide resident in curriculum requirements and instructional techniques • Advise resident on classroom management • Complete the Individual Lesson Evaluation Report (ILER) for your resident and give it to the university supervisor to input in Watermark.
Six & Seven	<ul style="list-style-type: none"> • Return materials and text to appropriate persons • Observe other classrooms 	<ul style="list-style-type: none"> • Write any recommendations • Formally confer with university supervisor



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END OF PLACEMENT #1

During the second placement, this schedule may be adjusted to meet the developmental needs of the resident with the advice and consent of university supervisor. The mentor teacher and university supervisor work to enhance the learning experience for the resident and the pupils that he or she will be teaching. **THIS IS ONLY AN EXAMPLE**

PLACEMENT 2

WEEK	RESIDENT	MENTOR TEACHER
Eight	<ul style="list-style-type: none"> Complete and submit Unit Plan to Watermark Complete and submit Lesson Plan Artifact Report to school principal prior to beginning of first day (only if second placement is at a different school) Learn pupils' names, interests & abilities Study printed material received Observe actively (See Co-Teaching explanation page 14) Assist pupils when needed Begin co-planning, co-teaching, and co-reflecting 	<ul style="list-style-type: none"> Provide information on school policies & traditions Provide a personal space for resident: desk & storage area Demonstrate classroom routines and accepted procedures Share copies of texts and manuals Share personal teaching philosophy Discuss expectations Introduce resident to staff & faculty Assist in the selection of a unit of instruction for the Unit Plan Artifact Assist in the selection of the lesson plan for the Lesson Plan and Assessment Artifacts.
Nine & Ten	<ul style="list-style-type: none"> Administer pre-test for lesson plan to be taught Deliver lesson as designed in Lesson Plan Artifact with appropriate adjustments Administer post-test then submit Pre/Post- test Artifacts to Watermark Complete Analyzing Results Artifact and submit to Watermark Focus on individual with special needs and collect information to complete Case Study Artifact Observe in other classrooms or with specialty teachers 	<ul style="list-style-type: none"> Arrange for observations of other teachers Develop a system of daily & weekly evaluation Provide written and verbal actionable feedback to resident Co-plan, co-teach, and co-reflect with resident Complete formal lesson evaluation and share with resident at end of the third week with you
Eleven & Twelve	<ul style="list-style-type: none"> Complete Case Study Artifact and Submit through Watermark Reflect on semester and complete the Managing An Effective Learning Environment and submit to Watermark. Invite principal to observe Complete SPA artifacts related to your certification area/major (not all majors have SPA artifacts) 	<ul style="list-style-type: none"> Provide daily actionable feedback and evaluation Guide resident in curriculum requirements and instructional techniques Advise resident on classroom management

Thirteen & Fourteen	<ul style="list-style-type: none"> • Return materials and text to appropriate persons • Observe in other classrooms • Work on professional portfolio • Complete SPA artifacts related to your certification area/major (not all majors have SPA artifacts) 	<ul style="list-style-type: none"> • Complete Final Evaluation (this is a <u>holistic</u> evaluation) the last week of UL's semester. Give it to the university supervisor to input in Watermark. • Write any recommendations • Formally confer with university supervisor
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Section V:

Post baccalaureate candidates (PBC) INFORMATION

Minimum Requirements:

1. All PBCs who are the teacher of record must have a valid professional license (PL.). The district completes the application for the license through the Louisiana Department of Education (LDOE).
2. All PBCs who are residents assigned to a mentor teacher, must complete the application for the Resident Teacher Certificate. This is done in the Office of Student Services.
3. PBCs are evaluated 5 – 6 times **during the year**.
4. The university supervisor will observe the PBC about once a month during the second semester. A variety of instruments can be used and will include a minimum of two evaluations using the Mid-Term /Final Evaluation Form and three to four evaluations using the Lesson Evaluation Report.
5. Written daily lesson plans as required by the district
6. The lesson plan format is to conform to the school district form and, as a bare minimum, should include the main components:
 - ✓ State Standards and learning outcomes
 - ✓ Purpose and procedures
 - ✓ Assessment
7. Teaching schedule
8. Disposition self-evaluation survey
9. Completion of Watermark Student Learning and Licensure (formerly Via) artifacts
 - EDCI 485: 1 Lesson Evaluation by University Supervisor, 1 Lesson Evaluation by the mentor teacher (pages 51-58), the Mid-term Evaluation completed by University Supervisor at the end of the semester (the supervisor will have an electronic copy of the evaluation. See pages 73-80 for the rubric). Complete the Disposition Survey self-assessment and the supervisor will complete the Disposition Survey as well (pages 95-96). Download the Louisiana Believe Disclosure Form (page 94) and complete it then upload to Watermark Student Learning and Licensure (formerly Via).
 - EDCI 487: Complete all the artifacts listed in Part II of this handbook except the Action Research Project.

PBC Teacher of record Responsibilities

It is the responsibility of the PBC to secure a full-time teaching position in a public, parochial, or private elementary or secondary school and hold a valid Professional License. The school must be listed in the State Department of Education's School Directory and approved for the certification which the intern is seeking. The intern must be hired to teach in his/her area of certification. The intern must abide by and faithfully fulfill the requirements of the contract with the employing school/district. The intern is also responsible for the requirements of UL Lafayette's Alternate Certification/MAT Residency Program.

General Tips for PBCs

- ✓ Promptness is critical
- ✓ Dress professionally
- ✓ Treat each child as an individual
- ✓ Avoid gossip
- ✓ Develop positive relationships with students
- ✓ Attitudes are important
- ✓ Show initiative
- ✓ Use strategies for varying learning styles
- ✓ Use positive comments as often as possible
- ✓ Be a good role model in dress, action, and speech
- ✓ Remember to smile
- ✓ Respect the child and they will respect you
- ✓ Model good techniques
- ✓ Involve all students in the lesson
- ✓ Use inflection when speaking
- ✓ Make eye contact with students
- ✓ Learn as much as you can from the students and mentor teacher during this experience
- ✓ Get to know the faculty and staff at the school
- ✓ Keep parents informed on what is going on in the classroom and with their individual child
- ✓ Remember all children can learn!

Resources for PBCs

Instructional Materials Center

This facility, open from 7:30 am - 5:00 pm daily is housed in Maxim Doucet Building. The room includes teacher's manuals, children's and young adult trade books, periodicals, reference materials, professor's reserve materials, computers, and other professional development resources.

Computer Laboratories

Numerous sites throughout campus are available (PC and MAC) to students wishing to utilize computers.

Office of Student Services

Located in Maxim Doucet Room 105, and open daily from 7:30 am - 5:00 pm Monday – Thursday and 7:30 am – 12:30 pm Friday. This office assists candidates with information concerning graduation and certification procedures.

Office of Teacher Clinical Experiences

Located in Soulier House and open daily from 7:30 am - 5:00 pm Monday – Thursday and 7:30 am – 12:30 pm Friday, this office serves residents, mentor teachers, principals, and university supervisors. If you experience any problems or questions, do not hesitate to contact us. We also welcome positive feedback.

Career Services

This office coordinates Teacher Recruitment Day every semester. They also maintain a database for job options and put resumes online for teacher candidates.

Watermark Student Learning and Licensure (formerly Via)

This electronic portfolio system is a web-based tool to gather and evaluate performance data on teacher candidates. The system provides functionality for the creation of electronic portfolios and a tool for guiding teacher candidates and institutions through the stages of pre-service teacher development and evaluation. See Watermark contact info on page 25.

Useful Websites

- University of Louisiana at Lafayette: www.louisiana.edu
- ULL College of Education and Human Development:
<http://education.louisiana.edu/>
- Louisiana Department of Education: <https://www.louisianabelieves.com/>

Section VI: MENTOR TEACHERS

This section is designed for the mentor teacher. It will assist you with information you need to make this a meaningful experience for you, for the students you teach, and for the resident. There are checklists included to assist you. Should you have any questions, contact our office for assistance. Good luck this semester!

In order to fulfill the UL Lafayette College of Education and Human Development's mission, as well as the mission of the Office of Teacher Clinical Experiences, undergraduate students enter the clinical experience setting as that of a *resident* under the supervision and guidance of a mentor teacher. A resident is an undergraduate student who has successfully completed all requirements and is engaged in a yearlong residency. The *mentor teacher* is the school-based clinical educator and is the person(s) responsible for mentoring and modeling the best practices for the resident throughout the clinical experience.

The residency is a time to learn and practice the art and science of teaching and to put to use the many instructional strategies learned and practiced throughout the preceding years enrolled at the university. This is an important time, as the mentor teacher assists the resident in establishing a pattern of thinking and knowing with respect to understanding himself/herself as a teacher, which is broadened and heightened by instructional and didactic knowledge and practices. In addition to broadening pedagogical knowledge, mentor teachers also provide opportunities for residents to apply, share, and reflect on new knowledge.

Criteria for Becoming a Mentor Teacher

The University strives to select certified, qualified teachers as defined by state certification requirements. The following criteria have been established for individuals **willing** to serve as a mentor teacher. **FOR THE 2022-2023 ACADEMIC YEAR:**

1. Hold a valid Mentor Teacher Ancillary Certificate; or
2. Hold a valid Mentor Teacher Provisional Certificate (currently enrolled in a Mentor Teacher Training Program); or
3. Hold the Supervision of Student Teachers Certificate valid until September 2023); or
4. The Board of Elementary and secondary Education (BESE) granted a waiver of policy contained in Bulletin 746, Louisiana Standards for State Certification of School Personnel, and Bulletin 996, Standards for Approval of Teacher and/or Educational Leader Preparation Programs, regarding the requirement that all undergraduate residents and post-baccalaureate candidates be placed with mentor teachers holding the ancillary mentor teacher certificate, the ancillary provisional mentor

teacher certificate, or the Supervisor of Student Teaching certificate, for the 2022-2023 school years. The LDE will develop an application process for the aforementioned mentor teacher waiver. The LDE will review applications and issue waivers, on a case-by-case basis, for teachers who meet the criteria established by LDOE. The most common and widely used criteria is for teachers who have earned a 'Highly Effective' rating over the two most recent years in the Compass Teacher Evaluation system and have been recommended by the principal. This application will be available the beginning of the fall semester. There will be no fees for applicants, school systems, or teacher preparation providers in applying for the mentor teacher waiver.

For more information, please contact your district HR director or believeandprepare@la.gov

The selection of mentor teachers is a collaborative effort by the Director of the Office of Teacher Clinical Experiences, the district's HR Director or designee, and/or the principal of the prospective mentor teacher. Selection is made on a one-semester basis and reviewed each semester for continued eligibility thereafter.

As is true for teachers generally, the financial remuneration for the mentor teacher is not commensurate with the importance of the service rendered. It should be noted that the greatest rewards associated with working with residents are intangible in nature. Mentor teachers report great satisfaction derived from contributing to the professional growth of a future teacher and extending a personal influence of lasting significance to the profession.

Procedures for Assigning a Resident to A Mentor Teacher

Collaboration is sought when assigning residents to mentor teachers. The HR Director (or designee) and/or the principal make recommendations based on the teacher's qualifications, interest, and enthusiasm for the job. The Director of the Office of Teacher Clinical Experiences then makes the final determination as to placement of each resident.

Mentor Teacher Responsibilities

The mentor teacher undertakes some definite responsibilities in the program of educating beginning teachers. Essentially, the mentor teacher is responsible for showing the novice how to connect theory with practice and how to put into practice effective instructional strategies. It is the mentor teacher who inducts the novice into the practical work of teaching in such a manner as to avoid the mistakes a beginning teacher is prone to make. Responsibilities of a mentor teacher consist of, but are not limited to, the following:

Reflection

- Explain personal teaching philosophy and practices
- Explain school's mission and policies. Inform resident of location of important school materials and areas
- Introduce residents to professional books and periodicals
- Co-reflect on lessons taught

Advocacy

- Provide a personal space/desk area for the resident to help establish resident's authority and responsibility as a co-teacher
- Show awareness of evolving instructional practices
- Promote the yearlong residency to the school and larger community

Leadership

- Inform resident of preferred lesson plan format and timelines for submission (see page 51 for details)

- Demonstrate and support a variety of learning activities and teaching strategies
- Promote and maintain a positive climate in the classroom
- Observe and provide daily informal actionable feedback either verbal or written
- Periodic conferences and ongoing dialogue
- Communicate expectations regarding:
 - Lesson plan, including format, (a sample lesson plan template is provided for the resident — see pages 51-52),
 - Oversight and approval of lesson plans before teaching
 - Classroom management techniques
 - Teaching strategies, best practices, and methodologies
 - Record keeping including roll book, grade book, cumulative records
 - Duties beyond the classroom (recess duty, club sponsorship, etc.)
- Manage mentor and resident performance (page 45)
- Formal written evaluation, including pre- and post- conferences
- Midterm Evaluation (Residency I)
- Final Evaluation (Residency II)

Collaboration

- Schedule a time to introduce the resident to the principal.
- Conduct regular cooperative planning sessions
- Demonstrate and support effective daily lesson planning and unit or long range planning which correlate with state standards
- Assist in the development of assessment tools that reflect the goals and objectives of the lesson
- Provide professional and emotional support

Diversity

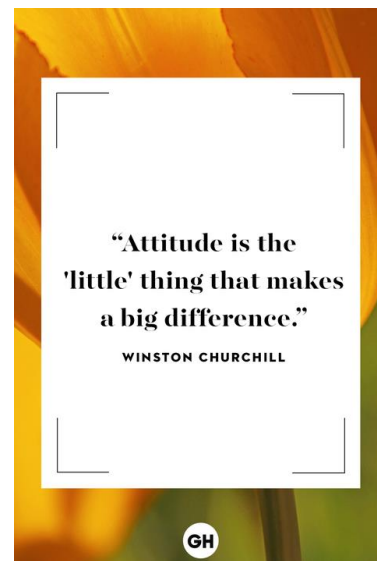
- Guide the understanding of different learning styles
- Encourage the awareness of different cultural needs
- Model respecting, valuing, and affirming all types of diversity
- Promote and provide inclusive learning environments

Professional Growth

- Encourage maintenance of membership in professional organizations
- Introduce resident to area(s) on campus where professional reading materials are housed.
- Inform residents that in-services workshops are mandatory and they are required to attend.

Service

- Encourage membership on school committees
- Maintain awareness of policy issues
- Promote community involvement



Clinical Experience Evaluations Timeline Checklist

Please use this document to aid in navigating the lesson evaluation process of your resident. Below, you will find a checklist of recommended due dates and feedback sessions.

There are two types of formal evaluations that will be used to assess your resident's abilities. One is the Individual Lesson Evaluation Report which evaluates the resident's ability to plan, implement, manage, and reflect on lessons that are approximately one hour in length. The second type of evaluation required by the mentor is the "Clinical Experience Midterm or Final Evaluation" which is a holistic evaluation of the resident done during the residency year (Mid-term Evaluation is completed at the end of Residency I and the Final Evaluation is completed at the end of Residency II). See below for more detailed information. Please arrange times with the resident to complete and discuss the evaluations. You are evaluating each of the items named in the detailed Mid-Term/Final Evaluation rubric, found in Part II of this handbook (see Table of Contents page 73 – 80). An electronic version of all evaluations will be provided by the university supervisor or Director of Teacher Clinical Experiences.

An **Individual Lesson Evaluation Report** (pages 51 – 53) is intended to help you identify areas of strengths as well as areas for further growth. The university supervisor or Director of Clinical Experiences will provide you with the evaluation documents. **Please** use the comment spaces on the lesson evaluation scoring sheet to provide your resident with **actionable feedback**. After the observation, a feedback session should be scheduled to discuss the results of the evaluation and make a plan for action for any areas needing improvement. The conference should include suggestions for the resident to grow his/her knowledge, skills, and disposition.

The **Clinical Experience Midterm or Final Evaluations** should be completed at the end of each semester after a lesson evaluation has been completed (see below). The university professor/supervisor or Director of Clinical Experiences will give you the mid-term and final evaluation forms. Use the detailed rubric (page 74 – 80) to help you rate and identify strengths and weaknesses. Provide **actionable feedback** in the narrative box. You will use the Midterm Evaluation scoring sheet to guide discussion for growth and the Final Evaluation ratings will be used as a summative assessment (**please note passing criteria for the Final Evaluation on page 73**). All evaluations should be turned in to the resident's university supervisor (Residency II) or professor (Residency I) soon after completion.

We appreciate your role in this process of developing highly effective educators!

TASK	SUGGESTED DUE DATE	NOTES
Individual Lesson Evaluation Report (ILER) Ask Mrs. Beard/supervisor to email the evaluation to you. (Complete it then send it to the supervisor)	Residency I Weeks 8 – 10	Be sure residents have had experience teaching before completing the ILER
Midterm Evaluation Ask Mrs. Beard/supervisor to email the evaluation to you. (Complete it then send it to the supervisor)	Residency I Last week of UL Lafayette's final exams	This is NOT a pass/fail evaluation. This evaluation marks progress at the mid-point of the residency. It IS a HOLISTIC Evaluation!
Individual Lesson Evaluation Report (ILER) (Send it to the supervisor)	Residency II Week 5 – 8	
Actionable feedback; use form of your choice.	Residency I and II Daily	Be very specific and give copious remarks to help the resident grow.
Disposition Survey (pages 96-97) Complete and sent to the supervisor.	Residency I & II Week 14	
Final Evaluation Ask Mrs. Beard/supervisor to email the evaluation to you. (Complete it then send it to the supervisor.)	Residency II Last week of UL Lafayette's final exams	This IS a pass/fail evaluation. See page 74.

Mentor Teacher's suggested Checklist

Have the following available for the resident:

- _____ Designated area for resident and his/her belongings
- _____ Class roster /seating charts
- _____ Daily schedule
- _____ Lesson plan book/grade book
- _____ Copies of all forms used in your school district (observations, evaluation, conference, etc.)
- _____ Copies of student texts, teacher manuals, curriculum guides
- _____ Faculty and student handbooks
- _____ Access to School Improvement Plan

Become familiar with school policy concerning resident responsibilities and communicate those to resident:

- _____ Reporting to school
- _____ Absences
- _____ Attendance at faculty meetings
- _____ Supervisory activities

Schedule initial meeting with the resident:

- _____ Date of meeting _____

Introduce resident to school personnel:

- _____ Administration
- _____ Secretary
- _____ Custodial staff
- _____ Faculty at grade-level or department
- _____ Librarian and/or media specialist

Conduct two lesson evaluations:

- _____ Lesson evaluation during Residency I prior to the Mid-Term Evaluation
- _____ Lesson evaluation during Residency II prior to the Final Evaluation

Schedule and conduct two formal **holistic** evaluations:

- _____ Mid-term (end of Residency I due the last week of UL final exams)
- _____ Final (end of Residency II due the last week of UL final exams)

Verification of Documents

- _____ Resident Documentation of Hours Form
- _____ Student Release Forms

Orient resident to procedures involving:

- _____ Daily schedules
- _____ Fire drill and other building evacuation procedures
- _____ Copy room
- _____ Library
- _____ Restroom
- _____ Other

Section VII: ADMINISTRATORS

This section is designed for school administrators. It describes your importance in the resident process. Should you have any questions, contact our office as soon as possible. The work we do would not be possible without your continued support.

In order to fulfill the UL Lafayette College of Education and Human Development's mission, as well as the mission of the Office of Teacher Clinical Experiences, undergraduate students enter the clinical experience setting as that of a *resident* under the supervision, guidance, and mentoring of a *mentor teacher*. As the *administrator* and instructional leader, you play a key role in the professional development of the resident.

A resident is an undergraduate student who has successfully completed all requirements prior to their senior year and is engaged in clinical experiences. As the administrator, you will work with the mentor teacher in mentoring the resident and providing overall assistance during the yearlong residency. Also, you will assist in the overall induction of the resident, conduct periodic evaluations, and assist the mentor teacher when needed.

Administrator Responsibilities:

Reflection

- Meet with the resident(s) at the beginning of each semester and
 - Assist in the orientation of resident(s) to the campus
 - Explain school's philosophy, mission statement, policies and program
 - Assist mentor teacher(s) in orientation of resident to important aspects of your school.

Advocacy

- Encourage and model awareness of evolving educational practices
- Involve the resident in school and community projects when appropriate

Leadership

- Establish positive school climate that fosters optimal development of students and faculty members
- Participate in planning the resident experiences

Collaboration

- Meet with the university professor or supervisor at the beginning of the semester
- Confer with the university professor or supervisor when needed
- Communicate closely with the Director of Teacher Clinical Experiences on the progress of the resident
- Assist resident in the development of appropriate professional relationships with faculty, staff, students and the community

Diversity

- Promote an atmosphere of acceptance for all cultures
- Encourage practices designed to include multicultural education

Professional Growth

- Make available information regarding professional organizations

- Encourage attendance at professional meetings and conferences
- Promote professional readings and a commitment to life-long learning

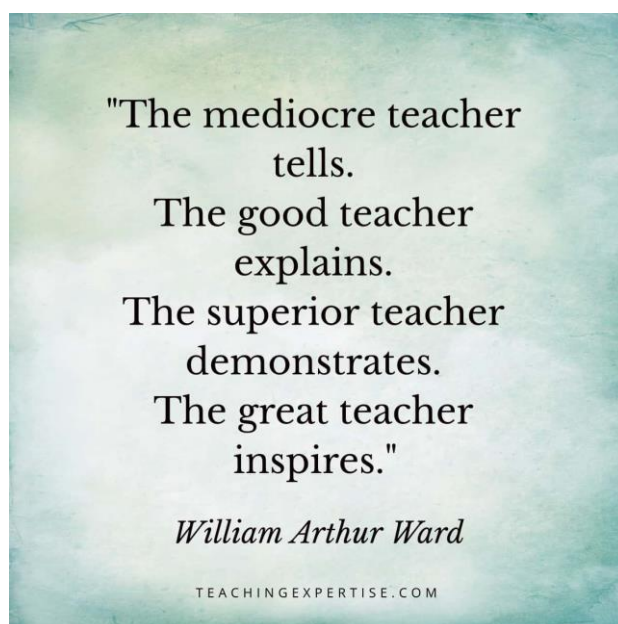
Service

- Include resident(s) on faculty committees when appropriate
- Provide opportunities to observe policy development and decision making

Administrator's Checklist

At the beginning of each semester, schedule a meeting with the resident(s)! At this meeting...

- 1. Conduct a tour of the school and/or provide a map for reference (Emergency drill maps would serve a dual purpose)**
- 2. Provide resources and materials for resident(s):**
 - _____Teacher and student handbooks
 - _____Textbooks
 - _____Curriculum guides/teacher's manuals
 - _____Resource books
 - _____Access to School Improvement Plan
 - _____List of meetings or events the resident(s) are invited to attend
- 3. Assign responsibilities of duties beyond the classroom:**
 - _____Duty information (residents experience duty **with** mentor – never alone!)
 - _____Meeting schedules
 - _____Provide an opportunity to introduce resident(s) to faculty/ staff
 - _____Conduct one formal observation of resident
 - _____Counsel regularly with mentor teacher concerning progress of resident



Section VIII: UNIVERSITY SUPERVISORS

The university supervisor serves as the link between the university and the school for the resident. In addition to establishing a professional relationship with the personnel at the mentor's school, the university supervisor maintains a close supervisory relationship with the resident throughout the semester. The university supervisor should communicate the progress of residents to the Director of the Office of Teacher Clinical Experiences as needed.

Eligibility Requirements

The university utilizes full-time professors in education and other colleges for on-site supervision. It is vital for university faculty to remain current and active in the field. In addition to regular faculty, adjunct personnel are hired to supervise and mentor students during this experience. All supervisors must be qualified to supervise and have experience in their areas of supervision. Every effort is made to place supervisors with candidates in their area of expertise.

University Supervisor Responsibilities

The first and foremost task of the university supervisor, in conjunction with the mentor teacher, is to initiate the transformation from candidate to teacher and from participator to professional educator. The university supervisor has the responsibility of being a mentor and confidante to the resident but also has the job of coordinating efforts to ensure resident success.

Reflection

- Provide timely actionable feedback to resident(s)
- Encourage self-evaluation of resident(s)
- Determine and report final grade in conjunction with mentor teacher
- Discuss all evaluations and actionable feedback with resident(s)

Advocacy

- Introduce yourself and maintain contact with school's administrator
- Provide an example by modeling behaviors of support, interest, and concern for the resident's professional growth and development
- Focus on positive behaviors and growth
- Contact resident as needed via e-mail or phone call
- Give resident the opportunities to share successes/failures/frustrations



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**College of Education
& Human Development**

Leadership

- Contact the resident(s) the first week of UL semester
- Arrange for introductory visit and other subsequent visits
- Provide your phone number and e-mail address to resident(s)
- Maintain on-going communication with resident, mentor teacher and the Director of Teacher Clinical Experiences
- Distribute required evaluations to the schools as needed
- Remind resident to submit absentee forms in a timely manner

Professional Growth

- Visits
 - ❖ look for growth in the resident's preparation, classroom image and routine functioning
 - ❖ look for evidence of actionable feedback being put into practice
- Check to see if the resident is functioning smoothly within the school, has the supplies needed to teach, and is following procedures and rules
- Assess instructional and classroom management strategies **and appropriate UNIT/SPA Assessment artifacts as assigned in Watermark.**
- Appropriately space visits to resident's site, adding more as needed
- Follow up on previous concerns
- Aid in the development of self-confidence
- Maintain pre- and post-observation forms
 - ❖ Submit evaluations regularly. **The evaluations (Individual Lesson Evaluation Report--ILER) must be entered in Watermark.** University Supervisors complete **three** ILERs and enter information from **one** ILER from the mentor teacher
 - ❖ **IMPORTANT:** Provide **actionable feedback** in addition to numerical scoring
 - ❖ Deliver mid-term evaluation and final evaluation promptly to mentor teacher
 - ❖ **Enter Mid-Term (Residency I) and Final Evaluation (Residency II) scores into Watermark**
 - ❖ **Assess artifacts and submit through Watermark.**
- Submit travel forms monthly through Chrome River
- Report to the Director of Clinical Experiences, following consultation with mentor teacher, residents displaying: (see Resolution Protocol page 45)
 - ❖ Unprofessional behavior
 - ❖ Lack of preparation for teacher duties
 - ❖ Frequent absenteeism and/or tardiness
 - ❖ Incompetence

UNIVERSITY SUPERVISOR'S CHECKLIST

- _____ Contact the principal and let him/her know you will be working with the resident(s).
- _____ Contact the mentor teacher the first week of the UL semester to introduce yourself and discuss expectations.
- _____ Serve as the liaison between the mentor teacher, administration, and resident
- _____ Provide your phone number and email address to mentor teacher and resident.
- _____ Contact resident the first week of the UL semester to discuss progress of UNIT/SPA Assessment Artifacts in Watermark and provide a timeline and checklist.
- _____ Remind your resident to submit absentee forms in a timely manner.
- _____ Inform Office of Teacher Clinical Experiences any problems the resident voices or you observe. See page 45 for Resolution Protocol.
- _____ Visit/evaluate the resident a minimum of **4 times (more if necessary)** during the semester, which is about once a month.
 - It is NOT a good idea to go to the school(s) unannounced. Schedule all visits with the resident and mentor teacher.
- _____ Submit your lesson evaluations (ILER) to Watermark (three are required).
- _____ Ensure the mentor teacher has all electronic versions of required evaluations.
- _____ Submit your final evaluation and evaluation of all required UNIT/SPA Assessment artifacts for residents through Watermark by the end of the last week of the semester.
- _____ At the beginning of the semester complete a blanket request for travel for the semester
- _____ Submit your travel forms at the end of each month. (through Chrome River)





CLINICAL EXPERIENCE HANDBOOK

PART II

REQUIRED ARTIFACTS, FORMS, AND TEACHER COMPETENCIES



CLINICAL EXPERIENCE HANDBOOK: PART II

UNIVERSITY OF LOUISIANA AT LAFAYETTE

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INTRODUCTION

Teacher Work Samples and Portfolios have become accepted methods of presenting evidence of knowledge, skills and dispositions in the area of teacher preparation. Arens (2003) states that several organizations such as InTASC, NBPTS, and AACTE consider portfolios to be a preferred method for making informed decisions regarding teaching skills. The artifacts in Watermark Student Learning and Licensure (formerly VIA) provide valuable evidence of competencies. Artifacts are documents or pieces of evidence that are used to substantiate your ability to perform required minimum skills.

The University of Louisiana at Lafayette has utilized research-based best practices in the field of teacher preparation to formulate the criteria for candidates exiting the yearlong residency. Portal IV of the College of Education and Human Development's Unit/SPA Assessment Plan consists of criteria which must be met by candidates seeking exit from the teacher preparation program. Portal IV requirements are aligned to the Framework for Teaching Evaluation Instrument by Charlotte Danielson (2011) and InTASC Standards. The Louisiana State Department of Education adopted the Danielson Framework in 2011 from which the COMPASS Teacher Evaluation was created.

Successful completion of Portal IV requires that designated artifacts are submitted and evaluated through Watermark. Your university supervisor and/or your program of study may require other requirements and artifacts in addition to Watermark. Your university supervisor or EDCI 440 professor will advise you of such requirements. The artifacts and assessments are submitted to Watermark.

I'm not
telling you
it's going
to be
easy,
I'm
telling you
it's going
to be
WORTH IT.

Managing Mentor and Resident Performance

1. Prevention first! The key to successful working relationships is communication. Discussing and setting clear expectations leads to clear performance goals and provides precise detailed instructions assuring that everyone knows what they need to do to perform well.
2. Provide daily feedback. This feedback should be done regularly and immediately (especially if a problem occurs). The feedback should be actionable, so the resident knows what was done well and what he/she needs to continue doing or what needs correcting and how to correct it. This also establishes a habit and prevents awkward “once in a while” forced conversations between the mentor and resident.
3. If a problem occurs the mentor and resident discuss the problem and diagnose the cause. A plan of action should be established and implemented.

Resolution Protocol

1. **IF the resident has concerns about the mentor.**

- First, speak to the mentor. State concerns in a specific, factual, and unemotional manner. Work together to resolve issues.
- If the situation continues, contact the university supervisor. Explain the concerns thoroughly and do not embellish the situation. The university supervisor offers clearly defined actions to resolve the issue. The supervisor will then follow-up with the resident at a pre-determined date.
- If necessary, the supervisor and resident meet with the mentor to discuss the issue and establish a plan of resolution.
- Next, if the problem persists, the university supervisor and resident meet with the Director of Clinical Experiences. The Director will listen and offer a plan of action.
- If this does not resolve the issue, the next step will be a meeting between the principal, mentor, Director, resident, and if needed, the supervisor.
- **IMPORTANT:** document everything!

2. **IF the mentor has concerns about the resident.**

- First, speak to the resident. State concerns in a specific, factual, and unemotional manner. Work together to resolve issues. Document details of this meeting.
- If the situation continues, contact the university supervisor. Explain the concerns thoroughly and do not embellish the situation. The university supervisor offers clearly defined actions to resolve the issue. It is recommended to meet with the resident and mentor at this point in the conflict resolution. The supervisor will then follow-up with the resident at a pre-determined date. Document all interactions.
- Next, if the problem persists, the university supervisor and resident meet with the Director of Clinical Experiences. The Director will listen and offer an actionable plan to resolve the conflict.
- Finally, if this does not resolve the issue, the next step will be a meeting between the principal, mentor, Director, resident, and if needed, the supervisor. Documentation of this meeting will be filed in the resident’s folder and there will be a follow-up meeting at a pre-determined date to ascertain if the conflict has been resolved.

3. **IF the issue/conflict persists.**

- If the steps taken above have not resolved the conflict, the resident may be reassigned.
- **NOTE:** A reassignment is a “last ditch” effort. If the “root causes” of the problem are essentially still the same in the new assignment and seemingly unresolvable, counseling the student on options other than teaching will be the final step.
- The Office of Student Services will be notified when a resident has been counseled out of the field of education.

*This is a guideline for all **WATERMARK UNIT** artifacts. **Any required SPA** artifacts and due dates are guided by university supervisors but must be submitted no later than November 15, 2023 (Fall semester) and April 24, 2024 (Spring semester).

Due Dates	Artifacts
Midterm Submissions	
Residents: Submit the artifacts on the right no later than: Fall semester: Wednesday, October 4, 2023 Spring semester: Wednesday, March 13, 2024	<ul style="list-style-type: none">• UNIT PIV: Lesson Plan• UNIT PIV: Resume• UNIT PIV: ILER 1 Supervisor• Student Release Forms• Written Teacher Observations• Completer Disclosure Form (Value-Added Data Consent)• UNIT PIV: Disposition Survey Self-Assessment
Supervisors: Complete grading the artifacts on the right no later than: Fall semester: Wednesday, October 11, 2023 Spring semester: Wednesday, March 20, 2024	
Final Submissions	
Residents: Submit artifacts on the right no later than: Fall semester: Wednesday, November 15, 2023 Spring semester: Wednesday, April 24, 2024	<ul style="list-style-type: none">• UNIV PIV: Managing an Effective Learning Environment• UNIT PIV: Case Study Analysis• UNIT PIV: Analyzing Results• UNIT PIV: Unit Plan• UNIT PIV: Objective Pre/Post Test• UNIT PIV: Clinical Experience Final Evaluation• UNIT PIV: ILER 2 Supervisor• UNIT PIV: ILER 3 Supervisor• UNIT PIV: ILER 1 Mentor• UNIT PIV: Disposition Survey ~University Supervisor• UNIT PIV: Disposition Survey ~Mentor Teacher
Supervisors: Complete grading the artifacts on the right no later than: Fall semester: Wednesday, December 6, 2023 Spring semester: Wednesday, May 1, 2024	
Residents: Submit artifacts on the right no later than: Fall semester: Friday, December 8, 2023 Spring semester: Friday, May 3, 2024	<ul style="list-style-type: none">• UNIT PIV Teacher Intern Exit Questionnaire• Field Experiences & Professional Development (FA23)
Supervisors: Complete grading the artifacts on the right no later than: Fall semester: Monday, December 11 Spring semester: Monday, May 6, 2024	

D. Instructional Process

This section consists of the following:

	Entry	Form	Artifact	Description	Assessment
D1.	UNIT PIV: Lesson Plan Artifact		X	Evidence of ability to plan for instruction.	Portal IV Lesson Plan Artifact Rubric Criteria for Passing: Two (2) items may fall below Meets Expectations with No Ratings of Does Not Meet Expectations
D2.	UNIT PIV: Objective Pre/Post Test		X	Evidence of sound assessment techniques including sample pre- and post. Artifact must be contained in 1 DOCUMENT AND UPLOADED INTO Watermark	Portal IV Objective Pre/Post Test and Performance Assessment Artifact Criteria for Passing: One (1) item may fall below Meets Expectations with No Ratings of Does Not Meet Expectations
D3.	UNIT PIV: Analyzing Results Artifact		X	Evidence of ability to analyze and apply assessment results for instructional planning and student growth. Artifact must be contained in 1 DOCUMENT AND UPLOADED INTO Watermark	Portal IV Analyzing Results Criteria for Passing: One (1) item may fall below Meets Expectations with No Ratings of Does Not Meet Expectations

***Please note the criteria for passing each artifact.

We **INSPIRE**
 We **MOTIVATE**
 We **CARE**
 We **TEACH**

C. PLANNING FOR A UNIT OF INSTRUCTION

The Planning for Instruction section documents a candidate's knowledge and skills in planning and constructing a unit of instruction. This section includes the following entries:

Entry		Form	Artifact	Description	Assessment
C1.	Portal IV Unit Plan Artifact		X	The Unit Plan is a body of instruction in one subject area for one class. NOTE: The Unit Plan may vary in length depending on the grade level, discipline/subject matter, or classification of students.	Portal IV Unit Plan Artifact Rubric Criteria for Passing: One (1) may fall below Meets Expectations

C1. Unit Plan Artifact

You will develop a unit of study in one subject area for one class. The length of the Unit Plan will be determined in consultation with your mentor teacher.

Your unit will include instruction that reflects your knowledge and application of the Louisiana Content Standards and relevant standards in other fields not covered by the content standards.

It is your responsibility to organize this information ensuring the artifact meets all evaluation criteria on the rubric.

Below is a list of components the unit **may contain**. Consult your university supervisor for specific instructions in meeting the assessment rubric for this artifact. The components listed below will help you meet the rubric expectations for this artifact.

1. **Introduction** – a description of the unit to be taught and how all of the lessons within the unit are related. List all subject areas and grade level (s) included in the Unit Plan.
2. **Goals** - the general outcomes the unit will achieve aligned to the Louisiana State Standards
3. **Learning Outcomes** – a list of measurable student outcomes related to the goals of the unit and aligned to the Louisiana State Standards. An outcome states what a student will know and be able to do at the end of the unit.
4. **Material List** - a list of all materials and resources (including technology) needed to teach the unit of study.
5. **Calendar of Lesson Plans/Outline** – this is a sequential list or table of individual lessons to be taught in the unit of study. The list should contain a title, learning outcome for each lesson, and a brief description of the main activity. Approximate timeline should be included.
6. **Accommodations and Modifications** – list and describe accommodations and modifications that may be considered throughout the unit to meet the needs of some learners.
7. **Attention to Diversity** – an explanation of diverse issues/components considered and addressed in the unit.
8. **Assessments** – Use the pre-test artifact as a pre assessment that will inform your instruction. Describe how the pre-test data helped you adjust individual components of the unit plan. Explain how you used the pre-test data to adjust instruction for individuals or groups of students. Note any other types (includes formal and informal) of assessment that will be included during the implementation of the unit. At the end of the unit administer the post-test to see what knowledge was gained.
9. **Follow IEP or IFSP** as called for/based upon student population.

UNIVERSITY OF LOUISIANA AT LAFAYETTE
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UNIT PIV: UNIT PLAN RUBRIC

DOMAIN 1: PLANNING AND PREPARATION			
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Displays Knowledge of Content and Pedagogy <u>ALIGNMENTS:</u> CAEP 1.3 InTASC 4: Content Knowledge (2 – Content) COMPASS 1A: Knowledge of Content and Pedagogy	The plan shows evidence of: In planning and practice, candidate makes content errors or does not correct errors made by students. Candidate's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Candidate displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	The plan shows evidence of: Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The plan shows evidence of: Candidate displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Demonstrates Knowledge of Students <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 1: Learner Development (1 – The Learner and Learning) COMPASS 1B: Demonstrating Knowledge of Students	The plan shows evidence of: Candidate demonstrates little or no understanding how students learn and of knowing the students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	The plan shows evidence of: Candidate indicates the importance of understanding how students learn and of knowing the students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	The plan shows evidence of: Candidate understands the active nature of student learning and attains information about levels of development for groups of students. The candidate also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Sets Instructional Outcomes <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	The plan shows evidence of: Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	The plan shows evidence of: Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	The plan shows evidence of: Most outcomes represent rigorous and important learning in the discipline. All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Demonstrates Knowledge of Resources <u>ALIGNMENTS:</u> CAEP 1.5 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 1D: Demonstrating Knowledge of Resources	The plan shows evidence of: Candidate is unaware of school or district resources for classroom use for the expansion of his or her own knowledge or for students.	The plan shows evidence of: Candidate displays basic awareness of school or district resources available for classroom use for the expansion of his or her own knowledge and for students, but no knowledge of resources available more broadly.	The plan shows evidence of: Candidate displays awareness of resources- not only through the school and district but also through sources external to the school and on the Internet – available for classroom use for the expansion of his or her own knowledge and for students.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Designs Coherent Instruction <u>ALIGNMENTS:</u> CAEP 1.4 InTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1E: Designing Coherent Instruction	<p>The plan shows evidence of: The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>The plan shows evidence of: Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the candidate at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>The plan shows evidence of: Candidate coordinates knowledge of content or students and or resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Designs Student Assessments <u>ALIGNMENTS:</u> CAEP 1.2 InTASC 6: Assessment (3 – Instructional Practice) COMPASS 1F: Designing Student Assessments	<p>The plan shows evidence of: Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>The plan shows evidence of: Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Candidate intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>The plan shows evidence of: Candidate's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Candidates have a well- developed strategy for using formative assessment and have designed particular approaches to be used.</p> <p>Candidate intends to use assessment results to plan for future instruction for groups of students.</p>

D1. UNIT PIV LESSON PLAN ARTIFACT

In the previous artifact, the Unit Plan Artifact, you constructed a unit plan for the delivery of instruction. The Lesson Plan Artifact must be one of the lessons from the Unit Plan Artifact. This artifact requires **additional criteria** as seen in the Suggested Daily Lesson Plan Format.

The content and format of the Lesson Plan Artifact should be a collaborative effort between the resident and the mentor teacher. The university supervisor and/or mentor teacher may require additional components to be considered as acceptable. The components listed below will help you meet the rubric expectations for this artifact. If you are using a scripted curriculum, adapt the script to the suggested daily lesson plan format below.

- **Your Name**
 - **Date of lesson**
 - **Title of Lesson** – What is the subject of the lesson?
 - **Time** – How much time will be needed to accomplish this lesson?
 - **Pacing** – How much time will be allotted to each part of the lesson
 - **Setting** – Age group/grade level of students you will be working with. Briefly list any other information that helps to “set the stage” for your lesson that would assist the person evaluating your lesson in understanding the context in which the lesson will occur.
1. **Learner Outcomes/Objectives** – What will the students know and be able to do by the end of the lesson? Make sure this aligns to the assessment(s) of this lesson.
 2. **Standards Alignment** – What Louisiana Content Standard(s) will be addressed in this lesson? List the standard(s) that will be used for this lesson.
 3. **Materials and Technologies** – What resources or technologies are employed throughout the delivery of this lesson? What outside resources will be brought in?
 4. **Preparation** – Are there any special changes (schedule, room, etc.) that need to take place before or during the delivery of this lesson?
 5. **Introduction**
 - What is done to ensure that the resident has the attention and interest of the students? This is the “attention-getter and focuser”. (“setting the stage” and providing a “hook”)
 - Review previously learned concepts for scaffolding; build background knowledge.
 - Informally assess students’ knowledge to help with direction of lesson; find misconceptions.
 - What is the instructional purpose and what is its relationship to a broader context? Communicate what students need to learn and be able to do by the end of the lesson.
 6. **Developmental Activities/Procedures** – includes activities that develop the outcomes. State purpose for the activity and its connection to standard(s).
 7. **Model:**
 - The resident introduces the topic and teaches the skill/concept to be learned. This part is a demonstration of the process and/or description of information.
 - In your plan, elaborate on what will be said and done.
 - Include how the students will be intellectually engaged.
 - Incorporate student-to-student interaction.
 8. **Guided Practice:**
 - The resident works with the students and provides additional opportunities to practice the skill/concept that will help students apply and practice new skills or knowledge. Allow students opportunities to interact and guide instruction for one another.
 - Questioning—What questions will be asked to promote learning and thinking? How will all

students be heard? **List a minimum of two higher order thinking questions.**

- Collaborative Strategies—Explain how the students will work in groups with specified tasks.
- Monitoring—Informally assess student progress and use that information to inform instruction.

9. Independent Practice:

- What will students, independent of help from the resident, do to practice and demonstrate understanding of the lesson?
- What opportunities are employed to meet the needs of diverse learners?

10. Content Closure – How is the lesson “wrapped up”? this is one more opportunity to informally assess the students to determine if they have learned the information presented in this lesson. This is NOT an additional activity.

11. Assessment Plan – In alignment with the outcome(s) of the lesson, how will the resident measure the progress of students? How will the product (any written assignment) be evaluated?

12. Individual Differences Identified – Include modification and accommodations to meet the needs of all learners.

13. Planning for Diversity – Provide reflection on diversity issues—how are students’ needs considered and addressed?

14. Feedback - How and in what manner will performance feedback be provided to the students? This can include oral feedback/encouragement, daily or weekly correspondence with parents, or progress reports, etc.

15. IEP/IFSP – If necessary

16. Reflection – After the lesson is taught, reflect on its implementation

- **Effectiveness** – Were instructional outcomes achieved? Include supporting evidence.
- **Adjustments** – What changes would make the lesson better? Identify specific adjustments that could be made to this lesson or future lessons to address individual students’ or groups of students’ needs.

UL Lafayette

Suggested Daily Lesson Plan Format

Resident’s name: _____ Subject: _____

Date: _____ Title of Lesson: _____

- A. Standards:
- B. Learning outcomes:
- C. Materials:
- D. Introduction:
- E. Developmental Activities:
 - a. Modeling:
 - b. Guided Practice
 - c. Independent Practice:
- F. Closure
- G. Accommodations/modifications:
- H. Assessment:
- I. Reflection

UNIVERSITY OF LOUISIANA AT LAFAYETTE

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UNIT PIV: LESSON PLAN ARTIFACT RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Displays Knowledge of Content and Pedagogy <u>ALIGNMENTS:</u> CAEP 1.3 InTASC 4: Content Knowledge (2 – Content) COMPASS 1A: Knowledge of Content and Pedagogy	The plan shows evidence of: Candidate makes content errors or does not correct errors made by students. Candidate's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Candidate displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	The plan shows evidence of: Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The plan shows evidence of: Candidate displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	The plan shows evidence of: Candidate displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Candidate's plan and practice reflect understanding of prerequisite relationships among topics and concepts and provides a link to necessary cognitive structures needed by students to ensure understanding. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Demonstrates Knowledge of Students <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 1: Learner Development (1 – The Learner and Learning) COMPASS 1B: Demonstrating Knowledge of Students	The plan shows evidence of: Candidate demonstrates little or no understanding how students learn and of the students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	The plan shows evidence of: Candidate indicates the importance of understanding how students learn and of knowing the students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	The plan shows evidence of: Candidate understands the active nature of student learning and attains information about levels of development for groups of students. The candidate also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	The plan shows evidence of: Candidate actively seeks knowledge of individual students' levels of development and their backgrounds, cultures, skills, language proficiency, interest, and special needs from a variety of sources. This information is acquired for individual students.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Teacher Candidate Sets Instructional Outcomes <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	The plan shows evidence of: Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	The plan shows evidence of: Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	The plan shows evidence of: most outcomes represent rigorous and important learning in the discipline. All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	The plan shows evidence of: All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Demonstrates Knowledge of Resources <u>ALIGNMENTS:</u> CAEP 1.5 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 1D: Demonstrating Knowledge of Resources	The plan shows evidence of: Candidate is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	The plan shows evidence of: Candidate displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	The plan shows evidence of: Candidate displays awareness of resources not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.	The plan shows evidence of: Candidate displays extensive knowledge of resources – not only through the school and district, but also in the community, through professional organizations and universities, and on the Internet – for classroom use, for the expansion of his or her own knowledge and for students.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Designs Coherent Instruction <u>ALIGNMENTS:</u> CAEP 1.4 InTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1E: Designing Coherent Instruction	The plan shows evidence of: The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	The plan shows evidence of: Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the candidate at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	The plan shows evidence of: Candidate coordinates knowledge of content, or students, and or resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	The plan shows evidence of: Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology) resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Teacher Candidate Designs Student Assessments ALIGNMENTS: CAEP 1.2 InTASC 6: Assessment (3 – Instructional Practice) COMPASS 1F: Designing Student Assessments	The plan shows evidence of: Assessment procedures are not congruent with Instructional outcomes; the proposed approach contains no criteria or standards. Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction	The plan shows evidence of: Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Candidate intends to use assessment results to plan for future instruction for the class as a whole.	The plan shows evidence of: Candidate's plan for student assessment is aligned with the Instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Candidates have a well- developed strategy for using formative assessment and have designed particular approaches to be used. Candidate intends to use assessment results to plan for future instruction for groups of students.	Candidate's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of students' contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as candidate. Candidate intends to use assessment results to plan future instruction for individual students' use of the assessment information
DOMAIN 2: THE CLASSROOM ENVIRONMENT				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Creates an Environment of Respect and Rapport ALIGNMENTS: CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2A: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between the candidate and students and among students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Candidate does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the candidate and students and among students are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Candidate attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the candidate. Interactions among students are generally polite and respectful. Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the candidate and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the candidate and contribute to high levels of civil interaction between all members of the class. The new result of interactions is that of connections with students as individuals.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Establishes a Culture for Learning ALIGNMENTS: CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2B: Establishing a Culture for Learning	The classroom culture is characterized by a lack of candidate or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by candidate or students. The candidate appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The candidate conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The candidate conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The candidate conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Teacher Candidate Manages Classroom Procedures <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2C: Managing Classroom Procedures	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the candidate is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The candidate's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The candidate's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Manages Student Behavior <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 3: Learning Differences (1 – The Learner and Learning) COMPASS 2D: Managing Student Behavior)	There appears to be no established standard of conduct and little or no candidate monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The candidate monitors student behavior against established standards of conduct. Candidate response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Candidates' monitoring of student behavior is subtle and preventive. Candidate response to student misbehavior is sensitive to individual student needs and respects students' dignity.
DOMAIN 3: INSTRUCTION				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Communicates with Students <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 5: Application of Content (2– Content) COMPASS 3A: Communicating with Students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The candidate's explanation of the content contains major errors. The candidate's spoken or written language contains errors of grammar or syntax. The candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The candidate's attempt to explain the instructional purpose has only limited success and/or directions and procedures must be clarified after initial student confusion. The candidate's explanation of the content may contain minor errors; some portions are clear and other portions are difficult to follow. The candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Candidate's spoken language is correct; however, his or her vocabulary is limited or not fully appropriate to the students' ages or backgrounds	The candidate clearly communicates instructional purpose of the lesson including where it is situated within broader learning and explains procedures and directions clearly. Candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the candidate invites student intellectual engagement. Candidate's spoken and written language is clear and correct and candidate uses vocabulary appropriate to the students' ages and interests.	The candidate links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The candidate's explanation of content is thorough and clear, developing conceptual understands through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The candidate's spoken and written language is expressive, and the candidate finds opportunities to extend students' vocabularies.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Teacher Candidate Uses Varied Questioning and Discussion Techniques <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3B: Questioning and Discussion Techniques	Candidate's questions are of low cognitive challenge, require single correct responses, and/or are asked in rapid succession. Interaction between candidate and students is predominately recitation style with the candidate mediating all questions and answers.	Candidate's questions lead students through a single path of inquiry with answers seemingly determined in advance. The candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Candidate uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Engages Students in Learning <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 2: Learning Differences (1 – The Learner and Learning) COMPASS 3C: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only one response. The pace of the lesson is too slow or too rushed Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking. The result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	All students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the candidate and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Uses Assessments in Instruction <u>ALIGNMENTS:</u> CAEP 1.2 InTASC 6: Assessment (3–Instructional Practice) COMPASS 3D: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence, that they have contributed to the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both candidate and peers, is accurate, specific, and advances learning. Questions, prompts, and assessments are used regularly to diagnose evidence of learning by individual students.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Teacher Candidate Demonstrates Flexibility and Responsiveness <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3E: Demonstrating Flexibility and Responsiveness	Candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Candidate ignores student questions. When students experience difficulty, the candidate blames the students or their home environment.	Candidate attempts to modify the lesson when needed and to respond to student questions and interests with moderate success. Candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Candidate promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodates student questions, needs, and interests. Drawing on a broad repertoire of strategies, the candidate persists in seeking approaches for students who have difficulty learning.	Candidate seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Candidate persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Reflects on Teaching <u>ALIGNMENTS:</u> CAEP 1.2 InTASC 9: Professional Learning and Ethical Practice (4 – Professional responsibility) COMPASS 4A: Reflecting on Teaching	Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Candidate has no suggestions for how a lesson could be improved.	Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Candidate makes general suggestions about how lesson could be improved.	Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	Candidate makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, candidate offers specific alternative actions, complete with the probable success of different courses of action.
Teacher Candidate Shows Professionalism <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 10: Leadership and Collaboration (4 – Professional Responsibility) COMPASS 4F: Showing Professionalism	Candidate displays dishonesty in interactions with colleagues, students, and the public. Candidate is not alert to students' needs. Candidate makes decisions and recommendations based on self-serving interest. Candidate does not comply with school and district regulations being ill served by the school.	Candidate is honest in interactions with colleagues, students, and the public. Candidate attempts, though inconsistently, to serve students. Candidate does not knowingly contribute to some students being ill served by the school. Candidate's decisions and recommendations are based on limited but genuinely professional considerations. Candidate complies minimally with school and district regulations, doing just enough to get by.	Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Candidate is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Candidate maintains an open mind in team or departmental decision making. Candidate complies fully with school and district regulations.	Candidate takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Candidate is highly proactive in serving students, seeking out resources when needed. Candidate makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school. Candidate takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Candidate complies fully with school and district regulations, taking a leadership role with colleagues.

D2. UNIT PIV OBJECTIVE PRE/POST TEST

This artifact is constructed and prepared for the purpose of assessing student outcomes for the instructional unit artifact. This artifact will provide evidence of your influence on instruction, and/or student learning. It also provides evidence of collaboration between the resident and the mentor teacher in bringing about increased student achievement.

The data from this artifact will be used in the following artifacts:

- Analyzing Results
- Case Study Analysis

In consultation with your mentor teacher and university supervisor, construct an objective pre- and post- test for a unit in which you are the lead teacher. This artifact may be teacher-created or be a mandated assessment. You also need to create a cover sheet for the assessment that addresses the guidelines set below.

Guidelines

In addition to your pre/post-test artifact, please provide the following information about this artifact:

- Overview of the unit (Unit Plan Artifact). Brief explanation of concepts covered in the unit.
- Unit outcomes
- What resources were used for this assessment?
- Reflect upon the following:
 - ✓ Did this assessment help you understand the needs of students' learning, what to teach to meet the needs of the students, growth made by the students due to your instruction?
 - ✓ Does this pre/post-test artifact allow opportunities for students to show what they know in a variety of ways?
 - ✓ How did the pre-test influence the development of the unit plan and student groups?
How did it help you individualize instruction for all learners?
- Test construction Guidelines:
 - ✓ Complete/clear directions
 - ✓ Unambiguous test items
 - ✓ Appropriate organization
 - ✓ Identification of points awarded for each item



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UNIT PIV: OBJECTIVE PRE/POST TEST ARTIFACT RUBRIC

DOMAIN 1: PLANNING AND PREPARATION			
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Displays Knowledge of Content and Pedagogy ALIGNMENTS: CAEP 1.3 InTASC 4: Content Knowledge (2 – Content) COMPASS 1A: Knowledge of Content and Pedagogy	The plan shows evidence of: Candidate makes content errors or does not correct errors made by students Candidate's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Candidate displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	The plan shows evidence of: Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The plan shows evidence of: Candidate displays said knowledge of the important concepts in the discipline and the ways they relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
Teacher Candidate Demonstrates Knowledge of Students ALIGNMENTS: CAEP 1.1 InTASC 1: Learner Development (1 – The Learner and Learning) COMPASS 1B: Demonstrating Knowledge of Students	The plan shows evidence of: Candidate demonstrates little or no understanding how students learn and of knowing the students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	The plan shows evidence of: Candidate indicates the importance of understanding how students learn and of knowing the students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	The plan shows evidence of: Candidate understands the active nature of student learning and attains information about levels of development for groups of students. The candidate also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Sets Instructional Outcomes <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	<p>The plan shows evidence of:</p> <p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>The plan shows evidence of:</p> <p>Outcomes represent moderately high expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>The plan shows evidence of:</p> <p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Demonstrates Knowledge of Resources <u>ALIGNMENTS:</u> CAEP 1.5 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 1D: Demonstrating Knowledge of Resources	<p>The plan shows evidence of:</p> <p>Candidate is unaware of school or district resources for classroom use for the expansion of his or her own knowledge or for students.</p>	<p>The plan shows evidence of:</p> <p>Candidate displays basic awareness of school or district resources available for classroom use for the expansion of his or her own knowledge and for students, but no knowledge of resources available more broadly.</p>	<p>The plan shows evidence of:</p> <p>Candidate displays awareness of resources- not only through the school and district but also through sources external to the school and on the Internet – available for classroom use for the expansion of his or her own knowledge and for students.</p>

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Designs Coherent Instruction <u>ALIGNMENTS:</u> CAEP 1.4 InTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1E: Designing Coherent Instruction	<p>The plan shows evidence of:</p> <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>The plan shows evidence of:</p> <p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the candidate at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>The plan shows evidence of:</p> <p>Candidate coordinates knowledge of content or students and or resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Designs Student Assessments <u>ALIGNMENTS:</u> CAEP 1.2 InTASC 6: Assessment (3–Instructional Practice) COMPASS 1F: Designing Student Assessments	<p>The plan shows evidence of:</p> <p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>The plan shows evidence of:</p> <p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Candidate intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>The plan shows evidence of:</p> <p>Candidate's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Candidates have a well-developed strategy for using formative assessment and have designed particular approaches to be used.</p> <p>Candidate intends to use assessment results to plan for future instruction for groups of students.</p>

D3. UNIT PIV: ANALYZING RESULTS ARTIFACT

Using the Pre/Post-Test Artifact's assessment data associated with your unit, complete the following:

1. Present the results from the pre/post-test.
 - a. Include all objectives for the pre- and post-test administered to the students. The analysis must also clearly show pre-test results by student, post-test results by student, attainment of outcomes by student, and positive or negative gains by student.
 - b. Use a table format to report the data. You may add columns and rows as needed for outcomes and students.
2. Analyze the results.
3. Reflect on your effectiveness using the guiding questions below. Be sure to refer to the rubric that will be used to evaluate this Watermark artifact.

Note: Do not use the students' names. The Student Release Form should be obtained for these individuals.

Sample: Analyzing Results Artifact

Objective Test – Raw Scores Total Possible 56 points				Objective 1		Objective 2		Objective 3		
Student	Pre	Post	Gain	Yes	No	Yes	No	Yes	No	Comments
A	22	42	20	X		X			X	
B	12	24	12		X	X		X		
C	45	40	-5	X		X			X	

To assist you in writing a narrative of this data analysis, address the following questions:

1. List the total number of students included for each assessment. Briefly describe how you utilized the data from the pre/post-test assessment to determine if objectives were met for the class and for each student.
2. How many students and what percent obtained each objective? How many students and what percent did not obtain each outcome?
3. How many students and what percent obtained all outcomes? How many students and what percent obtained no outcomes?
4. Generally, evaluate and reflect on your unit's effectiveness in how well the students achieved the outcomes. Use statistical evidence to support your narrative.
5. Describe instructional strategies that you would use in the future to assist in teaching one of the instructional outcomes.
 - ✓ Include ideas for students who did not meet outcomes, those who may need enrichment opportunities, and how you would use grouping strategies.
6. Choose one student (that you may use in the Case Study Artifact) who did not meet the outcome(s) and include the following in your data analysis narrative:
 - ✓ What inferences can you make about a student's knowledge and/or skills based on the Pre/Post-Test?
 - ✓ What factors may have contributed to failure?
7. Include any other comparisons or generalizations. For example, did you notice if all the boys scored better than the girls?
8. Describe what you did to involve parents/guardians in the learning process.
9. Explain how you used the information gained from your communications with students, parents/guardians, and colleagues. Did it help to inform your instruction?

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UNIT PIV: ANALYZING RESULTS RUBRIC

DOMAIN 3: INSTRUCTION			
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Uses Assessments in Instruction <u>ALIGNMENTS:</u> CAEP 1.2 InTASC 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	The plan shows evidence of: Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	The plan shows evidence of: Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Reflects on Teaching <u>ALIGNMENTS:</u> CAEP 1.2 InTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4A: Reflecting on Teaching	The plan shows evidence of: Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Candidate has no suggestions for how a lesson could be improved.	The plan shows evidence of: Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Candidate makes general suggestions about how lesson could be improved.	The plan shows evidence of: Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Maintains Accurate Records <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4B: Maintaining Accurate Records	The plan shows evidence of: Candidate's system for maintaining information of student completion of assignments and student progress in learning is nonexistent or in disarray. Candidate's records for non-instructional activities are in disarray, resulting in errors and confusion.	The plan shows evidence of: Candidate's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Candidate's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	The plan shows evidence of: Candidate's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.
DOMAIN 3: INSTRUCTION			
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Uses Assessments in Instruction (Evidence of Student Academic Growth) <u>ALIGNMENTS:</u> CAEP 1.2 InTASC 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate does not use assessment results to design future instruction. Candidate does not follow-up with students who failed assessments. Candidate does not determine factors contributing to failure.	The plan shows evidence of: Candidate uses assessment results to plan for the class as a whole. Candidate provides remedial work on unmet objectives. Candidate determines factors that may have contributed to failure but not addressed. Candidate provides enrichment based on class performance.	The plan shows evidence of: Candidate uses assessment results to plan for individuals and groups of students. Candidate plans for additional instruction and remediation on unmet objectives. Candidate addresses factors that may have contributed to failure. Candidate provides enrichment on an individual basis based on student performance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Maintains Accurate Records (Summary of Class Progress) <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4B: Maintaining Accurate Records	The plan shows evidence of: Incomplete information in the table or no table is present in assignment. Numerous errors in analysis or analysis is not present.	The plan shows evidence of: Information in the table is not clearly labeled or presented. Errors detected in computations. Analysis is present with some errors in table and/or computation leading to inaccurate analysis. Analysis provided gives little insight into strategies that could ensure mastery of learning goals. Analysis shows limited understanding of assessment concepts.	The plan shows evidence of: All information in the table clearly labeled and presented with few errors. Pre- and Post-scores computed accurately. Accurate analysis based on information in the table. Analysis of the academic performance of the students includes some insight into strategies that could ensure mastery of learning goals Analysis shows some understanding of assessment concepts.



E. UNIT PIV: CASE STUDY ANALYSIS ARTIFACT

Entry	Form	Artifact	Description of Form	Assessment
E. Case Study Analysis Artifact: Summarizing State Standardized Tests and Individual Student Analysis		X	The Artifact provides an analysis of a student's responses to an instructional activity within the Unit Plan. It includes a description of specific strategies implemented to assist the student in meeting the learning goals of the lesson. Also included are explanations of whether the student mastered the objectives of the lesson through the activity and methods of assessment and feedback utilized throughout. The analysis may also include the use of data obtained from multiple standardized tests to correlate data and to make an informed decision.	Portal IV Case Study Analysis Rubric Criteria for Passing: Two (2) items may fall below Meets Expectations with No Ratings of Does Not Meet Expectations

The **Case Study Analysis** consists of two parts:

1. Summarize State Standardized Tests **if** available in your particular grade level. (see #2 below)
2. Individual Student Analysis – You will analyze the success of a unit on an individual student using the associated pre/post-test and Analyzing Results artifacts.
3. Results will be articulated to student.

Guidelines:

As you are writing the narrative, please be sure to review the rubric expectations that will be used to evaluate this artifact.

1. With your mentor teacher, select one student who did not accomplish the outcomes(s) in the unit.
2. Request standardized test profile of the student. (Ex., DIBELS, iLEAP, LEAP, PARCC, EOC, NWEA, etc.)
3. Analyze the student's performance with the mentor teacher. Explain the content of the test and question types.
4. Identify how the student performed (levels, %s, etc.).
5. Choose instructional strategies/activities/assessments that you think would be best for this student and explain why you chose these.
6. Explain the process to the chosen student and provide feedback according to progress and results.

Note: Do not use the student's name. The Student Release Form should be obtained for this individual.

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F. UNIT PIV: CASE STUDY ANALYSIS RUBRIC

DOMAIN 3: INSTRUCTION			
Standardized Testing			
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher candidate demonstrates knowledge of accountability at grade level ALIGNMENTS: CAEP: 1.2 InTASC: 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate unclear of the test used for accountability at grade level. There are necessary components missing.	The plan shows evidence of: Candidate demonstrates some awareness of the test used for accountability at grade level. Some of the necessary components are incomplete.	The plan shows evidence of: Candidate accurately identifies the test used for accountability at grade level.
Teacher candidate demonstrates knowledge of standardized test content and format ALIGNMENTS: CAEP 1.2 InTASC: 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate is unable to describe the content of the test and the types of questions. Candidate is unable to interpret performance levels and student data derived.	The plan shows evidence of: Candidate minimally describes the content of the test and the types of questions. Candidate minimally interprets performance levels and student data derived.	The plan shows evidence of: Candidate accurately describes the content of the test and the types of questions. Candidate accurately interprets performance levels and student data derived.
Teacher candidate demonstrates knowledge of appropriate strategies for test preparation ALIGNMENTS: CAEP 1.2 InTASC: 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate is unable to identify appropriate strategies for test preparation.	The plan shows evidence of: Candidate minimally identifies appropriate strategies for test preparation.	The plan shows evidence of: Candidate accurately identifies appropriate strategies for test preparation.
DOMAIN 1: PLANNING AND PREPARATION			
Individual Analysis			
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS

Teacher candidate demonstrates knowledge of instructional activities relating to learning goals/objectives ALIGNMENTS: CAEP 1.1 InTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	The plan shows evidence of: Candidate did not select instructional activities appropriate or related to learning goals/objectives.	The plan shows evidence of: Candidate selects instructional activities minimally or the activities are unclearly related to learning goals/objectives.	The plan shows evidence of: Candidate selects appropriate instructional activities related to learning goals/objectives.
DOMAIN 3: INSTRUCTION			
Teacher candidate demonstrates knowledge of instructional strategies matching needs of learner ALIGNMENTS: CAEP 1.1 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3E: Demonstrating Flexibility and Responsiveness	The plan shows evidence of: Candidate does not match instructional strategies to needs of learner.	The plan shows evidence of: Candidate's matching of instructional strategies to needs of learner is questionable.	The plan shows evidence of: Candidate accurately matches instructional strategies to needs of learners.
Teacher candidate appropriately analyzes student work according to needs ALIGNMENTS: CAEP 1.1 InTASC 2: Learning Differences (1 – The Learner and Learning) COMPASS 3C: Engaging Students in Learning	The plan shows evidence of: Candidate's analysis of student work according to needs is incorrect and/or inaccurate.	The plan shows evidence of: Candidate's analysis of student work according to needs is somewhat accurate/unclear or incomplete.	The plan shows evidence of: Candidate accurately analyzes student work according to needs.
Teacher candidate uses methods of assessment suited for needs of learner ALIGNMENTS: CAEP 1.2 InTASC 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate's methods of assessment are not suited for needs of learner.	The plan shows evidence of: Candidate's methods of assessment are somewhat connected to needs of learner.	The plan shows evidence of: Candidate's methods of assessment are clearly connected to needs of learner.
Teacher candidate uses methods of feedback suited for needs of learner. ALIGNMENTS: CAEP 1.2 InTASC 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate's feedback is not provided in timely manner and/or is of poor quality.	The plan shows evidence of: Candidate's feedback is timely but minimal with limited highlights of strengths or needs.	The plan shows evidence of: Candidate's feedback includes qualitative comments that highlight strengths or needs.

F. UNIT PIV: MANAGING AN EFFECTIVE LEARNING ENVIRONMENT

Managing an Effective Learning Environment involves collecting information and an artifact on a resident's knowledge and skills in ensuring a positive learning environment. Such an environment should provide the most effective learner time on task and maximizes learner outcomes. The Managing an Effective Learning Environment section includes the following entries:

Entry	Form	Artifact	Description	Assessment
F1. Managing an Effective Learning Environment Plan		X	Reflects the resident's theoretical and practical approaches to managing the classroom to maximize learner outcomes.	Portal IV Managing an Effective Learning Environment Rubric Criteria for Passing: One (1) may fall below Meets Expectations with No Ratings of Does Not Meet Expectations

F1. Managing an Effective Learning Environment Plan Artifact

The Plan for Managing an Effective Learning Environment should address motivational strategies, instructional routines, transitions and diversity. *You may use the Managing an Effective Learning Environment Plan Artifact from Portal III as a foundation.* Portal IV Managing an Effective Learning Environment Plan Artifact should be an enhancement of your previous management plan and should reflect the rubric expectations. The following provides a brief description of areas that need to be addressed in the plan:

A. Creating an Environment of Respect and Rapport

How will you create a classroom that promotes caring and respect between the teacher and the student where differences (both developmentally and intellectually) are respected and supported? How will you encourage individual potential? How will you respond to the students who are disrespectful to teachers or students?

B. Establishing a Culture for Learning

How will you get to know your students, their culture, and their family background? How will you convey to students that with hard work they can be successful?

C. Managing Classroom Procedures - established procedures to help organize activities (duration of lesson, location, teacher expectations).

1. Instructional routines

- What procedures will you use during instructional techniques, i.e. teacher expectations and instructions, pacing the lesson, maintaining student attention or capturing student attention?
- What methods (questioning, monitoring attention and giving feedback, giving instructions, pacing, how to have a discussion, varying instruction and media, showing enthusiasm) will you use?
- How will you establish efficient transition routines and clearly define the time between lessons?

2. Planning

- What procedures will you employ for sequencing the lesson, maintaining student attention and involvement, and maintaining individual accountability?

D. Managing Student Behavior

1. Teachers must create a community of learners. What procedures will you employ to organize class activities?

2. What rules will you establish for your classroom and how will you enlist student input?
3. How will you correct inappropriate or unacceptable behavior?
4. Will you use rewards and consequences? If so, what?

E. Management Routines

1. What will be your procedures to maintain order?
2. How will you determine seating arrangements?
3. How do you plan to ensure classroom arrangements are flexible enough to accommodate different settings?
4. Describe the arrangement of your classroom.
5. How will you manage small group and whole group instruction?

F. Questioning & Discussion Techniques

1. How will you engage students in higher order thinking skills?
2. How will you create genuine discussion among students?

G. Engaging Students in Learning

1. How will you encourage student exploration and problem solving so all students can be actively engaged in learning?

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UNIT PIV: MANAGING AN EFFECTIVE LEARNING ENVIRONMENT RUBRIC

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Creates an Environment of Respect and Rapport <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2A: Creating an Environment of Respect and Rapport	The plan shows evidence of: Patterns of classroom interactions, both between the candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Candidate does not deal with disrespectful behavior.	The plan shows evidence of: Patterns of classroom interactions, both between the candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Candidate rarely demonstrates disrespect for one another. Candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	The plan shows evidence of: Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the candidate. Interactions among students are generally polite and respectful. Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Establishes a Culture for Learning <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2B: Establishing a Culture for Learning	The plan shows evidence of: The classroom culture is characterized by a lack of candidate or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The plan shows evidence of: The classroom culture is characterized by little commitment to learning by candidate or students. The candidate appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The candidate conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The plan shows evidence of: The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The candidate conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS

Teacher Candidate Manages Classroom Procedures <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2C: Managing Classroom Procedures	The plan shows evidence of: Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the candidate is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	The plan shows evidence of: Some instructional time is lost through only partially effective classroom routines and procedures. The candidate's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	The plan shows evidence of: There is little loss of instructional time because of effective classroom routines and procedures. The candidate's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Manages Student Behavior <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 3: Learning Differences (1 – The Learner and Learning) COMPASS 2D: Managing Student Behavior	The plan shows evidence of: There appear to be no established standard of conduct and little or no candidate monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	The plan shows evidence of: Standards of conduct appear to have been established, but their implementation is inconsistent. Candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	The plan shows evidence of: Student behavior is generally appropriate. The candidate monitors student behavior against established standards of conduct. Candidate response to student misbehavior is consistent, proportionate, respectful to students, and effective.
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Organizes Physical Space <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2E: Organizing Physical Space	The plan shows evidence of: The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The plan shows evidence of: The classroom is safe and essential learning is accessible to most students. The candidate's use of physical resources, including computer technology, is moderately effective. Candidate makes some attempt to modify the physical arrangement to suit learning activities with partial success.	The plan shows evidence of: The classroom is safe, and learning is accessible to all students; candidate ensures that the physical arrangement is appropriate to the learning activities. Candidate makes effective use of physical resources, including computer technology.
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Uses Varied Questioning and Discussion Techniques <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3B: Questioning and Discussion Techniques	The plan shows evidence of: Candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between candidate and students is predominately recitation style with the candidate mediating all questions and answers.	The plan shows evidence of: Candidate's questions lead students through a single path of inquiry with answers seemingly determined in advance. Alternatively, the candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	The plan shows evidence of: Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Engages Students in Learning <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 2: Learning Differences (1 – The Learner and Learning) COMPASS 3C: Engaging Students in Learning	The plan shows evidence of: The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only one response. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The plan shows evidence of: The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The plan shows evidence of: The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by candidate scaffolding. The pacing of the lesson is appropriate providing most students the time needed to be intellectually engaged.

G. UNIT PIV: CLINICAL EXPERIENCE MID-TERM and FINAL EVALUATION ARTIFACT

The Clinical Experience Mid-Term and Final Evaluation Artifact is a collection of data from the evaluations conducted by your mentor teacher. This is an automated process and will be completed by your mentor teacher with input from your university supervisor. Your university supervisor will input the data into Watermark for your final evaluation.

Entry	Form	Artifact	Description	Assessment
G. Clinical Experience Final Evaluation Artifact		X	Requirements for this artifact are specified on the Clinical Experience Final Evaluation Form.	Portal IV Clinical Experience Final Evaluation Rubric Criteria for Passing: 4 may fall below Proficient with No Ratings of Unsatisfactory

The Clinical Experience **Mid-Term Evaluation** is a collection of data by your mentor teacher. This is an automated process and will be completed by your mentor teacher with input from your university supervisor/professor at the end of Residency I. The university supervisor will input the data into Watermark for your **mid-term evaluation**. **THE MID-TERM EVALUATION DOES NOT INCLUDE PASSING CRITERIA. The Mid-term/Final evaluation is used to document growth from the beginning of the yearlong residency to the end of the residency.**

NOTE: The mid-term and final evaluations are **holistic** assessments and use the same rubric.

Education is the
most powerful
weapon which you
can use to change
the world.

Nelson Mandela

UNIVERSITY OF LOUISIANA AT LAFAYETTE
COLLEGE OF EDUCATION and human development

UNIT PIV: CLINICAL EXPERIENCE FINAL EVALUATION RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Displays Knowledge of Content and Pedagogy <u>ALIGNMENTS:</u> CAEP 1.3 InTASC 4: Content Knowledge (2 – Content) COMPASS 1A: Knowledge of Content and Pedagogy	Candidate makes content errors or does not correct errors made by students Candidate's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Candidate displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Candidate displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Candidate displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Candidate's plan and practice reflect understanding of prerequisite relationships among topics and concepts and provides a link to necessary cognitive structures needed by students to ensure understanding. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Demonstrates Knowledge of Students <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 1: Learner Development (1 – The Learner and Learning) COMPASS 1B: Demonstrating Knowledge of Students	Candidate demonstrates little or no understanding how students learn and of knowing the students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Candidate indicates the importance of understanding how students learn and of knowing the students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Candidate understands the active nature of student learning and attains information about levels of development for groups of students. The candidate also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Candidate actively seeks knowledge of individual students' levels of development and their backgrounds, cultures, skills, language proficiency, interest, and special needs from a variety of sources. This information is acquired for individual students.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Sets Instructional Outcomes <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Teacher Candidate Demonstrates Knowledge of Resources <u>ALIGNMENTS:</u> CAEP 1.5 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 1D: Demonstrating Knowledge of Resources	Candidate is unaware of school or district resources for classroom use for the expansion of his or her own knowledge or for students.	Candidate displays basic awareness of school or district resources available for classroom use for the expansion of his or her own knowledge and for students, but no knowledge of resources available more broadly.	Candidate displays awareness of resources- not only through the school and district, but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge and for students.	Candidate displays extensive knowledge of resources – not only through the school and district, but also in the community, through professional organizations and universities, and on the Internet – for classroom use, for the expansion of his or her own knowledge and for students.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Designs Coherent Instruction <u>ALIGNMENTS:</u> CAEP 1.4 InTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1E: Designing Coherent Instruction	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students.</p> <p>Instructional groups partially support the instructional outcomes with an effort by the candidate at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven with most time allocations reasonable.</p>	<p>Candidate coordinates knowledge of content or students and or resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology) resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners.</p> <p>Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Designs Student Assessments <u>ALIGNMENTS:</u> CAEP 1.2 InTASC 6: Assessment (3 – Instructional Practice) COMPASS 1F: Designing Student Assessments	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach but others are not. Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary including only some of the instructional outcomes.</p> <p>Candidate intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Candidate's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Candidate intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Candidate's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of students' contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as candidate.</p> <p>Candidate intends to use assessment results to plan future instruction for individual students' use of the assessment information.</p>

DOMAIN 2: THE CLASSROOM ENVIRONMENT				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Creates an Environment of Respect and Rapport ALIGNMENTS: CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2A: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between the candidate and students and among students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Candidate does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the candidate and students and among students are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Candidate attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the candidate. Interactions among students are generally polite and respectful. Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the candidate and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the candidate and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Establishes a Culture for Learning ALIGNMENTS: CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2B: Establishing a Culture for Learning	The classroom culture is characterized by a lack of candidate or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by candidate or students. The candidate appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The candidate conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The candidate conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The candidate conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Manages Classroom Procedures ALIGNMENTS: CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2C: Managing Classroom Procedures	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the candidate is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The candidate's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The candidate's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Manages Student Behavior ALIGNMENTS: CAEP 1.1 InTASC 3: Learning Differences (1 – The Learner and Learning) COMPASS 2D: Managing Student Behavior	There appears to be no established standard of conduct and little or no candidate monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The candidate monitors student behavior against established standards of conduct. Candidate response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Candidates' monitoring of student behavior is subtle and preventive. Candidate response to student misbehavior is sensitive to individual student needs and respects students' dignity.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Organizes Physical Space <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2E: Organizing Physical Space	The physical environment is unsafe. Many students do not have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe and essential learning is accessible to most students. The candidate's use of physical resources, including computer technology, is moderately effective. Candidate makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; candidate ensures that the physical arrangement is appropriate to the learning activities. Candidate makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Candidate makes effective use of physical resources, including computer technology. The candidate ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
DOMAIN 3: INSTRUCTION				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Communicates with Students <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 5: Application of Content (2 – Content) COMPASS 3A: Communicating with Students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The candidate's explanation of the content contains major errors. The candidate's spoken or written language contains errors of grammar or syntax. The candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The candidate's attempt to explain the instructional purpose has only limited success and/or directions and procedures must be clarified after initial student confusion. The candidate's explanation of the content may contain minor errors; some portions are clear and other portions are difficult to follow. The candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Candidate's spoken language is correct; however, his or her vocabulary is limited or not fully appropriate to the students' ages or backgrounds	The candidate clearly communicates instructional purpose of the lesson including where it is situated within broader learning and explains procedures and directions clearly. Candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the candidate invites student intellectual engagement. Candidate's spoken and written language is clear and correct and candidate uses vocabulary appropriate to the students' ages and interests.	The candidate links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The candidate's explanation of content is thorough and clear, developing conceptual understandings through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The candidate's spoken and written language is expressive, and the candidate finds opportunities to extend students' vocabularies.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Uses Varied Questioning and Discussion Techniques <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3B: Questioning and Discussion Techniques	Candidate's questions are of low cognitive challenge, require single correct responses, and/or are asked in rapid succession. Interaction between candidate and students is predominately recitation style with the candidate mediating all questions and answers.	Candidate's questions lead students through a single path of inquiry with answers seemingly determined in advance. The candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Candidate uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Engages Students in Learning <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 2: Learning Differences (1 – The Learner and Learning) COMPASS 3C: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only one response. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking. The result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be	All students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the candidate and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how

			intellectually engaged.	they complete tasks and may serve as resources for one another.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Uses Assessments in Instruction <u>ALIGNMENTS:</u> CAEP 1.2 InTASC 6: Assessment (3—Instructional Practice) COMPASS 3D: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence, that they have contributed to the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both candidate and peers, is accurate, specific, and advances learning. Questions, prompts, and assessments are used regularly to diagnose evidence of learning by individual students.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Demonstrates Flexibility and Responsiveness <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3E: Demonstrating Flexibility and Responsiveness	Candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Candidate ignores student questions. When students experience difficulty, the candidate blames the students or their home environment.	Candidate attempts to modify the lesson when needed and to respond to student questions and interests with moderate success. Candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Candidate promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodates student questions, needs, and interests. Drawing on a broad repertoire of strategies, the candidate persists in seeking approaches for students who have difficulty learning.	Candidate seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Candidate persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Reflects on Teaching <u>ALIGNMENTS:</u> CAEP 1.2 InTASC 9: Professional Learning and Ethical Practice (4 – Professional responsibility) COMPASS 4A: Reflecting on Teaching	Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Candidate has no suggestions for how a lesson could be improved.	Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Candidate makes general suggestions about how lesson could be improved.	Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	Candidate makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, candidate offers specific alternative actions, complete with the probable success of different courses of action.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Maintains Accurate Records <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4B: Maintaining Accurate Records	Candidate's system for maintaining information of student completion of assignments and student progress in learning is nonexistent or in disarray. Candidate's records for non-instructional activities are in disarray, resulting in errors and confusion.	Candidate's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Candidate's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Candidate's system for maintaining information on student completion of assignments, student progress in learning and non-instructional records is fully effective.	Candidate's system for maintaining information on student progress in learning and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Communicates with Families <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 10: Leadership and Collaboration (4 – Professional Responsibility) COMPASS 4C: Communicating with Families	Candidate communication with families about the instructional program and about individual students is sporadic or culturally inappropriate. Candidate makes no attempt to engage families in the instructional program.	Candidate makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of the families.	Candidate communicates frequently with families about the instructional program and conveys information about individual student progress. Candidate makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Candidate's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Candidate's efforts to engage families in the instructional program are frequent and successful.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Participates in a Professional Community <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 10: Leadership and Collaboration (4 – Professional Responsibility) COMPASS 4D: Participating in a Professional Community	Candidate's relationships with colleagues are negative or self-serving. Candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved.	Candidate maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Candidate becomes involved in the school's culture of professional inquiry when invited to do so. Candidate participates in school events and school and district projects when specifically asked to do so.	Candidate's relationships with colleagues are characterized by mutual support and cooperation; candidate actively participates in a culture of professional inquiry. Candidate volunteers to participate in school events and in school and district projects, making a substantial contribution.	Candidate's relationships with colleagues are characterized by mutual support and cooperation, with the candidate taking initiative in assuming leadership among the faculty. Candidate takes a leadership role in promoting a culture of professional inquiry. Candidate volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Grows and Develops Professionally <u>ALIGNMENTS:</u> CAEP 1.1 InTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4E: Growing and Developing Professionally	Candidate engages in no professional development activities to enhance knowledge or skill. Candidate resists feedback on teaching performances from either supervisors or more experienced colleagues. Candidate makes no effort to share knowledge with others or to assume professional responsibilities.	Candidate participates in professional activities to a limited extent when they are convenient. Candidate accepts with some reluctance, feedback on teaching performance from both supervisors and colleagues. Candidate finds limited ways to contribute to the profession.	Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Candidate welcomes feedback from colleagues, either when made by supervisors or when opportunities arise, through professional collaboration. Candidate participates actively in assisting other educators.	Candidate seeks out opportunities for professional development and makes a systematic effort to conduct action research. Candidate seeks out feedback on teaching from both supervisors and colleagues. Candidate initiates important activities to contribute to the profession.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Shows Professionalism ALIGNMENTS: CAEP 1.1 InTASC 10: Leadership and Collaboration (4 – Professional Responsibility) COMPASS 4F: Showing Professionalism	Candidate displays dishonesty in interactions with colleagues, students, and the public. Candidate is not alert to students' needs. Candidate makes decisions and recommendations based on self-serving interest. Candidate does not comply with school and district regulations being ill served by the school.	Candidate is honest in interactions with colleagues, students, and the public. Candidate attempts, though inconsistently, to serve students. Candidate does not knowingly contribute to some students being ill served by the school. Candidate's decisions and recommendations are based on limited but genuinely professional considerations. Candidate complies minimally with school and district regulations, doing just enough to get by	Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Candidate is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Candidate maintains an open mind in team or departmental decision making. Candidate complies fully with school and district regulations.	Candidate takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Candidate is highly proactive in serving students, seeking out resources when needed. Candidate makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Candidate takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Candidate complies fully with school and district regulations, taking a leadership role with colleagues.



H 1. ACTION RESEARCH PROJECT

Entry	Form	Artifact	Description	Assessment
H1. Action Research Project		X	This artifact is to be completed by the resident as a reflection on teaching practices and research on an area of interest.	Portal IV Action Research Project Poster Checklist Criteria for Passing: 0 may fall below Meets Expectations
H2. Resume		X	The resume submitted should include at least the following information: professional highlights and accomplishments, work history, and education.	Portal IV Resume Rubric Criteria for Passing: 1 may fall below Meets Expectations with No Ratings of Does Not Meet Expectations

PIV. EDCI 440 Intern Action Research Project

IMPORTANT: CITI Training - Using Human Subjects in Research

Undergraduate Students

"Undergraduate Training on Human Subjects Research" must be completed by undergraduate students using people or their private information in class research projects.

The training is available through the [Collaborative Institutional Training Initiative \(CITI\)](#).

Instructions:

Go to the [CITI webpage](#).

Click the white "Register" button at the top of the page.

In the blank on the page to "Select Your Organization Affiliation", type "University of Louisiana at Lafayette" (which will self-populate), then select the university.

DO NOT use the Independent Learner Registration (this will charge you money).

Agree to the terms of use and affirm your affiliation with UL Lafayette.

Click "Continue To Create Your CITI Program Username/Password."

Click "Continue to step 3" where you will select "University of Louisiana at Lafayette Courses"

On the courses page, Questions 1-7 should be answered "not at this time" or left blank, unless you would like to view a course.

In question 8, select "Undergraduate Training on Human Subjects Research". There are 5 modules to complete in the course. Your professor may assign additional modules as they feel is necessary for your research objectives.

When you [login in CITI](#), click the blue Log In button or use the LOG IN option (**do not use** LOG IN THROUGH MY INSTITUTION).

Poster Development

To share your findings at either the Advance Undergraduate Research Conference in the Fall or the College of Education and Human Development Symposium in the Spring, you will create a poster (more will be shared as to this process in class) to document your study and share your findings with others. **This must be submitted for print well in advance and must be ready to be shared on the day of the conference or symposium.**



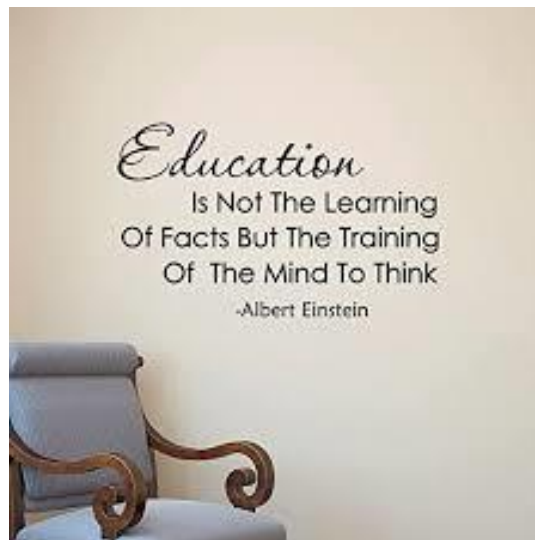
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UNIT PIV: ACTION RESEARCH PROJECT POSTER CHECKLIST

POSTER CHECKLIST EDCI 440

- _____ Poster includes all of the main elements required (Title, author, abstract, introduction, methods and materials, results, conclusions). All text is written in third (3rd) person. No “I”, “my”, “we”, etc.
- _____ Introduction provides background as why the focus of the study was selected.
- _____ Methods and Materials are described as what data was sought and what tools were used to collect the data.
- _____ Results are shared and include frequencies, patterns, and pre/post test results to correspond to the data tools selected; graphics used to provide visuals to represent the results/findings.
- _____ Conclusions are shared as what the results indicate, what was learned, or what did not work and how the study might be changed to gain greater results.



H2. Resume Artifact

Your resume should give an accurate picture of your education and experiences. For tips in writing a resume, you may search the internet as there are numerous web pages. The following were utilized in developing the below sample resume. If your university supervisor does not specify a format, you may utilize the format of your choice. Please make certain that your resume components align with the required components of the rubric.

SAMPLE RESUME - BEGINNING TEACHER

Full Legal Name

Mailing Address

Telephone/Contact Number

Email Address

CAREER OBJECTIVE

If you have a cover letter, you generally do not need an objective. If you decide you want one anyway, it should be a concise and meaningful statement describing your career goals. Be as specific as possible without being too restrictive.

EDUCATION

Institution Location

Degree, Major, Date

Manhattanville College, Purchase, NY

Master of Professional Studies, May 2001

Connecticut College, New London, CT

Bachelor of Arts, 1991

Major: English; Minor: Psychology

CERTIFICATION

Elementary Education (PreK-6) and Special Education (K-12)

State of New York, expected June 2001

FIELD EXPERIENCE

Student Teacher, Mamaroneck Avenue School, Mamaroneck, NJ
Second Grade Class

- Planned and organized materials for thematic units, including literature (mythology) and measurement (calendar, telling time).
- Motivated students by creating an active learning environment.
- Communicated with parents through a weekly newsletter.
- Fifth Grade, Special Education Class
 - Designed and utilized IEP goals and objectives.
 - Worked with students in all skill areas.
 - Collaborated effectively with child study team.

- RELATED EXPERIENCE** **PTA President**, Alden Elementary School, Alden, NY, 6/98-6/00
Organized first Great Books program in the school. Initiated and coordinated cooperative art program between Alden School and Hudson Valley Museum.
- Reading/Writing Tutor**, Westchester County, NY, 1999-2000
Provided one-on-one tutorial services for elementary age students.
- Camp Counselor**, Merriewood Day Camp, Bedford, NY, Summers 1994-1997
Responsible for day-to-day supervision of 12 campers, ages 6-8. Taught arts and crafts, and tennis.
- HONORS & AWARDS** List academic, leadership and athletic honors. If you only have academic awards you can list them under your GPA in the Education Section.
- SKILLS AND INTERESTS** Proficient in Microsoft Word and Excel; familiar with Internet
Skilled in conversational French, nature photography.

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PORTAL IV: RESUME ARTIFACT RUBRIC

Components	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Not Observed
Format	This resume is either one-half page or two to three pages long. The font is too big or may be hard to read. There is more white space than words on the page. There are multiple spelling errors.	The font and spacing of this resume are not appealing and easily scanned. There are more than one spelling or grammatical errors.	This resume fills the page but also is not overcrowded. There may be a single spelling or grammatical error. This resume could be easily scanned.	
Education Section	This section is missing the most crucial information. Institution is listed without a location. Graduation date is not listed. Major is listed but not degree. No GPA is stated in this section.	This section is not well organized. Information such as institution with its location, graduation date, and major are included. Degree and GPA are not listed. There is no order to how information is formatted in this section.	This section is organized, clear, and well defined. It highlights the most pertinent information. This section includes institution with its location, graduation date, major, degree, GPA, study abroad, and any relevant course work.	
Experience Section	This section is not well defined, and there is no order to the descriptions of each position. Descriptions are not detailed and offer no illustration of what was done. No locations and dates of employment are listed.	Descriptions are not in the form of bullets beginning with action verbs. Complete sentences in paragraph form are used to describe previous positions. Places of work are included for each position but not locations, dates, and titles.	This section is well defined, and information relates to the intended career field. Places of work, location, titles, and dates are included for each position. Descriptions are clear and well marketed in the form of bullet statements beginning with action verbs. This section could be split into related and other experience.	
Honors/ Activities	This section is missing or contains very little information. Organization titles or dates of involvement are not listed. No descriptions are listed.	This section is missing key information such as leaderships positions held or dates of involvement. Organizations are listed describing the organization, not individual involvement.	This section is well organized and easy to understand. Activities and honors are listed, and descriptions include skills gained and leadership roles held. Dates of involvement are listed.	



Appendix A:

Forms

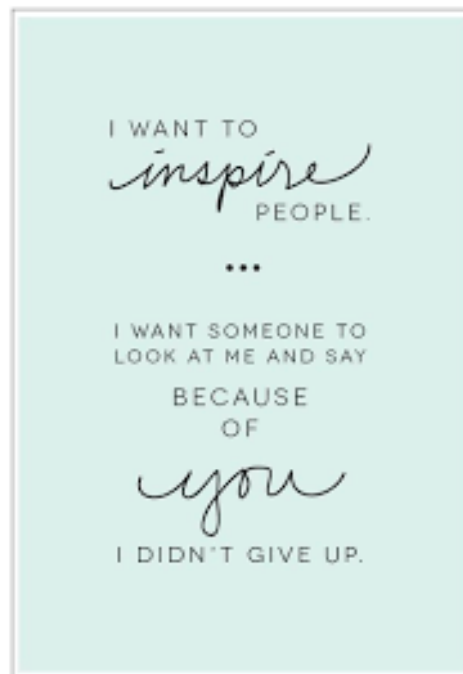
Teacher Competencies



Obtaining Permission from Parent/Guardian

You will need to obtain permission to utilize work from the students in the class you are assigned. When submitting student work samples or submitting any information concerning students, please protect the confidentiality and anonymity of any students by removing any identifying information from the student work submitted. Your university supervisor will require that you produce the original documents upon classroom visitations for the verification of information you are submitting. Also, for residents, your mentor teacher should be made aware of the student information you choose to submit should there be a need for further verification.

The form on the next page has been modified to reflect the purpose of your data collection. Fill in the blanks on the release form and begin collecting this **the first week** of your internship. **You should obtain a form from every student in the class you plan to use for the UNIT Portal IV Artifacts.** Each Student Release Form signed by a parent/guardian must be electronically scanned and placed into the Student Release Form Folder in Watermark. You may only utilize the information from those students who return a form with a parent/guardian signature and indicating "Yes" to utilize their work in your portfolio entries. **It is recommended that you fill in all required information before sending the document home (bottom of the form as well).** This may facilitate a quick return from the parents/guardians if all they must do is check responses and sign. NOTE: Middle School and Secondary majors, choose **one** class you plan to use for your portfolio documentation collection.



Student Release Form

Dear Parent/Guardian:

I am completing my required clinical experiences in your child's classroom to obtain my bachelor's degree, certification, or MAT in Education at the University of Louisiana at Lafayette. As part of my residency requirements, I will be involved in the process of creating a portfolio which documents my teaching knowledge and skills. I will teach a series of lessons in your child's classroom and some of the lessons will be recorded. Although the video recordings involve both the teacher and various students, the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear on the video. Also, my portfolio may contain pictures of classroom activities which may include your child.

I am requesting permission to include your child's work, assignments, assessments, video, and photographs in my portfolio as evidence of my developing teaching practice. The name of your child will be removed to protect his/her confidentiality and he/she will remain anonymous.

My portfolio will be shared with my university supervisor, your child's classroom teacher and principal and other university personnel who will determine if my portfolio meets necessary requirements for program completion. The College of Education and Human Development is also requesting permission to utilize parts of my portfolio in the continued development of the exit criteria for residents from their program in education. Should your child's work be selected by the college, all identifying information on your child's school will also be removed to further protect the anonymity of your child.

Please indicate below your permission to utilize your child's work for the above stated reasons. Please return this form no later than _____.

Sincerely,

Resident Teacher's Signature

(Return to your child's teacher)

Student name _____

Address _____

School/Teacher _____

I am the parent/legal guardian of the student named above. I have received and read your letter regarding the work samples, photographs, and video recording for teacher certification.

WORK SAMPLES

- ☐ I give permission to you to include my child's work samples in your portfolio.
- ☐ I do not give permission to you to utilize my child's work samples in your portfolio.

VIDEO PERMISSION

- ☐ I give permission to you to include my child's image in video recordings as he or she participates in your class.
- ☐ I do not give permission to videotape my child.

PHOTOGRAPHY PERMISSION

- ☐ I give permission to you to include my child's image in photographs as he or she participates in your class. UL Lafayette College of Education and Human Development may use this image on its website or media materials.
- ☐ I do not give permission to include my child in photographs to be used by UL Lafayette's College of Education and Human Development.

Signature of parent or guardian _____

Date _____



OBSERVATION FORM

(To be used by resident for observation of other teachers; minimum of 4 required)

Teacher Observed _____ Grade and Subject Observed _____

School _____ Date _____ Time _____

1. Purpose of the Lesson
2. Materials Used (media, technology, etc.)
3. Motivational Techniques Used (what was the hook?)
4. What activities were done?
5. How did the teacher maintain pupil interest?
6. What disciplinary devices did the teacher use?
7. What modifications or adaptations were used for special needs students?
8. How would you describe the teacher's style of presenting the lesson?
9. What methods were used to ensure student learning?
10. What material/methods would you like to try and what things would you have done differently?

Comments or Questions

Documentation of Hours Log

Resident Name _____ **School** _____

Mentor _____ **University Supervisor** _____

Scheduled Times (During Semester for RI)_____

DATE	Total number of hours at the school	Co-teaching Strategies Used	Total number of co-teaching Hours*	Instructional Lead		Planning Lead		SIGNATURE OF MENTOR TEACHER Must be signed each visit
				M	R	M	R	
Total Instructional Hours* for this sheet								

Recap of all hours:_____ **Resident's Signature:**_____

Page ____ of ____

EXPLANATION FOR THE RESIDENT DOCUMENTATION OF HOURS LOG:

1. Time for Instructional hours is the time you spend with your mentor teacher co-planning and co-teaching (whole class, small group, or one-on-one instruction). Use the code M for mentor teacher when he/she leads the planning or instruction, or I when you (resident) lead the planning or instruction. You must ALWAYS keep written plans for all lessons.
2. Under the column “Co-teaching Strategies Used”, use the following codes for the strategies:
 - One teach/One Observe (Analyze) – OAN
 - One teach/One Assist – OAS
 - Parallel Teaching – PLT
 - Station Teaching – STT
 - Supplemental Teaching – SPT
 - Differentiated Teaching – DFT
 - Team Teaching – TMT
3. Column two: Total number of hours at school: record time for arrival and departure. For example: you arrive at 7:30 and leave at 3:30—put eight hours.
4. Column four: Total number of co-teaching hours—record only the hours you are co-teaching. This time **does not** include lunch, library period, or any other time the students are not in the class under your supervision. For example, you might have a total of six hours in this column.
5. **Absences must be documented on this form, with mentor teacher’s signature.**



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Teacher Preparation Program Completer Disclosure Form

This form (next page) is a form required by the Louisiana Department of Education. Please read carefully then print, sign, date, and have it witnessed by two people. It does not have to be notarized. Once completed, this form must be scanned and uploaded to Watermark.

TEACHER PREPARATION PROGRAM COMPLETER DISCLOSURE FORM

I hereby give permission to the Louisiana Department of Education to release my State teacher evaluation data to an authorized representative of my teacher preparation program at **(NAME OF PROVIDER) University of Louisiana at Lafayette** and to an authorized representative of the Louisiana Board of Regents (BOR) for the purpose of program evaluation, program improvement, accountability, teacher support, and research.

If required to be submitted and if already submitted to the institution that delivers my teacher preparation program, I hereby give permission to an authorized representative of my teacher preparation program at **(NAME OF PROVIDER) University of Louisiana at Lafayette** to release my ACT or SAT score and date exam taken, my high school GPA, my GPA at program admission and GPA at program completion, my Teach GRANT recipient status, my TOPS status, and the observation scores used to make certification recommendations to an authorized representative at the Louisiana Department of Education and to an authorized representative of the Louisiana Board of Regents for the purpose of program evaluation, program improvement, accountability, teacher support, and research necessary to be conducted to achieve these purposes.

I understand that my participation in the aforementioned is voluntary. I understand that I will not be penalized in any way for refusing to participate.

The State teacher evaluation data will be provided by the Louisiana Department of Education during the time period I am enrolled in my preparation program as a teacher candidate (if applicable) and for the first three years of teaching after I have completed my teacher preparation program.

I understand that the authorized representatives will ensure that my data and any of the contributing data are confidential and will not be released or shown to any person except authorized employees of my teacher preparation program, the Louisiana Department of Education and the BOR, except as otherwise required by law. I understand that the aforementioned authorized representatives will keep all personally identifiable data confidential and store it in a secure manner that limits access to authorized personnel. It is my understanding that if my data are to be used for purposes other than program evaluation, program improvement, accountability, teacher support, and research, the institution, program provider, the Louisiana Department of Education or BOR will need to request that I sign a separate consent form.

I agree that I will not sue, or otherwise make any kind of claim whatsoever against, the Louisiana Department of Education, the Louisiana Board of Elementary and Secondary Education, and any of their directors, officers, employees, agents, and representatives for any costs, expenses, damages, injury or loss, including reasonable attorney's fees, to which they or any of them may be subject as a result, directly or indirectly, of any disclosure or redisclosure of any of my information, including but not limited to personally identifiable State teacher evaluation information provided by the Louisiana Department of Education to the aforementioned authorized representative.

I agree that my electronic signature as entered on this form is the legal equivalent of my manual signature.

Signature

Date

Printed Name

Teaching Certificate Number

Witness

Witness



U L LAFAYETTE OFFICE OF TEACHER CLINICAL EXPERIENCES

REPORT OF ABSENCE(S)

Total Absences [including this one] _____

Resident: _____ School: _____

Mentor Teacher: _____ University Supervisor: _____

Reason(s) for Absence: _____
(Explain fully)

Was Mentor Teacher notified of absence? _____ When: _____

Was University Supervisor notified of absence? _____ When: _____

Date(s) Absent: _____

I understand that I will have to make up all absences in excess of three (3) at the end of the semester.

_____ Today's Date: _____

Signature of Resident

FOR OFFICE USE ONLY

Action taken by Director of Teacher Clinical Experiences

Excused Absence: _____

Director's Signature: _____

Unexcused Absence: _____

Date: _____

Comment(s): _____

University Supervisors: Complete a survey for each intern and score your interns in Watermark (UNIT PIV: Disposition Survey – University Supervisor. Also Collect the surveys from the Mentor Teachers and input Mentor Teachers’ scores in Watermark under UNIT PIV: Disposition Survey – Mentor Teacher.

For each disposition, descriptors of behaviors are provided and are meant to be representative examples of observable behaviors. The examples provided do not embrace all observable behaviors related to the disposition.

Ratings: (1) Unacceptable (2) Developing (3) Competent (4) Highly Effective

Definition of Terms:

4. Highly Effective

The teacher candidate demonstrates a highly developed a deep appreciation and awareness of the attitudes and behaviors required of professional teachers in the PK-12 classroom. The teacher candidate learns from experiences and is open to improvement. The teacher candidate respects and values supervisors, colleagues, and teachers and works well with others. The teacher candidate is highly self-reflective and accepts constructive feedback and suggestions in order to improve. The teacher candidate holds high expectations for all learners. The teacher candidate exhibits outstanding teaching skills and positive ethical behaviors. The teacher candidate is very knowledgeable about legal issues in the school setting. Demonstrated 90% to 100% of the time.

3. Competent

The teacher candidate demonstrates an adequate appreciation and awareness of the attitudes and behaviors required of professional teachers in the PK-12 classroom. The teacher candidate learns from experiences and is sometimes open to improvement. The teacher candidate respects and values supervisors, colleagues, and teachers, but sometimes does not work well with others. The teacher candidate fails to use self-reflective and does not always accept constructive feedback and suggestions in order to improve. The teacher candidate does not hold high expectations for all learners. The teacher candidate exhibits adequate teaching skills and limited positive ethical behaviors. The teacher candidate is somewhat knowledgeable about legal issues in the school setting. Demonstrated 75%-89% of the time.

2. Developing

The teacher candidate demonstrates a minimal appreciation and awareness of the attitudes and behaviors required of professional teachers in the PK-12 classroom. The teacher candidate is not consistent in learning from experiences and is minimally open to improvement. The teacher candidate does not consistently respect and value supervisors, colleagues, and teachers, and does not work well with others. The teacher candidate fails to use self-reflective and fails to accept constructive feedback and suggestions in order to improve. The teacher candidate does not hold high expectations for all learners. The teacher candidate does not consistently exhibit adequate teaching skills and may exhibit unethical behaviors. The teacher candidate is not knowledgeable about legal issues in the school setting. Demonstrated 50%-74% of the time.

1. Unacceptable

The teacher candidate exhibits a distinct lack of understanding of the dispositions required of professional teachers in the PK-12 classroom. Serious deficiencies in the knowledge, skills and attitudes needed to be a teacher are apparent. Unwillingness to appreciate learner differences, unwillingness to collaborate with others, and a serious lack of integrity and ethical behavior is apparent. The teacher candidate should be counseled about his or her choice of teaching as a career. Demonstrated less than 50% of the time.

UNIT PIV: Disposition Survey ~

To be Completed by the University Supervisor, Resident, and Mentor Teacher

Ratings: (1) Unacceptable (2) Developing (3) Competent (4) Highly Effective

<i>Disposition Domain</i>	<i>Disposition</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Open to Feedback	<p>The teacher candidate is observed demonstrating life-long learning and personal growth through reflection, seeking constructive feedback, and being willing to learn from others and past experience.</p> <ul style="list-style-type: none"> Positively accepts evaluative feedback from others Seeks information for making decisions Make observations and ask questions about teaching practices Evaluates own performance and generates ideas for improvement 				
Collaboration	<p>The teacher candidate is observed being a good collaborator and working well with other teachers, administrators, parents, and the community.</p> <ul style="list-style-type: none"> Considers contributions of others equally valued Share participation, decision making, and accountability with others Interacts in a polite and respectful manner Demonstrates empathy and understanding for others 				
Diverse Learner Responsiveness	<p>The teacher candidate is observed treating every learner as a valued member of their classroom and learning community.</p> <ul style="list-style-type: none"> Knowledge about and respect for the community in which their learners come Lessons are developed that include the perceptions of different groups. Demonstrates no sign of prejudice or bias toward certain students or groups of people. Creates a learning environment that empowers all students to reach their full potential. 				
Commitment to Learning and Improvement	<p>The teacher candidate is observed reflecting on their instructional practices and continually look for ways to improve.</p> <ul style="list-style-type: none"> Values and participates in opportunities to improve pedagogy Reflects on teaching practices Adapts teaching to changing classroom circumstances Seeks clarification and/or assistance from others as necessary 				
High Achievement for all Students	<p>The teacher candidate is observed promoting the achievement of students at all levels.</p> <ul style="list-style-type: none"> Uses effective communication strategies to teach all learners Creates flexible learning environments to meet the needs of all learners Reinforces student achievement for all learners Manages time effectively 				
Advocacy	<p>The teacher candidate is observed advocating for, giving significant voice to, and collaborating with parents and the community in educational decisions and processes.</p> <ul style="list-style-type: none"> Encourages the involvement of family and community members Shares resources and experiences with others Advocates for positive change in practices that affect student learning Establishes a learning environment that is respectful, supportive and inclusive 				
Professionalism	<p>The teacher candidate is observed demonstrating respect for and dedication to the profession by maintaining a professional appearance and demeanor and dependably and reliably performing the responsibilities of a teacher in the culture of the school.</p> <ul style="list-style-type: none"> Participates in school system staff development sessions Communicates with families Participates in a professional community Demonstrates appropriate behavior and professional demeanor in various situations 				
Integrity and Ethics	<p>The teacher candidate is observed acting ethically and follow the law in all situations.</p> <ul style="list-style-type: none"> Maintains confidentiality of student information Exhibits a positive attitude toward the teaching profession Maintains composure in the classroom 				



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Pre-Observation Conference Form

Resident Name: _____

Date: _____

Grade: _____

Lesson topic/Content _____

I. Student Outcomes/Objectives

- A. List the state curriculum standard(s)
- B. List Lesson Objective(s) [must be measurable; what will your students know and be able to do at the end of the lesson?]
- C. What source(s) did you use to design this lesson?

II. Instruction

- A. Activities should develop the objectives. Explain how lesson activities are aligned to the student outcomes.
- B. Variety of instructional strategies:
What instructional strategies, methods, or materials will be used to engage students?
- C. What resources will you use for this lesson?
- D. Monitoring: how will checks for understanding and feedback be provided?

III. Assessment

- A. How will you know if your lesson outcome(s) were achieved? How will the outcome/objective be measured?
- B. What formal or informal assessments will you use?

IV. Meeting the Needs of Diverse Learners

- A. What are some special learning needs in your classroom?
- B. How will you differentiate instruction/activities to meet the needs of diverse learners?

V. Other

- A. What should the observer be aware of when conducting this observation?

- B. Anything specific the observer should look for/focus on?



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Post-Observation Reflection

Based on Danielson Framework and Lesson Plan Rubric

For the resident: this will serve as a reflection on your lesson.

For the supervisor: this will serve as a post-observation conference tool

1. In general, how successful was the lesson? What evidence supports your conclusion? (3d, 4a)
2. Describe how you established a classroom of mutual respect (recognized and modeled appropriate behavior, etc.). (2a)
3. What experiences did you provide students to take responsibility of their own learning? (2b)
4. To what extent was your instructional delivery (activities, grouping of students, materials, resources, etc.) effective in this lesson? (2a, 2b, 3a, 3b, 3c)
5. To what extent did your classroom procedures, student conduct, and your use of physical space contribute to student learning? (2c, 2d, 2e)
6. What adjustments to your original plan (if any) did you make during the lesson? Why did you determine those adjustments were necessary? (3d, 3e)
7. Describe how you established and implemented classroom routines and procedures? (2c)
8. What would you do differently if you had to teach the lesson again to the same group of students (including any changes to planning and the implementation of the lesson)? (4a)
9. What strategies did you employ to monitor student behavior and to respond to any misbehavior? (2d)
10. Explain some challenges with respect to procedures and routines that will have to be altered or changed. (2a, 2d, 4a)
11. Describe how you engaged all students in the learning experience. (3a, 3b, 3c, 3d, 4a)
12. Were there students who were not engaged? If so, what would you have done differently? (3a, 3b, 3c, 3d, 4a)
13. Why do you think this part of the lesson went well? (4a) [Evaluator identifies one area of strength and provides evidence]
14. Why do you think this part of the lesson didn't work well? (4a) [Evaluator identifies one area of weakness and provides evidence]
15. Is there anything specific you would like me to observe during the next lesson? (4a, 4e)

Resident/Supervisor Checklist for Lesson



LAFAYETTE™

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& Human Development**

Engaging & Supporting All Learning

- ☐ Connects prior knowledge, life experience, and interests
- ☐ Uses a variety of instructional strategies
- ☐ Facilitates learning experiences -autonomy, learning, choice
- ☐ Engages students in problem solving, critical thinking, & skills
- ☐ Promotes self-directed, reflective learning for all students

Creating & Maintaining an Effective Environment for All Assessing Student Learning

- ☐ Organizes the physical environment
- ☐ Plans and implementing procedures and routines
- ☐ Establishes a climate of fairness and respect
- ☐ Promotes social development and responsibility ____
- ☐ Establishes and maintaining standards for student behavior
- ☐ Uses instructional time effectively

Understanding & Organizing Subject Matter Knowledge

- ☐ Demonstrates knowledge of subject matter content
- ☐ Organizes curriculum to support student understanding
- ☐ Integrates ideas and information
- ☐ Develops student understanding-instructional strategies
- ☐ Uses materials, resources, and technologies

Planning Instruction & Designing Learning Experiences for All

- ☐ Draws on students' backgrounds, interests & developmental learning needs
- ☐ Establishes goals for student learning
- ☐ Develops and sequencing instructional activities
- ☐ Designs long and short term plans
- ☐ Modifies for student needs

Assessing Student Learning

- ☐ Establishes learning goals for all students
- ☐ Uses multiple sources of information to assess
- ☐ Involves & guiding students assessing their own learning
- ☐ Uses the results of assessments to guide instruction
- ☐ Communicates with students and families about student progress

Developing as a Professional Educator

- ☐ Reflects on teaching and learning
- ☐ Establishes professional goals and pursuing opportunities to grow professionally
- ☐ Works with communities to improve professional practice

- ___ Works with families to improve professional practice
- ___ Works with colleagues to improve professional practice

BULLETIN 996: Subchapter C. General Teacher Competencies
[teacher-preparation-competencies \(1\).pdf](#)

Subchapter C. General Teacher Competencies

§205. Introduction

- A. The following teacher preparation competencies apply to all content areas and grade levels for which a teacher candidate may be certified to teach.
- B. The competencies identify essential knowledge and skills that align with current expectations for practicing teachers, including but not limited to what a teacher candidate must know and be able to do in order to:
 - 1. communicate and collaborate with students, colleagues, families, and community members to support students' learning and development; and
 - 2. design and deliver effective instruction to all students, including students with exceptionalities and students in need of academic and non-academic intervention in a regular education setting.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1296 (July 2017).

§207. General Competencies

- A. The teacher candidate demonstrates, at an effective level, the Louisiana components of effective teaching as defined in Bulletin 130 and the compass teacher rubric.
- B. The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.
- C. The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on students and adapts practice to meet the needs of each student.
 - 1. The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.
 - 2. The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.
 - 3. The teacher candidate uses structured input and feedback from a variety of sources (e.g., colleagues, mentor teachers, school leaders, preparation faculty) to make changes to instructional practice and professional behaviors to better meet students' needs.
- A. The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment.
- B. The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903).
- C. The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.
- D. The teacher candidate develops and applies instructional supports and plans for an individualized education plan (IEP) or individualized accommodation plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.
- E. The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1296 (July 2017).

Subchapter E. English Language Arts and Literacy Teacher Competencies

§219. Introduction

- A. The English language arts and literacy teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten-third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, English language arts grades 4-8, English language arts grades 4-8 integrated to merged, English language arts 6-12, and English language arts grades 6-12 integrated to merged.
- B. Content knowledge competencies identify foundational knowledge of the English language and language development, reading, composition, and oral language skills.
- C. Content pedagogy competencies identify teaching knowledge and skills that are specific to English Language arts instruction that develop students' ability to:

1. understand and use vocabulary and language, including early literacy (e.g., print awareness, phonological skill, word recognition, incidental reading foundational skills) to make sense of what texts say;
 2. understand topics, themes, and ideas to determine text meaning;
 3. build understanding about texts using evidence through discussion; and
 4. demonstrate understanding of the language, craft, topics, themes, and ideas of complex grade-level texts through writing using evidence and appropriate grade-level conventions, spelling, and structure.
- D. Disciplinary literacy competencies identify what a teacher candidate must know and be able to do to teach reading and literacy effectively in the context of certification areas other than English language arts (e.g., middle grades and secondary science or social studies).
1. These competencies are applicable to teacher candidates who are pursuing certification for grades 4-8 or 6-12 in any content area other than English language arts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1298 (July 2017).

§221. Content Knowledge Competencies

- A. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex texts and explain how they are able to read and understand those texts.
1. The teacher candidate reads a wide variety of complex texts appropriate for instruction of age or grade-level reading, writing, speaking and listening, and language standards. The variety of texts includes print and non-print or digital texts; media texts, including but not limited to, songs, videos, podcasts, film; and classic texts and contemporary texts, including children's literature, that represent a range of world literatures, historical traditions, genres, forms, and the experiences of different genders, ethnicities, and social classes.
 2. The teacher candidate determines the meaning, purpose, and main ideas of complex texts and explains their development orally and in writing based on the interaction of an author's craft (e.g., word choice, syntax, use of details and illustrations, figurative language), elements and structure (e.g., setting, characterization, development and organization, plot, pacing, evidence), literary effects (e.g., symbolism and irony), and rhetorical devices.
 3. The teacher candidate explains how vocabulary, diction, syntax, and sentence patterns contribute to the meaning, complexity, clarity, coherency, fluency, and quality of a text.
 4. The teacher candidate selects words in complex texts which most contribute to the meaning, are common among complex texts, are part of word families, or have multiple meanings.
 5. The teacher candidate makes connections among texts, including determining and explaining how each text challenges, validates, or refines the language, topics, themes, and/or ideas of other texts and how modern texts or texts in different mediums adapt, enhance, or misrepresent a source text.
 6. The teacher candidate assesses the credibility and usability of texts by analyzing texts with differing viewpoints to determine areas of conflict or possible bias, evaluating whether the reasoning is sound and the evidence is relevant and sufficient, and determining the advantages and disadvantages of different texts and mediums for presenting a particular topic or idea.
 7. The teacher candidate recognizes the influence of English language and literary history on English language arts content.
- B. The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex texts.
1. The teacher candidate creates a range of formal and informal, process and on-demand oral, written, and visual compositions (e.g., analytic, argumentative, explanatory, narrative) about the language, craft, topics, themes, and/or ideas of complex texts, taking into consideration the interrelationships among form, audience, context, and purpose.
 2. The teacher candidate uses complex texts to locate models of writing (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and use the models to imitate the language, structure, and style in their own writing.
 3. The teacher candidate knows and appropriately uses the conventions of English language (i.e., grammar, usage, and mechanics) as they relate to various rhetorical situations and to various style guides for composition.
 4. The teacher candidate recognizes and explains the historical context of modern English language, including recognizing root words, determining word etymologies, and analyzing changes in syntax.
 5. The teacher candidate explains the concept of dialect, recognize its effect and impact on the meaning and development of written and spoken language, and know and apply its use in context when it is appropriate.
 6. The teacher candidate explains the importance of language structure (e.g., syntactic awareness, discourse awareness) in developing reading and writing fluency.
- C. The teacher candidate demonstrates understanding of the stages of language, reading, and writing development.
1. The teacher candidate explains the progression, connection, and relationships among the major components of early literacy development, including the typical and atypical development of skills in the areas of language (i.e., phonological skill, morphology, orthography, semantics, syntax, and discourse); reading (i.e., print awareness, decoding, fluency, and comprehension); spelling and writing development (i.e., pre-literate, early emergent, emergent, transitional, and conventional).
 2. The teacher candidate defines, explains, produces, and classifies the basic phonetic structure and orthographic rules and patterns of the English language, including but not limited to phonemes, graphemes, diagraphs, blends, r-control vowels, hard and soft consonants, and explains how these relate to the progression of reading and writing development.
 3. The teacher candidate explains the principles of teaching word identification and spelling and gives examples illustrating each principle.

4. The teacher candidate explains the role of fluency in typical reading development (e.g., word recognition, oral reading, silent reading, and comprehension) and as a characteristic of some reading disorders.
5. The teacher candidate identifies, defines, and explains the relationship between environmental, cultural, and social factors that contribute to literacy development and the difference between delays and characteristics of some reading disorders, as determined by academic standards.
6. The teacher candidate explains and demonstrates through oral reading the print concepts young students must develop (e.g., text orientation, directionality, connection of print to meaning, return sweep, page sequencing, punctuation).
7. The teacher candidate explains the stages of the development of phonological awareness skills and gives examples illustrating each stage (e.g., rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution).
8. The teacher candidate demonstrates appropriate enunciation in oral demonstrations, especially speech sounds when conducting phonemic awareness lessons.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1298 (July 2017).

§223. English Language Arts Content Pedagogy Competencies

- A. The teacher candidate applies knowledge of the relationships among speaking and listening, language, reading, and writing to use writing and speaking and listening experiences in conjunction with language and reading instruction to enhance students' reading and writing development.
 1. The teacher candidate (applicable only for B-K, PK-3, 1-5) uses knowledge of the progression of phonological awareness skills to select or design and implement sequenced lessons and units that scaffold students' development of phonological awareness and enhance reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts.
 2. The teacher candidate (applicable only for grades 1-5, 4-8, 6-12) uses knowledge of the progression of language, reading, and writing skills to select or design and implement lesson sequences that scaffold and enhance early adolescent and adolescent students' reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts for small-group instruction or intervention in addition to whole-class instruction with grade-level standards.
 3. The teacher candidate uses knowledge of the relationship between phonemes and graphemes to plan writing experiences in conjunction with phonological instruction to enhance students' reading and writing development.
 4. The teacher candidate selects and uses various strategies to develop students' reading fluency, including guiding student awareness of syntax and discourse.
 5. The teacher candidate selects or designs and implements lessons and unit sequences which provide opportunities for all students to read a wide range and volume of texts for various purposes (e.g., understanding, pleasure, and research) and make connections among texts based on their language, craft, topics, themes, and/or ideas.
 6. When appropriate based on age- or grade-level standards, the teacher candidate supports students in selecting texts and assessing the credibility and usability of texts for different purposes.
 7. The teacher candidate schedules and coordinates instructional time to make content connections with science, social studies, and the arts to ensure students build a wide vocabulary and knowledge of the world.
- B. The teacher candidate selects or designs and implements instruction that provides opportunities for students at various stages of language, reading, and writing development to accurately and fluently read, understand, and express understanding of a range of complex grade-level texts, as determined by age- or grade-level standards.
 1. The teacher candidate selects a volume of appropriately complex texts about similar topics, themes, and/or ideas that present opportunities for instruction and assessment of age- or grade-level standards.
 2. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, or ideas to identify sections for rereading (e.g., through interactive read aloud, read along, pair or group reading, independent reading) and create and sequence questions and tasks.
 3. The teacher candidate anticipates students' misconceptions or challenges and identifies a variety of grade-level appropriate instructional strategies to scaffold instruction and provide all students with opportunities to read, understand, and express understanding through conversations and writing using grade-level appropriate language, conventions, spelling, and structure.
- C. The teacher candidate selects or designs and implements instructional materials that develops students' ability to meet the age- or grade-level standards for reading, writing, speaking and listening, and language by composing a range of oral, written, and visual texts (e.g., formal and informal, process and on-demand, different genres for a variety of purposes and audiences).
 1. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, and ideas to select or design composition tasks that explain, analyze, challenge, or extend the language, craft, topics, themes, and ideas of the texts.
 2. The teacher candidate locates models of writing in complex texts (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and selects or designs and implements instruction that develops students' ability to use the models to advance language, structure, and style in their own writing.
 3. The teacher candidate facilitates classroom discussions based on the age- or grade-level standards for speaking and listening that allow students to refine their thinking about the language, craft, topics, themes, and/or ideas in complex texts in preparation for writing, when appropriate, as indicated by academic standards.

4. The teacher candidate develops, based on academic standards, students' ability to create an organizing idea or thesis statement, effectively organize and develop a written, oral, or visual response, and, when appropriate, develop a topic or support an opinion or claim about the language, craft, topics, themes, and/or ideas in complex texts using relevant evidence.
 5. The teacher candidate provides opportunities incorporating technology for students to plan, draft, revise, edit, and publish written, oral, visual, and digital texts, individually and collaboratively (e.g., through shared and small-group writing, peer editing) to communicate knowledge, ideas, understandings, insights, and experiences.
 6. The teacher candidate anticipates how students may use non-standard language orally and in writing and selects or designs and implements instruction based on age- or grade-level standards to develop students' ability to use language conventions (e.g., grammar, usage, and mechanics) accurately and strategically in their writing for different audiences and purposes.
 7. The teacher candidate selects or designs and implements tasks for all students, as indicated by academic standards for reading, writing, speaking and listening, and language that require research of a topic, theme, or idea presented in complex texts and communication of findings orally and in writing.
- D. The teacher candidate applies knowledge of language, reading, and writing development to select or design and use a range of ongoing classroom assessments (e.g., diagnostic, formal and informal, formative and summative, oral and written) which measure students' ability to read, understand, and demonstrate understanding of a range of grade-level complex texts to inform and adjust planning and instruction.
1. The teacher candidate selects or designs a range of ongoing assessments (e.g., formal and informal, formative and summative, oral and written) to measure students' ability to use their knowledge of language (e.g., print concepts, phonological awareness, phonics and word recognition) to accurately and fluently read, understand, and express understanding of a range of continuous texts.
 2. The teacher candidate applies knowledge of reading, writing, and language development to identify trends in students' reading foundational skills, writing, and language development and identify students who are in need of additional support with decoding, fluency, vocabulary development, speaking and listening, writing, grammar.
 3. The teacher candidate assesses specific reading behaviors often associated with fluency problems (e.g., lack of automaticity, substitution, omissions, repetitions, inappropriate reading rates, inaccuracy); recognize atypical developmental patterns; and collaborate with colleagues and specialists to plan and implement appropriate instructional support(s) that address individual needs without replacing regular classroom instruction.
 4. The teacher candidate assesses students' written expression skills (e.g., handwriting for elements of legibility, such as letter formation, size and proportion, spacing; and keyboarding for proper technique and style, such as adequate rate and accuracy, appropriate spacing, proficiency with word processing programs), identifies elements that need improvement, and designs instructional supports that support students' developing mastery.
 5. The teacher candidate uses assessment trends to make adjustments to instructional plans (e.g., re-teaching, targeted mini-lessons, individualized or small-group remediation or extension) and identify differentiated instructional supports that provide all students with opportunities to read, understand, and express understanding of complex texts, as determined by age- or grade-level standards.
 6. The teacher candidate uses assessment trends to form flexible groups of students and select or design and implement small-group instruction to improve students' ability to read independently a range of continuous texts and write in response using age- or grade-level appropriate conventions, spelling, language, and structure.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1299 (July 2017).

§225. Disciplinary Literacy Competencies

- A. The teacher candidate applies knowledge of the theoretical and evidence-based foundations of reading and writing processes and specific disciplinary literacy expectations as described in academic standards to select or design and implement an integrated and comprehensive curriculum that develops students' understanding of content.
 1. The teacher candidate explains the research and theory of disciplinary literacy and demonstrates discipline-specific reading and writing skills.
 2. The teacher candidate explains how disciplinary literacy skills are necessary for learning content and expressing understanding of content through writing and speaking based on the academic standards for their certification content area.
 3. The teacher candidate selects or designs and implements discipline-specific curriculum and instructional materials which incorporate technology to support instructional goals and objectives for the disciplinary literacy demands of the certification content area and differentiates the materials for the range of literacy needs of adolescent readers.
 4. The teacher candidate selects, assesses the accuracy and credibility of, and uses a range and volume of print, digital, visual, and oral discipline-specific texts (e.g., primary and secondary sources in social studies or current research, informational journals, and experimental data and results in science) as instructional tools.
- B. The teacher candidate applies knowledge of disciplinary literacy to select and use appropriate and varied instructional approaches to build all students' ability to understand and express their understanding of discipline-specific content through reading, writing, speaking, and language.
 1. The teacher candidate provides opportunities for students to learn and use vocabulary and language specific to the certification content area, practice discipline-specific reading and writing strategies, and gain and express understanding of content by exploring key questions through grade-level print, digital, visual, and oral discipline-specific texts.
- C. The teacher candidate applies knowledge of disciplinary literacy to select or design and use a range of ongoing classroom assessments (e.g., diagnostic, formal and informal, formative and summative, oral and written) which measure students' mastery of grade-level standards in order to inform and adjust planning and instruction.

1. The teacher candidate assesses students' ability to understand and use discipline-specific vocabulary and language; gain knowledge and understanding of content through grade-level, discipline-specific texts; and express their knowledge and understanding through speaking and writing.
2. The teacher candidate uses trends in assessment results to plan lessons, make adjustments to instruction, and provide remediation and enrichment opportunities for students.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1301 (July 2017).

Subchapter F. Mathematics Teacher Competencies

§227. Introduction

- A. The mathematics teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten-third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, mathematics grades 4-8, mathematics grades 4-8 integrated to merged, mathematics 6-12, and mathematics 6-12 integrated to merged.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1301 (July 2017).

§229. Content Knowledge Competencies

- A. With respect to the academic standards for mathematics for the certification grade band and neighboring grade bands, the teacher candidate, at minimum, demonstrates the following competencies to plan for instruction, teach, and assess student learning:
 1. provides exact, explicit definitions of mathematical ideas and concepts using appropriate mathematical language;
 2. provides precise, accurate, useful descriptions of algorithms and procedures, including descriptions of the accuracy of alternative procedures or algorithms;
 3. exhibits an integrated, functional grasp of mathematical concepts and procedures;
 4. explains concepts and executes procedures flexibly, accurately, efficiently, and appropriately;
 5. models the mathematical dispositions and habits of mind described in the practice standards, including precision of language, logical thought, reflection, explanation, and justification;
 6. recognizes and uses the connections between the topics identified in the relevant standards and problems arising in real-world applications;
 7. portrays mathematics as sensible, useful, and worthwhile.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1301 (July 2017).

§231. Content Pedagogy Competencies

- A. The teacher candidate applies knowledge of mathematical topics and their relationships within and across mathematical domains to identify key mathematical ideas and select or design mathematically sound lesson sequences and units of study that develop students' conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems.
 1. The teacher candidate appropriately sequences content for instruction within a lesson or unit of study and plans appropriate scaffolding to provide opportunities for students to access and master grade-level standards. The teacher candidate anticipates student misconceptions which may arise during a lesson or unit of study, identifies key points in the lesson or unit to check for misconceptions, and identifies appropriate instructional strategies to respond to misconceptions, including but not limited to questioning, whole group discussion, problem sets, instructional tools and representations that make the mathematics of the lesson explicit.
 2. The teacher candidate selects or designs standards-based tasks that use varied strategies, including but not limited to real-life applications, manipulatives, models, diagrams/pictures, that present opportunities for instruction and assessment.
 3. The teacher candidate selects or designs practice sets that include scaffolding and differentiation of mathematical content to provide opportunities for students to develop and demonstrate mastery.
 4. The teacher candidate identifies appropriate student groupings, for example pairs or small groups, to develop students' conceptual understanding, skill, and fluency with mathematical content as well as independent mathematical thinking.
- B. The teacher candidate applies understanding of students' mathematical language development to provide regular opportunities during instruction for students to explain their understanding both in writing and orally through classroom conversations.
 1. The teacher candidate explains the connection between students' informal language to precise mathematical language to develop students' ability to use precise mathematical language in their explanations and discussions.
- C. The teacher candidate applies understanding of the intersection of mathematical content and mathematical practices to provide regular, repeated opportunities for students to exhibit the math practices while engaging with the mathematical content of the lesson, including but not limited to the following:
 1. uses appropriate prompting and questioning that allow students to refine their mathematical thinking and build upon one another's understanding of the mathematical content of the lesson;
 2. poses challenging problems that offer opportunities for productive struggle and for encouraging reasoning, problem solving, and perseverance in solving problems in the face of initial difficulty;
 3. facilitates student conversations in which students are encouraged to discuss each other's thinking in order to clarify or improve their own mathematical understanding;

4. provides opportunities for students to choose and use appropriate tools when solving a problem; and
 5. prompts students to explain and justify work and provides feedback that guides students to produce revised explanations and justifications.
- D. The teacher candidate applies knowledge of mathematical topics and their relationships within and across mathematical domains to select or design and use a range of ongoing classroom assessments, including but not limited to diagnostic, formal and informal, formative and summative, oral and written, which determine students' mastery of grade-level standards in order to inform and adjust planning and instruction.
1. The teacher candidate identifies errors, gaps, and inconsistencies in students' knowledge, skills, and mathematical reasoning to remediate or scaffold students' learning during lesson implementation, using, but not limited to, the following strategies:
 - a. oral and written explanations of the elements and structures of mathematics and the meaning of procedures, analogies, and real life experiences;
 - b. manipulatives, models, and pictures or diagrams; and
 - c. problem sets.
 2. The teacher candidate uses trends in assessment results to plan lesson structure and sequence, instructional strategies, remediation and enrichment opportunities for students.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1302 (July 2017).

Subchapter G. Early Childhood Teacher Competencies

§233. Introduction

- A. The early childhood teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking early childhood ancillary certification and certification in birth to kindergarten.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1302 (July 2017).

§235. Early Childhood Pedagogy Competencies

- A. The teacher candidate designs instructional learning outcomes that are written in terms of what children will learn rather than do and include indicators from applicable Louisiana birth to five early learning development standards (ELDS) domains, and are appropriate for diverse learners (e.g., special education students, ESL students).
- B. The teacher candidate provides emotional and behavioral support to children as indicated by the following:
1. creates a positive environment that supports emotional connections between children and adults and between children and their peers;
 2. exhibits an awareness and sensitivity to children's emotional and learning needs;
 3. allows opportunities for exploration while providing comfort, reassurance and encouragement; and places emphasis on children's perspectives, interests, motivations, and points of view.
- C. The teacher candidate manages classroom organization to support children's development as indicated by the following:
1. sets clear, age-appropriate expectations for children's behavior;
 2. supports positive behavior by using effective methods, including but not limited to highlighting positive behaviors and redirecting misbehaviors;
 3. promotes children's ability to regulate their own behavior, including but not limited to using a proactive approach and planning to minimize disruptions;
 4. manages instructional and learning time and routines so children have maximum opportunities to be engaged in learning activities;
 5. maximizes children's interest and engagement by being actively involved in the children's learning process; and
 6. uses a variety of materials and modalities to gain children's interest and participation in activities.
- D. The teacher candidate provides engaged instructional support for learning as indicated by the following:
1. uses interactions and discussions to promote higher-order thinking skills and cognition;
 2. focuses on promoting children's understanding rather than on rote instruction or memorization;
 3. provides feedback that expands children's learning and understanding;
 4. scaffolds learning and provides supportive guidance so that children can to achieve competencies and skills independently;
 5. provides opportunities for conversations for the purpose of promoting opportunities for language use;
 6. utilizes open-ended questioning techniques to allow children to put language together to communicate more ideas in increasingly complex ways;
 7. models language use and forms through repeating and extending children's responses and through self and parallel talk; and
 8. uses a variety of words and language forms that are new and unique to extend children's understanding of these parts of language.
- E. The teacher candidate uses assessment to guide planning and understand children's levels of growth and development as indicated by the following:
1. conducts observation-based assessments in a systematic, ongoing manner throughout daily routines and activities;
 2. gathers and uses assessment data for the purpose of planning instruction, activities, and experiences that further promote children's development and learning;
 3. reflects on child assessment data and connections to teacher action and make changes to continuously improve practice; and
 4. makes decisions based on the progress of children's development with reliability.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1302 (July 2017).