



College of Education  
UNIVERSITY of NEVADA, RENO

Integrated Elementary Teaching Program

# Teaching Portfolio I

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Integrated Elementary Teaching Program  
**Guidelines for the Completion of Portfolio I – Entrance into Internship**  
College of Education  
University of Nevada, Reno

### **Overview**

Successful completion of Portfolio 1 represents student's readiness to begin internship. It is a required program component for all students in the Integrated Elementary Teaching Program and Master of Education (M.Ed.) first-time licensure students. The portfolio is a compilation of reflective essays, coursework assignments, and practicum evaluations that demonstrate a student's level of mastery on the ten Interstate New Teachers Assessment and Support Consortium (InTASC) standards. InTASC is a program developed by the Council of Chief State School Officers (CCSSO). The goal of InTASC is to work with state education agencies responsible for teacher licensing, professional development, and program approval to promote standards-based reform of the licensing process.

Signature Artifacts have been identified from the courses in the program. These artifacts are essential course assignments identified by faculty to assess students on the InTASC standards. The assignments (referred to as Signature Artifacts) will be the only coursework included in Portfolio 1. Students must maintain instructor graded copies of all of the Signature Artifacts. Course instructors will grade the assignments as part of a course grade and then rescore each of the assignments (Signature Artifacts) on the evaluation guide designed to match the assignment with the InTASC standards. Students must keep all instructor scored rubrics. In short, students must be very careful to maintain these essential documents. Losing or misplacing documents and/or crashing computers are no excuse.

### **Formatting Instructions**

- Portfolio 1 should be submitted in a 3-ring binder. The cover of the binder should clearly identify the student's name, program, and area(s) of specialization. The student's name must also appear on the binder's spine.
- Students should organize the inside content with divider tabs clearly labeling each of the Portfolio sections. *Do not use plastic page protectors in your binder.*
- The written sections (sections 4 and 8), must be double-spaced, with 1" margins, and written in a legible 12-point font. Total length for Section 4, the reflective essay must not exceed 4 pages. Total length for Section 8, the internship goals composition must not exceed 2 pages.
- For Section 6, Graded Signature Artifacts with Instructor Scored Rubrics, clearly distinguish between your Elementary Artifacts and the Artifacts from your emphasis area(s). Follow the order of coursework presented in Section 6.

### **Essential Sections**

Portfolio I is comprised of a professionally presented binder with the following sections, in this order (see attachments for examples):

## **Section 1: Cover Page**

The Cover Page must include the student's name, program and contact information including phone number, address and email address. Also, students must include their name down the spine of the binder, and on the cover of the binder (attachment A).

## **Section 2: Education Courses Form**

Students will complete the Education Courses form. Students will include the course prefix and number, the instructor name, semester/year, and grade presented in the sequence the classes were completed in. This should include all coursework with a prefix of EDU, EDES, EDSP, EDRL, EDEL, EPY, and HDFS, including courses completed at a different institution (attachment B)

## **Section 3: Signed Teacher Education Candidate Professional Behaviors and Dispositions Form**

Each student must include a signed Teacher Education Candidate Professional Behaviors and Dispositions form. Each item should be read carefully and students should respond in a thoughtful manner. These items may also be discussion points in the reflective essay (attachment C).

## **Section 4: Reflective Essay**

The reflective essay is a self-examination and discussion of the student's overall academic experiences throughout the Integrated Elementary Teaching Program [IETP]. The writing should address the student's growth and change within the program. It is essential that student's include an analysis of practicum experiences and their area(s) of emphasis in the essay. This essay should be substantially more thoughtful than the essay submitted to IETP for admissions. [Maximum length: 4 pages]

Section 4 is to be written in essay format (no bullets or numbering), with appropriate attention to grammar, style, and writing mechanics (attachment D).

## **Section 5: Table of Signature Artifacts**

Section 5 is informational only. It is a helpful organizer. Attachment E.1 is a table highlighting how the signature artifacts meet InTASC standards. This is an informative table for your reference regarding the importance of Portfolio 1 and the artifacts you are asked to include.

Attachment E.2 is the Table of Signature Artifacts to be used as a visual guide to understand exactly which signature artifacts you will need to place into your Portfolio 1. The Table splits the course into academic years and is color coded by the area of emphasis. White is used for Elementary Licensure course work. Lavender is used for Early Childhood Education licensure course work. Green is used for English Language Learners endorsement. Orange is used for Special Education Licensure. This table also shows you how each signature artifact aligns with the InTASC Standards (attachment E).

## **Section 6: Graded Signature Artifacts with Instructor Scored Rubrics**

**Graded** Signature Artifacts with Instructor Evaluations should be compiled in this section and in the order presented in Section 5 (attachment E). Students are requested to include EDEL courses first, EDRL courses second and their area of specialization last.

Students must include the **graded** Signature Artifact (which was a class assignment) **and** the Evaluation completed by the instructor. The Evaluation measures student performance on identified InTASC standards. Some signature artifacts are scored on several standards, some on fewer. Required Signature Artifacts with Evaluations are listed below in this document (attachments F.1 through F.18).

## **Section 7: All Practicum Evaluations, both formal and informal**

**Practicum Evaluations** are inserted into Portfolio I next, along with any other documentation regarding successful teaching experiences from lead teachers, principals, families, etc. Formal observations of your teaching were conducted in your practicum classes (attachment G). These formal observations *must* be included in this section. It is recommended that you include informal observations or feedback from your lead teachers and others who have observed your teaching as well.

## **Section 8: Internship Goals Composition**

The purpose of the internship goals composition is to explain to faculty what the student's goals are for his/her internship experience. These goals must be presented in an active voice. Be precise, be clear. These goals can certainly change, or be altered, once the Internship Placement has started, based upon the realities of the school where the Intern is assigned. The IETP faculty are concerned with making sure that all Interns have suitable professional education goals in mind, and in practice, while completing the Internship experience.  
[Maximum length: 2 pages]

Section 8 is to be written in essay format, with appropriate attention to grammar, style, and writing mechanics.

### **Portfolio Submission Instructions**

Students submit Portfolio I on Monday, December 7, in WRB 3100 [Conference Room] between 8:00 a.m. to 5 p.m. sharp. Students should plan to submit their own portfolios. Please do not ask someone else to submit your portfolio for you. You must sign in your portfolio. **NO PORTFOLIOS WILL BE ACCEPTED AFTER 5 PM.**

### **Portfolio Pick-up**

Students may pick up their portfolios three weeks after the due date. The date may vary by semester, but the three weeks will hold firm. Students must sign out their own portfolio. It is not acceptable to have a friend or anyone else remove your professional portfolio from the building. If you are not able to pick up your portfolio we will keep the documents until the end of the following semester when the next group of portfolios are submitted. It is essential that contact information be on the cover page so that you can be notified that the timeline to pick up a portfolio is expiring.

### **Questions**

All questions regarding Portfolio I should be directed to Dr. Tammy Abernathy [tammy@unr.edu], IETP, College of Education.

### **Task List**

Use the task list provided in the back of this manual to ensure that you have included all necessary components. This is provided as a tool and does NOT replace the detailed instructions provided throughout this manual that you must follow.

# Attachments

**Attachment A: Section 1. Cover Letter**

Harry Potter

Integrated Elementary Teaching Program (IETP)  
with an emphasis in Special Education

1-800-GOW-IZAR

888 Hogwarts Ln.  
Beyond Limits, Sky Land 88888  
[potterh@hogwarts.edu](mailto:potterh@hogwarts.edu)



**Attachment C: Section 3. Teacher Education Candidate Professional Behaviors and Dispositions Form**

The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. The purpose of this self-evaluation is to have teacher education candidates (TC) reflect on their own professional behavior and dispositions. Candidates are to use this form for their self- assessment, assigning ratings with explanations, signing it, and placing it in Portfolio I.

**Use the following rating scale for each item.**

- |                                     |                        |
|-------------------------------------|------------------------|
| 1 = Not ready for upcoming semester | 4= Solid Foundation    |
| 2= Needs more practice              | 5= Highly Accomplished |
| 3= Acceptable                       |                        |

1. Habits of Thinking and Action toward Own Learning are Appropriate....	
<b>Love of Learning &amp; Strong Fund of Knowledge</b>	<p><b>1 2 3 4 5 Initiative</b> TC is independent and goes beyond minimum expectations.</p> <p><b>1 2 3 4 5 Problem Solving</b> TC is an active and effective problem solver.</p> <p><b>1 2 3 4 5 Commitment to Learning</b>  TC is curious and interested in learning more about students and content areas.  TC seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</p>
Comments:	

2. Habits of Thinking and Action toward Reflective Practice are Appropriate....	
<b>Disposition toward Reflective Practice</b>	<p><b>1 2 3 4 5 Professional Ethics</b>  The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</p> <p><b>1 2 3 4 5 Collaboration</b>  The candidate works effectively with professional colleagues and other adults.</p>

	<p><b>1 2 3 4 5 Commitment to Teaching</b></p> <p>The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</p> <p><b>1 2 3 4 5 Self-Reflection</b></p> <p>TC reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.</p> <p><b>1 2 3 4 5 Professional Feedback</b></p> <p>TC is receptive and responsive to professional feedback incorporating suggestions into practice.</p> <p><b>1 2 3 4 5 Self Awareness</b></p> <p>TC has a realistic sense of own strengths and weaknesses.</p>
Optional Comments:	
<b>3. Habits of Thinking and Action toward Professional Conduct are Appropriate...</b>	
Disposition toward Professional Conduct	<p><b>1 2 3 4 5 Professional Demeanor and Responsibility</b></p> <p>The candidate is prompt, is not unnecessarily absent, and notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.</p> <p><b>1 2 3 4 5</b> The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.</p> <p><b>1 2 3 4 5</b> The candidate is poised and professional in his or her demeanor.</p> <p><b>1 2 3 4 5</b> The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</p> <p><b>1 2 3 4 5 Emotional Maturity</b></p> <p>TC candidate responds to frustration and stress appropriately.</p>
Optional Comments:	

4. Habits of Thinking and Action toward Students and Diversity are Appropriate...	
Disposition toward Students and Diversity	<p><b>1 2 3 4 5 Student Focus</b> The candidate recognizes and respects students as valued and unique individuals.</p> <p><b>1 2 3 4 5</b> Demonstrates the belief that all students have the right and ability to learn.</p> <p><b>1 2 3 4 5 Commitment to Diversity</b> The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.</p>
Optional Comments:	

### Attachment D: Section 4. Reflective Essay Scoring Guide

	<b>Not Evident (1)</b>	<b>Developing (2)</b>	<b>Acceptable (3)</b>	<b>Solid Foundation (4)</b>	<b>Highly Accomplished (5)</b>
<b>Beliefs about Teaching &amp; Learning</b>  <b>Score:</b> _____	The author does not discuss personal beliefs about teaching and learning.	The author makes an attempt to describe his/her beliefs about teaching and learning, but without adequate support for the ideas presented.	The author adequately discusses his/her beliefs about teaching and learning.	The author makes clear his/her beliefs about teaching and learning and provides adequate support for the ideas presented.	The author provides a focused discussion of his/her beliefs about teaching and learning, with strong support for those beliefs that goes beyond personal experience.
<b>Strength of Content-Area Knowledge</b>  <b>Score:</b> _____	The author does not provide evidence of his/her content-area knowledge.	The author makes an attempt to discuss his/her content-area knowledge but without adequate support for this knowledge.	The author adequately discusses content knowledge.	The author makes clear his/her knowledge in the content areas, and this knowledge adequately reflects levels of coursework taken. Support for content-area knowledge is presented.	The author provides a focused discussion of his/her content-area knowledge, and this knowledge superbly reflects levels of coursework taken. Support for content-area knowledge is outstanding.
<b>Attitudes &amp; Beliefs Related to Student Diversity</b>  <b>Score:</b> _____	The author does not discuss his/her attitudes and beliefs related to student diversity.	The author makes an attempt to discuss his/her attitudes and beliefs related to student diversity, but without adequate and/or accurate support for these attitudes and beliefs.	The author adequately discusses beliefs and attitudes regarding student diversity.	The author makes clear his/her attitudes and beliefs related to student diversity, and provides adequate and accurate support for these attitudes and beliefs.	The author provides a focused discussion of his/her beliefs related to student diversity, with strong and accurate support for these attitudes and beliefs backed by empirical evidence.
<b>Author's Voice &amp; Writing Style</b>  <b>Score:</b> _____	The writing is flat, with no sense of the author's personal beliefs. No evidence of the effective use of language; the text contains numerous grammatical and/or spelling errors.	The author makes an attempt to communicate ideas in a lively and interesting manner. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.	The author adequately communicates his/her point of view. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.	The author communicates ideas in an interesting and lively manner. The author uses language effectively. The text contains few grammatical and/or spelling errors.	The author takes a unique approach to communicating his/her beliefs. The author uses language in a sophisticated manner. The text is polished and contains no grammatical or spelling errors.

**Attachment E.1: Section 5. Alignment of InTASC Standards and Artifacts**

		Learner & Learning			Content		Instructional Practice			Professional Responsibility	
		Learner Development	Learning Differences	Learning Environments	Content Knowledge	Application of Content	Assessment	Planning for Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
SOC	<ul style="list-style-type: none"> <li>Lesson and Teaching Plan</li> </ul>	X			X	X		X	X		
MATH	<ul style="list-style-type: none"> <li>Math Lesson Plan and Lesson Plan Reflection</li> </ul>	X	X	X	X	X	X	X	X	X	
SCI	<ul style="list-style-type: none"> <li>STEM Unit Plan</li> </ul>	X	X	X	X	X	X	X	X		
LIT	<ul style="list-style-type: none"> <li>Mid-Term Lesson and Critical Analysis</li> </ul>	X			X				X	X	
ELL	<ul style="list-style-type: none"> <li>ELL Strategy Demonstration</li> <li>Cultural Experience Reflection</li> </ul>	X	X	X				X	X		X
SPE	<ul style="list-style-type: none"> <li>Functional Behavior Assessment</li> <li>IEP/ITP</li> <li>Adaptation and Modification Project</li> </ul>	X	X	X			X			X	
ECE	<ul style="list-style-type: none"> <li>Media Exploration Project</li> <li>Curriculum Project: Documentation Panel/Project Journal</li> <li>Child Observations</li> <li>Promoting Family-School Partnership</li> </ul>	X X			X X	X X	X X	X X	X X	X	X

**Attachment E.2: Section 5. Portfolio Artifacts & InTASC Standards by Semester and Course**

<b>Semester</b>	<b>Course</b>	<b>Assignment</b>	<b>InTASC Standard(s)</b>
Junior: Fall	EDEL 453 Teaching Elementary Social Studies	Lesson and Teaching Plan	1: Learner Development 4: Content Knowledge 5: Application of Content 7: Planning for Instruction 8: Instructional Strategies
	EDEL 433 Teaching Elementary Math	Math Lesson Plan and Lesson Reflection	1: Learner Development 2: Learning Differences 4: Content Knowledge 5: Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice
	HDFS 435 Child Socialization	Activity for Promoting Family-School Partnership	2: Learning Differences 9: Professional Learning and Ethical Practice 10: Leadership and Collaboration
	HDFS 428 Preschool Curriculum I	Media Exploration Project	5: Application of Content 7: Planning for Instruction 8: Instructional Strategies

Junior: Spring	HDFS 429 Advanced Preschool Curriculum II	Curriculum Project: Documentation Panel/Project Journal	1: Learner Development 4: Content Knowledge 5: Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies
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Junior: Spring (Cont.)			9: Professional Learning and Ethical Practice
	EDEL 443 Teaching Elementary School Science	STEM Unit Plan	1: Learner Development 2: Learning Differences 4: Content Knowledge 5: Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies
	EDSP 443 Special Education Curriculum: General Methods	Adaptation and Modification Project	1: Learner Development 2: Learning Differences 3: Learning Environments

Senior:	EDRL 461 Diagnostic Assessment and Instruction Literacy	Mid-Term Lesson and Critical Analysis	1: Learner Development 4: Content Knowledge 8: Instructional Strategies 9: Professional Learning and Ethical Practice
	EDSP 444 Special Education Curriculum: Secondary Methods	IEP/ITP Development	2: Learning Differences 3: Learning Environments 7: Planning for Instruction 9: Professional Learning and Ethical Practice
	EDSP 453 Behavior Management Techniques for Students with Disabilities	Functional Behavior Assessment	2: Learning Differences 6: Assessment 7: Planning for Instruction 9: Professional Learning and Ethical Practice

	EDRL 472 Methods for Elementary English Language Learners	ELL Strategy Demonstration	1: Learner Development 2: Learning Differences 3: Learning Environments 7: Planning for Instruction 8: Instructional Strategies
		Cultural Experience Reflection	9: Professional Learning and Ethical Practice
HDFS 431b Advanced Human Development: Childhood	Child Observations	1: Learner Development 6: Assessment	

**Attachment F.1: Section 6: EDEL 453**  
Teaching Elementary Social Studies

Date \_\_\_\_\_

**Signature Artifact Evaluation**  
**EDEL 453 Teaching Elementary Social Studies**  
**Lesson Plan and Teaching**

Teacher Candidate \_\_\_\_\_ Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Social Studies</b> <b>Lesson Plan and Teaching</b>	<b>Assignment Description</b>				
	<p><b>Social Studies Unit Plan</b></p> <p>Students will write a lesson plan in one of the seven Social Studies subject areas. The lesson plan includes an activity that will be taught as a demonstration lesson to their peers. This assignment will be completed individually and aligned with the National Council for the Social Studies Standards.</p>				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1	2	3	4	5

<p><b>Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	1	2	3	4	5
<p><b>Application of Content</b> The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	1	2	3	4	5
<p><b>Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	1	2	3	4	5
<p><b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	1	2	3	4	5
<p><b>OVERALL SCORE</b></p>	1	2	3	4	5

**Comments:**

**Attachment F.2: Section 6: EDEL 443**  
Teaching Elementary School Science

Date \_\_\_\_\_

**Signature Artifact Evaluation**  
**EDEL 443 Teaching Elementary Science**  
**Science/STEM Unit Plan**

Teacher Candidate \_\_\_\_\_

Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Science / STEM Unit Plan</b>	<b>Assignment Description</b>				
	<b>Science / STEM Unit Plan</b> The purpose of this assignment is to get you familiar with the Next Generation Science Standards and their role in designing an integrated Science / STEM unit of instruction. Teams of four are assigned a specific grade level and design a unit of instruction based upon the NGSS. Students identify a science topic / concept to develop, write a detailed 5E lesson plan that ties into the others you are working with, and finally teach an Engagement, Exploration, and Explanation from one of the lessons in the unit to the class.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1	2	3	4	5

<p><b>Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	1	2	3	4	5
<p><b>Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.</p>	1	2	3	4	5
<p><b>Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	1	2	3	4	5
<p><b>Application of Content</b> The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	1	2	3	4	5
<p><b>Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	1	2	3	4	5
<p><b>Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,</p>	1	2	3	4	5

curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.					
<b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	1	2	3	4	5

<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

**Attachment F.3: Section 6: EDEL 433/633**

Practicum in Large Group Instruction – Math Lesson Plan and Reflection

Date \_\_\_\_\_

**Signature Artifact Evaluation  
EDEL 433/633 Math Methods  
Reflective essay**

Teacher Candidate \_\_\_\_\_

Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Math Lesson Plan and Lesson Reflection</b>	<b>Assignment Description</b>				
	This assignment requires students to develop an effective math lesson plan that incorporates learner needs, relevant curricular standards (national, state, local), mathematics content knowledge and its meaningful application, student assessment, and instructional planning that includes appropriate teaching/learning strategies, all of which align with current research and thinking in mathematics education. Further, it includes a written self-reflection on the implemented plan that assesses lesson effectiveness in terms of student learning and engagement.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1	2	3	4	5
<b>Learning Differences</b> The teacher uses understanding of individual	1	2	3	4	5

differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.					
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<b>Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	1	2	3	4	5
<b>Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	1	2	3	4	5
<b>Application of Content</b> The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	1	2	3	4	5
<b>Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	1	2	3	4	5
<b>Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	1	2	3	4	5

<p><b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	1	2	3	4	5
<p><b>Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	1	2	3	4	5

<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

**Attachment F.4: Section 6: EDRL 461**

Diagnostic Assessment and Instruction Literacy

Date \_\_\_\_\_

**Signature Artifact Evaluation  
EDRL 461 Diagnostic Assessment and Instruction Literacy  
Mid-Term Lesson and Critical Analysis**

Teacher Candidate \_\_\_\_\_

Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Mid-Term Lesson and Critical Analysis</b>	<b>Assignment Description</b>				
	This lesson requires students to plan, teach, and video record several tutoring lessons over the course of the semester in order to critically reflect on and critique their own teaching. The clip may represent something the student is particularly proud of, something that worked better (or worse) than the student expected, something that went wrong, or something that the student is questioning how to handle/address in future lessons related to teaching literacy. A one-page (maximum) reflection should accompany the video.				
	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Standard</b>					
<b>Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1	2	3	4	5
<b>Content Knowledge</b> The teacher understands the central concepts, tools of	1	2	3	4	5

inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.					
<b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	1	2	3	4	5
<b>Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	1	2	3	4	5

<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments**

**Attachment F.5: Section 6: EDRL 472**

Methods of Instruction for Elementary English Language Learners

Date \_\_\_\_\_

**Signature Artifact Evaluation  
EDRL 472 Methods of Instruction for Elementary English Language  
Learners  
ELL Strategy Demonstration**

Teacher Candidate \_\_\_\_\_ Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>ELL Strategy Demonstration</b>	<b>Assignment Description</b>				
	Students will be required to choose one ELL strategy from a course text to present to the class. The strategy will be simulated in class with the class acting as students and the student acting as the teacher. The student will demonstrate what the strategy would look like in practice and how it could be used to enhance student access to core curriculum in one or more of the 4 language domains (reading, speaking, listening, and writing). The assignment will also require the student to write a 1-page summary of what the method/strategy is, the appropriate content and the age/language levels for the strategy, materials needed, and any adaptations of modifications suggested.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate	1	2	3	4	5

and challenging learning experiences.					
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<p><b>Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	1	2	3	4	5
<p><b>Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	1	2	3	4	5
<p><b>Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	1	2	3	4	5
<p><b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	1	2	3	4	5

<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

**Attachment F.6: Section 6: EDRL 472**  
 Cultural Experience Reflection

Date \_\_\_\_\_

**Signature Artifact Evaluation**  
**EDRL 472 Methods of Instruction for Elementary ELLs**  
**Cultural Experience Reflection**

Teacher \_\_\_\_\_  
 Candidate \_\_\_\_\_ Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Cultural Experience Reflection</b>	<b>Assignment Description</b>				
	Students will be required to attend an event either on-campus or in the community that focuses on a culture other than the mainstream U.S. culture (i.e. theatrical or musical performance, art exhibit, festival, restaurant, community or religious gathering, or lecture). The student will then write a description of the event, including: what the student learned or found interesting and how this experience will influence how the student will teach and interact with diverse students in the future.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, community), and adapts practice to meet the needs of each learner.	1	2	3	4	5

<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

**Attachment F.7: Section 6: EDSP 453**

Behavior Management – FBA

Date \_\_\_\_\_

**Signature Artifact Evaluation**  
**EDSP 453 Behavior Management Techniques for Students with**  
**Disabilities**  
**Functional Behavior Assessment/Positive Behavior Support Plan**

Teacher Candidate \_\_\_\_\_

Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Functional Behavior Assessment</b>	<b>Assignment Description</b>				
	This lesson requires students to conduct a Functional Behavior Assessment (FBA) on a learner in the school environment, then to create a Positive Behavior Support (PBS) plan for the learner. Students must define a problem behavior, define a replacement behavior, and collect data by observing the student using an Antecedent-Behavior-Consequence (A-B-C) analysis chart. The student must then graph and provide a narrative explanation of the observations. Finally, the student must create and explain a PBS plan for the observed learner.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate	1	2	3	4	5

and challenging learning experiences.					
<b>Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	1	2	3	4	5
<b>Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	1	2	3	4	5
<b>Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	1	2	3	4	5

<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

**Attachment F.8: Section 6: EDSP 444**  
 Special Education Curriculum: Secondary Methods

Date \_\_\_\_\_

**Signature Artifact Evaluation**  
**EDSP 444 Special Education Curriculum: Secondary Methods**  
**IEP/ITP Development**

Teacher \_\_\_\_\_  
 Candidate \_\_\_\_\_ Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>IEP/ITP Development</b>	<b>Assignment Description</b>				
	This lesson requires students to complete an Individualized Education Plan for a secondary student. The IEP must include two written goals which are appropriate for student needs with accompanying objectives which break the goal down into measurable performances aligned with the goal. A third goal must be written using measurable terms to address the student's post-secondary goals. The IEP must reflect a philosophy of self-determination by including student's wishes and reflecting on student's strengths.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable	1	2	3	4	5

each learner to meet high standards.					
<b>Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	1	2	3	4	5

<b>Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	1	2	3	4	5
<b>Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, community), and adapts practice to meet the needs of each learner.	1	2	3	4	5

<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

**Signature Artifact Evaluation**  
**EDSP 443 Special Education Curriculum: General Methods**  
**Adaptation and Modification Project**

Teacher \_\_\_\_\_  
 Candidate \_\_\_\_\_ Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Adaptation and Modification Project</b>	<b>Assignment Description</b>				
	This lesson requires students to adapt and modify an existing lesson plan to create an inclusive atmosphere for students with disabilities. Using profiles of students with disabilities, including IEPs and evaluations, students must adapt lesson plans using a curriculum ladder, nine types of adaptation chart, and a match between student and instruction. Students must consider Universal Design for Learning (UDL) and include appropriate assistive technology for both learners. Students must engage learners in high-quality activities which make sense in terms of their IEP. A list of teaching materials must be included with the project.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1	2	3	4	5

<b>Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1	2	3	4	5

<b>Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	1	2	3	4	5
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<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

**Attachment F.10: Section 6: HDFS 428**

Date \_\_\_\_\_

**Signature Artifact Evaluation  
HDFS 428 Preschool Curriculum I  
Media Exploration Project**

Teacher \_\_\_\_\_  
Candidate \_\_\_\_\_ Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Media Exploration Project</b>	<b>Assignment Description</b>				
	This lesson requires students to develop and implement a series of linked activities using a media exploration. Students will record the process of planning, documenting, reflecting, and following-up the project in a journal. The final report will analyze and reflect on the entire exploration, the learning it facilitated, and the potential for the chosen medium to be used to foster inquiry-based learning in the classroom. The report will include 7-10 pages of deep reflection and photographs taken during each exploration.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Application of Content</b> The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	1	2	3	4	5
<b>Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as	1	2	3	4	5

knowledge of learners and the community context.					
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<b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	1	2	3	4	5
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<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

Date \_\_\_\_\_

**Signature Artifact Evaluation**  
**HDFS 429 Advanced Preschool Curriculum II**  
**Curriculum Project: Documentation Panel/Project Journal**

Teacher Candidate \_\_\_\_\_

Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Curriculum Project: Documentation Panel/Project Journal</b>	<b>Assignment Description</b>				
	Students will be required to plan and carry out curriculum in the form of a long-term project that crosses curricular domains. Students will observe and listen to children to discern their interests, carefully planning, implementing plans, and adapting them as needed, and documenting the children’s learning throughout the process. As part of the project, students will integrate Curriculum Focus Activities relating to five specific aspects of curriculum: social & emotional learning/social studies, physical development & health, language & literacy, mathematics, and science. Students will keep a journal to document the project process and evolution, which includes teacher’s notes, transcribed conversations with children, and children’s work. The project will be summarized using a documentation panel which is aesthetically pleasing and includes appropriate photos, focus, context, voice, and standards.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate	1	2	3	4	5

and challenging learning experiences.					
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<p><b>Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	1	2	3	4	5
<p><b>Application of Content</b> The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	1	2	3	4	5
<p><b>Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	1	2	3	4	5
<p><b>Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	1	2	3	4	5
<p><b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	1	2	3	4	5

<b>Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	1	2	3	4	5
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<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

**Attachment F.12: Section 6: HDFS 431b**

Date \_\_\_\_\_

**Signature Artifact Evaluation**  
**HDFS 431b Advanced Human Development: Childhood**  
**Child Observations**

Teacher \_\_\_\_\_  
 Candidate \_\_\_\_\_ Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Child Observations</b>	<b>Assignment Description</b>				
	This assignment requires students to complete a series of three application papers. The papers will analyze the development of three children of different ages (Pre-K, K-1, and grades 2-3) and discuss implications for classroom practice. The first section requires the student to collect observation data on children in order to write about their development and will include references to developmental norms. The second section requires the student to apply what he/she has learned about each child’s development to what teachers should consider within the context of the classroom environment and will include references which discuss the application of development to classroom practice. Each application paper will focus on a specific area or domain. The first paper will focus on social and emotional development; the second, development related to language and literacy; and the third, development related to math and science.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and	1	2	3	4	5

designs and implements developmentally appropriate and challenging learning experiences.					
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<b>Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	1	2	3	4	5
<b>Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	1	2	3	4	5

<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

**Signature Artifact Evaluation**  
**HDFS 435 Child Socialization**  
**Activity for Promoting Family-School Partnership**

Teacher \_\_\_\_\_  
 Candidate \_\_\_\_\_ Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Activity for Promoting Family-School Partnership</b>	<b>Assignment Description</b>				
	For this lesson, students will complete a group project to develop an activity designed to encourage family engagement in an early childhood classroom. Groups will plan, design, implement, and evaluate a family engagement activity then compile a final paper and project binder. Groups will interview head teachers, get to know the classroom and children, conduct an interest assessment of the parents in the classroom or program, formulate activity ideas, design a parent involvement activity, document the implementation of the activity, evaluate the activity, and write a paper discussing each step of the activity. Groups will create a binder including the paper, documentation of implementation, assessment results, evaluations, and a reflection from each individual on the group process.				
<b>Standard</b>	<b>1</b> Poor performance. Not ready for the next semester without improvement.	<b>2</b> Marginal performance. Needs improvement.	<b>3</b> Consistently adequate performance.	<b>4</b> Consistently skilled performance at level expected for person entering the field.	<b>5</b> Consistently skilled performance. Beginning to exceed expectations for those entering the field.
<b>Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1	2	3	4	5

<p><b>Professional Learning and Ethical Practice</b>  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	1	2	3	4	5
<p><b>Leadership and Collaboration</b>  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	1	2	3	4	5

<b>OVERALL SCORE</b>	1	2	3	4	5
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**Comments:**

**Attachment G: Section 7: All Practicum Evaluations**  
**IETP Practicum Observation Form**

Teacher Candidate \_\_\_\_\_ Lead Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_  
 School \_\_\_\_\_  
 UNR Supervisor \_\_\_\_\_ Course \_\_\_\_\_  
 Semester/Year \_\_\_\_\_ Date \_\_\_\_\_

Rate the teacher candidate on each of the InTASC Standards for a preservice teacher.

<b>NA Not applicable</b>	<b>1 (Below Standard)</b>	<b>2 (Limited)</b>	<b>3 (Satisfactory)</b>	<b>4 (Proficient)</b>	<b>5 (Advanced)</b>
Not applicable in this context	Poor performance, not ready for the next semester without improvement	Marginal performance, needs improvement	Consistently adequate performance	Consistently skilled performance at level expected for person entering the field	Consistently skilled performance, is beginning to exceed expectations for those entering the field

**1. The Learner and Learning**

a) Designs and implements developmentally appropriate and challenging lessons that employ grade level standards.	NA	1	2	3	4	5
b) Uses understanding of individual differences to enable each learner to meet high standards. (i.e., sensitive to abilities, talents, and learning styles).	NA	1	2	3	4	5
c) Creates learning experiences that encourage student engagement, e.g. productive interaction, (grouping), active engagement (hands-on), and/or self-motivation (student-centered).	NA	1	2	3	4	5
Comments:						

**2. Content Knowledge and Pedagogy**

a) Demonstrates understanding of key content and methods of inquiry appropriate to the discipline.	NA	1	2	3	4	5
b) Teaches content that is accurate, substantial, and matches structure of the discipline.	NA	1	2	3	4	5
c) Engages students' prior content knowledge as appropriate.	NA	1	2	3	4	5

d) Uses varied methods to enhance students' understanding of concepts and content.	NA	1	2	3	4	5
e) Integrates other content areas and makes real world connections.	NA	1	2	3	4	5
Comments:						

### 3. Instructional Practice

a) Designs instruction based on professional standards.	NA	1	2	3	4	5
b) Designs and uses appropriate assessment (e.g. formative/summative, informal/formal) to measure student understanding of learning objectives.	NA	1	2	3	4	5
c) Structures learning experiences with appropriate sequencing, pacing, and transitions.	NA	1	2	3	4	5
d) Uses a variety of instructional strategies, such as: <ul style="list-style-type: none"> <li>o Uses appropriate technology</li> <li>o Uses multiple models and representations of concepts</li> <li>o Encourages learners to reflect on their own learning and performance</li> <li>o Uses a range of question types and levels</li> </ul>	NA	1	2	3	4	5
e) Adapts instruction to meet student(s) needs	NA	1	2	3	4	5
Comments:						

### 4. Professional Responsibility

a) Receives constructive feedback professionally and uses it appropriately.	NA	1	2	3	4	5
b) Maintains courteous and professional relationships/interactions with school personnel, university faculty, peers, and students.	NA	1	2	3	4	5
c) Is punctual and prepared.	NA	1	2	3	4	5
d) Dresses professionally during practicum.	NA	1	2	3	4	5
Comments:						

### 5. Overall Rating

NA Not Applicable	1 (Below Standard)	2 (Limited)	3 (Satisfactory)	4 (Proficient)	5 (Advanced)
Not applicable in this context	Poor performance, not ready for the	Marginal performance,	Consistently adequate performance	Consistently skilled performance at	Consistently skilled performance, is

	next semester without improvement	needs more practice		level expected for person entering the field.	beginning to exceed expectations for those entering the field
Comments:					

Signature of Reviewer \_\_\_\_\_

Additional Comments/Notes:

**Attachment H: Section 8: Internship Goals**

The internship goals composition is a writing that explains to the faculty what the student’s goals are for his/her internship experience. These goals can certainly change, or be altered, once the Internship Placement has started, based upon the realities of the school the Intern is assigned. The IETP faculty are concerned with making sure that all Interns have suitable professional education goals in mind, and in practice, while completing the Internship experience. [Maximum length: 2 pages]

Section 8 is to be written in essay format, with appropriate attention to grammar, style, and writing mechanics.

Answer the following questions: What are your goals for internship? What is your rationale for selecting these goals?

	<b>Not Evident (1)</b>	<b>Developing (2)</b>	<b>Acceptable (3)</b>	<b>Solid Foundation (4)</b>	<b>Highly Accomplished (5)</b>
<b>Evidence of Dedication to Continuous Learning</b>  <b>Score:</b> _____	The author does not provide evidence of his/her dedication to continuous learning and internship goals.	The author makes an attempt to discuss his/her dedication to continuous learning and internship goals, but without adequate support.	The author adequately discusses evidence of dedication to learning and internship goals.	The author provides clear evidence of his/her dedication to continuous learning and internships goals, with adequate examples illustrating this dedication.	The author provides a focused discussion of his/her dedication to continuous learning and internship goals, with outstanding examples illustrating this dedication.
<b>Author’s Voice &amp; Writing Style</b>  <b>Score:</b> _____	The writing is flat, with no sense of the author’s personal beliefs. No evidence of the effective use of language; the text contains numerous grammatical and/or spelling errors.	The author makes an attempt to communicate ideas in a lively and interesting manner. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.	The author adequately communicates his/her point of view. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.	The author communicates ideas in an interesting and lively manner. The author uses language effectively. The text contains few grammatical and/or spelling errors.	The author takes a unique approach to communicating his/her beliefs. The author uses language in a sophisticated manner. The text is polished and contains no grammatical or spelling errors.

## Portfolio Task List

### Task List

- Cover
- Complete Education Course List
- Complete and Sign Teacher Education Candidate Professional Behaviors and Dispositions Form
- Write Reflective Essay
- Insert Signature Artifacts and Signature Artifact Evaluations in proper order
- Insert Practicum Evaluations
  - 2 Formal Evaluations from EDES 313
  - 2 Formal Evaluations from EDES 413
  - 1 Formal Evaluations from EDRL 461
  - Informal Evaluations
- Write Internship Goals
- Submit on \_\_\_\_/\_\_\_\_/\_\_\_\_ in Room \_\_\_\_\_
- Retrieve from \_\_\_\_\_