



THE FIELD EXPERIENCE INTERNSHIP GUIDE

**UNIVERSITY OF NEVADA, RENO
COLLEGE OF EDUCATION**

PART III ELEMENTARY INTERNSHIPS

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THE ELEMENTARY EDUCATION INTERNSHIP

Congratulations! You have completed a rigorous program to prepare you to be an effective teacher of students in elementary education. You are about to embark on the last phase of that training program - your supervised internship in elementary education. This component of your preparation is crucial. It is where you will pull together what you have learned about teaching students and collaborating with other professionals. It also gives you an opportunity to work under the tutelage of an experienced elementary education teacher, to see how a school district's procedures/policies are enacted, and to learn about the culture of a school. You are not expected to be a polished teacher at the beginning of your internship experience. You may find things more difficult than you expected or feel that there are a lot of situations that you were not prepared for in your university classes. This is the reason we have you complete a supervised internship experience! There are many things about teaching that cannot be explained well in a university setting and there are many "holes" that are filled in as a result of your internship. This is a learning experience for you, as well as a time when you demonstrate your knowledge and skills.

We hope that you find your internship experience to be both professionally and personally satisfying. If you have any suggestions for improving or clarifying this manual, we would appreciate hearing from you. Please do not hesitate to contact any member of the elementary education faculty if you feel we can assist you in your supervised internship.

GUIDELINES AND PROCEDURES FOR THE ELEMENTARY EDUCATION INTERNSHIP

During your elementary education internship you will become oriented to an elementary education class, begin involving yourself in the workings of that class, and take on the role of the professional educator for that program for a period of time. The way you, your lead teacher, and your university supervisor decide to organize that experience may vary depending on the class' organization, the preferences of the lead teacher and supervisor, and your readiness to take on additional teaching responsibilities. This section of the Elementary Education Internship Guide describes the specific assignments we would like you to complete as part of the internship experience.

SPECIFIC ASSIGNMENTS FOR ALL ELEMENTARY INTERNS

THESE REQUIREMENTS ARE TO BE COMPLETED BY ALL ELEMENTARY INTERNS.

INTERN CALENDAR - Develop an internship calendar in collaboration with your lead teacher and supervisor (see General Policy and Procedures Part I for more details).

PORTFOLIO II INTERNSHIP NOTEBOOK – Portfolio II is an extension of Portfolio I, which was submitted prior to internship. At the beginning of your internship, the intern shares their Portfolio I with both the lead teacher and supervisor. This will demonstrate the quality of work that should be expected throughout the internship. Portfolio II is reviewed by the university supervisor and lead teacher(s) at the end of internship. Portfolio II contains the assessment documentation for your internship.

Develop an internship notebook that includes the following divisions, separated with index dividers and labeled:

- **BEHAVIOR & DISPOSITIONS FORMS** signed by intern/lead teacher & supervisor
- **WEEKLY SCHEDULE OF CLASSES.** A copy of this should be turned in to the university supervisor as soon as possible after you begin. Be sure to update this for your supervisor when any changes are necessary in the schedule. This will enable the supervisor to schedule visits to your school at times when you will be teaching. Be sure to notify your supervisor when plans change, particularly when the supervisor has a scheduled and observation with you.
- **LESSON PLANS.** Include plans of units you develop, organized by weeks. Beginning Week 1, organize all lesson plans by date/week. It should be clearly evident, to anyone who looks at this section, what your teaching responsibilities were for each week. Discuss with your principal, lead teacher, and supervisor your specific lesson plan requirements for your internship.
- **CURRICULAR MATERIALS.** Include materials and suggestions obtained from your lead teacher as well as from any other source.
- **MEETINGS AND CONFERENCES.** Include notes from faculty meetings, extracurricular activity meetings, and parent conferences that you attend and/or conduct.
- **OBSERVATIONS AND EVALUATIONS.** Include written feedback from your lead teacher, university supervisor and principal (if he or she observes you). Also include the copies of your midterm and final evaluations in this section.
 - Five formal observations (using UNR observation form) by lead teacher
 - Five formal observations (using UNR observation form) by supervisor
 - Final evaluation and working document rubric
- **SELF-REFLECTION ESSAY** of overall internship experience.
- **STUDENT LEARNING SAMPLE** (One copy is turned in to CTL for evaluation and one copy is included as part of Portfolio II Internship Notebook.)

The internship notebook should be kept up-to-date and available for review by the supervisor during his or her visits. The notebook will have a final review by your supervisor at the end of your internship and will be returned to you.

REFLECTIONS JOURNAL - You are required to maintain a journal or log throughout your internship experience. You should make a minimum of two entries a week but preferably one every day. The purpose of the reflections journal is to provide you with a formal means of reflecting upon your internship experiences and to communicate with your lead teacher and supervisor. The journal should be available for review by your lead teacher and supervisor. Both your lead teacher and supervisor may use your journal for communicating with you.

INTERNSHIP ORIENTATION CHECKLIST - Complete the "Internship Orientation Checklist" within the first week of your internship. (See the "Forms" Section of the Field Experiences Web Site.)

FOCUS FOR OBSERVATIONS OF LEAD TEACHER WITH FOLLOW-UP PRACTICE

Interns begin by observing their lead teacher teach the classes they will be teaching. During these observations, take notes and record questions, reactions, feelings, etc. in your reflections journal.

Each observation should have a focus. The following lists of suggestions may assist in providing guidance for observations. The lists are grouped according to the focus of the content, are structured to facilitate journal entries, and provide suggestions for teaching practice.

FOCUS #1: MANAGEMENT/ROUTINES

A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL

1. Students' manner of entering the classroom and taking their seats.
2. Teacher's initial routine. This may include taking roll, lunch count, calendar, opening announcements, etc.
3. Teacher's signal for focusing student attention and how he or she reinforces response to the signal.
4. How the teacher begins and ends the lesson.
5. Teacher's system for collecting and passing out papers.
6. Teacher's method for giving directions and note the number of directions given at one time.

B. INTERN PRACTICES

1. Teach a short lesson, using the management techniques that have been observed.
2. With the help of the lead teacher, set a management objective to work on in the next lesson you teach.
3. Continue observing and practicing management techniques until your lead teacher and you agree to move on to the focus on behavior/reinforcement.

FOCUS #2: BEHAVIOR/REINFORCEMENT

A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL

1. Student behavior during lessons taught by the lead teacher.
2. Teacher's discipline system.
3. Intrinsic and extrinsic rewards utilized by the teacher to reinforce behavior.
4. Consequences the teacher uses to limit misbehavior.
5. Specific kinds of behavior displayed by students in attempts to gain peer and/or teacher attention.

B. INTERN PRACTICES

1. Take charge of the beginning or ending of the day, or some of the transition times between lessons or classes.
2. Comment in your reflections journal on things that went well and/or problem areas.
3. Discuss with your lead teacher what you can do to develop your skills in this area.
4. Continue observing and practicing behavior management skills until you and your lead teacher feel you can maintain control of the class. Then move to Focus #3.

FOCUS #3: CONTENT/TEACHING STRATEGIES

A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL

1. Teacher's lesson objective and/or the skill to be taught.
2. Ways the teacher helps the learners draw upon their previous experience.
3. Strategies the teacher uses to achieve the lesson's objectives (i.e., lecture, inquiry, group discussion, role playing, demonstration, direct experience, audio/visual, etc.).
4. Methods the teacher uses to actively involve the students in the lesson.

5. Types of questions and task-related comments asked by the teacher, noting the various levels of questioning.
6. Manner in which the teacher checks for understanding and supervises guided and independent practice.
7. Types of assignments for the students and the amount of time allowed for each.

B. INTERN PRACTICES

1. Begin practicing each of the parts of a lesson, setting new teaching goals as specific skills are refined.

LESSON PLANS - Detailed lesson plans are expected throughout the internship. The content of a detailed lesson plan must be such that another educator can read, understand, and teach from it. The following elements are to be included in the lesson plan. The format is intended to cause you to think through the problem of developing lesson activities that have strong potential for helping students effectively learn that which you intend to teach. For the novice, a fully developed written plan serves as a powerful thinking tool. Thus, you are required to produce detailed responses to each of the items below. There is no specific form that you must follow. The requirement is that the plan deals sufficiently with each of the elements that follow:

- A description of the curricular goals to which the lesson is related: i.e., this lesson critical to students developing a working understanding of scientific method (the goal to which a lesson on developing hypotheses would be related).
- A description of the lesson's objective(s): example following a lesson demonstrating how hypotheses are developed from observation, students demonstrate understanding of hypothesis development by drawing two valid hypotheses following careful observation of the behavior of animals dwelling in a pond.
- A step by step description of each of the activities that make up the lesson including a list of materials and equipment that will be used. Clearly explain each facet of each activity both in terms of what the teacher will be doing and what the students will be doing.
- A rationale for the activities. Explain here, as best as you can, how the activities, as you have designed them, will effectively move students toward achievement of lesson objectives.
- A description of how you will assess whether or not students have achieved what the objective(s) predict they will. In other words, in a formal or informal manner, what will you do to determine whether the lesson has succeeded in doing what it was intended to do.
- Reflection of both the performance of your students and yourself.

Note: For the Lesson Plans that will become part of the Student Learning Sample a Rationale Section and a Discussion Section are required. These sections focus on data based decision-making. See the Student Learning Sample Section of this document for more details.

Note: Modifications of detailed lesson plans may be made at the suggestion of the lead teacher and/or supervisor around the mid-point of the internship. As the intern demonstrates the ability to identify desired learner objectives and how the objectives are to be reached, both through planning and implementation of the plans, the student teacher may move to an outline form of lesson planning similar to that used by experienced teachers. Lesson plans of some form are required for the duration of the internship as determined by your lead teacher and supervisor.

TEACHER DUTIES - Shadow your lead teacher and carry out as many teacher duties as possible throughout the internship, with notes about the experiences included in your reflections journal. You should not be placed in rotation for regular staff duties and assignments; you should work with your lead teacher as he or she fulfills assigned teacher duties.

ASSUMING TEACHING RESPONSIBILITIES - By the fourth or fifth day of your internship experience, begin teaching lessons in class periods/subject areas designated by your lead teacher. Gradually become responsible for one complete class period/subject area at a time. This schedule of assuming teaching responsibility will be determined collaboratively by you, your lead teacher and supervisor and will be recorded on the intern calendar.

TOTAL CONTROL - You must teach four full weeks in elementary during which you are totally in charge of the classroom. However, a collaborative decision by you, the lead teacher, and your supervisor should be made as to when you are ready. The main goal behind the requirement of "total control" is to provide you with as realistic an experience as possible.

BY NO MEANS IS THE LEAD TEACHER ASKED TO DISAPPEAR AT THIS TIME, BUT RATHER IS ASKED TO WORK BEHIND THE SCENES TO MAKE SURE THAT YOU ARE PROGRESSING ADEQUATELY AND THAT YOU ARE MAINTAINING AN ORDERLY AND EFFECTIVE LEARNING SITUATION THAT MEETS THE EXPECTATIONS AND STANDARDS OF THE LEAD TEACHER.

One way for your lead teacher to feel comfortable about deciding when you are ready to take over the class full time is for him or her to act as an aide to you. This way, the lead teacher can observe first hand that you are able to manage the overall daily responsibilities. Once you are ready for total control, the lead teacher should remain in close contact with you throughout the day to monitor the progress of students in the class and your performance. The lead teacher should make formal observations and conduct post-observation conferences with you during the time you have total control. When he or she is in the room, the students should come to you for everything.

You will be responsible for all planning, teaching, student evaluation, classroom management, and discipline. This includes everything from daily plans to lunch count and lesson implementation. You will want to use this time to experiment with recently learned methods or strategies from your UNR coursework - but it will need to be done within the general structure of the classroom as determined and established by the lead teacher.

As you feel more confident about accepting full teaching responsibilities, you may begin focusing more on student responses and individual learner needs. Reflective journal entries during this time may include some of your observations on the following:

- Types of student responses.
- Extent of participation of individual students in class discussion.
- Tendencies of individual students to dominate the discussion.
- Tendency of students to engage in irrelevant activities or to tease classmates.
- Types of questions asked by students.
- Nature of observable handicaps.
- Speech or language problems of students.
- Diversity of students in the class.
- The nature and extent of displayed interest by students in a subject or lesson.
- The nature and extent of students' learning abilities for a particular subject or lesson.

The gradual transition of responsibilities back to the lead teacher is very important. Students need to be provided with a sense of continuity and the lead teacher will need the opportunity to re-establish him or herself with the students.

ELEMENTARY ASSIGNMENTS CHECKLIST - The Elementary Assignment Checklist should be used as a guide for your progress with these assignments. (See the "Forms" Section of the Field Experiences Web Site.) It should be readily available for your supervisor each time he or she visits. There should be apparent progress made as documented by the dates when your supervisor signs off that assignment which has been completed. A photocopy of the completed and signed Elementary

Assignments Checklist should be sent to the Student Intern Office with your Student Teaching Internship Evaluation reports. (See the “Forms” Section of the Field Experiences Web Site.)

TIMETABLE - Individual timetables will be arranged by the intern, lead teacher, and supervisor. The specific timetable for assuming full teaching responsibilities will vary considerably based on the skills and needs of the intern. A suggested schedule might include:

- Week 1 Observe/Team teach.
SLS: Section 1, Teaching Context
- Week 2 Team teach part of language arts & math.
- Week 3 Team teach language arts & math.
SLS: Section 2, Goals and Pre-planning
- Week 4 Team with language arts, math, science, or social studies. Be responsible for word study/spelling.
- Week 5 Team teach language arts, science or social studies. Be responsible for math & word study/spelling.
SLS: Section 2, Pre-Assessment and Student Profiles
- Week 6 Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies.
SLS: Begin Section 3, Learning Cycles (In a subject area where FULL control has been assumed)
- Week 7 Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies.
SLS: Continue Section 3, Learning Cycles
- Week 8 Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies & one reading group.
SLS: Complete Section 2, Post-Assessment
- Week 9 Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies & two reading groups.
SLS: Complete Section 4, Self-Assessment
- Week 10- 13 Have FULL control of class, plan and teach ALL subjects.
- Week 14-16 Gradual release to lead teacher.

LENGTH OF PLACEMENT - Interns are to be actively engaged for the entire school day for the entire number of days and weeks required for the internship. The internship is NOT finished when the total control portion of the internship is finished. The intern is expected to either be a) teaching, or b) assisting the lead teacher until time requirements are met.

OBSERVATIONS IN OTHER CLASSROOMS AND SCHOOLS - During the internship, the intern observes in various classrooms in the same school or in different schools or districts and may occur at any time during the internship. The observation schedule will be developed by the intern, supervisor, and lead teacher.

- Observations should be for an instructional block that includes a transition and an opportunity to speak with that teacher.
- The intern should discuss the focus of the observation with the supervisors and lead teacher beforehand.
- Three days of the internship may be used for observations in other classrooms.
- Observations in other classrooms must be approved by the supervisor and lead teacher.
- For each observation, the intern should document the observation on the ‘Verification of Other Classroom Observations’ form (see website and forms) as well as write a reflection for each observation.
- Interns are to be actively engaged for the entire school day for the entire number of days and weeks required for the internship. The internship is NOT finished when the full control portion is finished. The intern is expected to either be (a) teaching, (b) assisting the lead teacher, or (c) observing in other classrooms. The three observation days may not be used for absences, substituting, or shortening the length of the internship.

PARENT-TEACHER CONFERENCES - With the permission of the principal and your lead teacher, conduct three parent-teacher conferences. Write a brief report of each and include them in Section D of your Internship Notebook. Attend all other appropriate parent-teacher conferences that take place during the internship.

ATTENDANCE AT SCHOOL MEETINGS - Accompany the lead teacher to all faculty meetings, parent-teacher meetings and any other extracurricular activity meetings. Notes from and reactions to these meetings should be included in Section D of your Internship Notebook.

PRAXIS II - If you have NOT already done so, take the appropriate PRAXIS II test. This is a requirement for UNR.

SELF-REFLECTION ESSAY - Write a self-reflection essay reflecting on the complete internship experience. The essay should be a minimum of two typed pages. Use your reflections journal as the foundation for your self-reflection essay.

The self-reflection essay should serve as an organizer for Portfolio II. The self-reflection essay should also address your growth in the COE Domains of Professional Competence. The self-reflection essay is a summary of your overall experience and your strengths as well as your needs for improvement as you personally evaluate them. Include any reflections you choose to make. The self-reflection essay should be submitted to your supervisor a few days prior to the end of your internship. A copy of your self-reflection essay should be sent to the Office of Field Experiences by the last day of internship.

STUDENT LEARNING SAMPLE (SLS) – The SLS is a focused study of the teacher candidates’ ability to positively impact student learning. It is completed during the internship. A suggested schedule is included in the Timetable section. The SLS provides an opportunity for a teacher candidate to demonstrate ability to effectively integrate and apply content from teacher education and subject area courses to a classroom setting. Successful completion of Portfolio I demonstrates the ability to plan and teach lessons in the classroom. Successful completion of the SLS, which is part of Portfolio II, demonstrates the ability to assess, plan, and teach lessons, accommodating and adapting lessons for individual focus students. Successful completion of the SLS demonstrates the teacher candidate is able to communicate professionally with other teachers and administrators to support the needs of individual

learners. The Student Learning Sample demonstrates the teacher education candidate's growing competence within the Conceptual Framework for teacher education programs at U-NR and across Domains of Professional Competence in preparation for assuming full-control of a classroom.

A copy of the completed SLS (not the original) must be submitted for evaluation by the CTL Faculty. The official due date is available from the CTL Office. The copy of the SLS should be placed in a large manila clasp envelope with the intern's name, grade level, title of the SLS, and semester on the front. To satisfactorily complete the Supervised Internship ratings of "Proficient" (4 - 6) or Exemplary (7) must be attained for the SLS based on the domains.

Developing the Student Learning Sample

The development of the Student Learning Sample occurs during internship. The lead teacher, university supervisor, and teacher education faculty should provide guidance throughout this learning process. The lead teacher, who has knowledge of the teaching context, the students, and the specific grade level curriculum, should help the intern make appropriate selections of unit focus, appropriate learning goals and focus students for the SLS. As a part of the learning process, the intern should receive continuous feedback on classroom performance related to the SLS from the lead teacher, university supervisor. Teacher education faculty will provide continuous support through seminars and email contact throughout the development of the SLS. During the development of the Teaching/Learning/Assessment Cycles both the lead teacher and university supervisor should formally or informally observe the intern's work with students and provide feedback in relation to the learning goals of the SLS. Finally, teacher education faculty will evaluate the SLS in relation to Domains of Professional Competence of the teacher education program and make recommendations to the lead teacher and university supervisor to be considered in the overall evaluation of the intern.

The SLS includes the following sections:

Section 1. Teaching Context and Pre-Planning

Teaching Context

Community

School

Classroom

General accommodations and adaptations for goal based on teaching context:

Learning Goal(s):

Learning Goal #1

Description

Relevant Standards (provide number and description)

Learning Goal #2:

Description

Relevant Standards (provide number and description)

Pre-Planning

Possible Activities

Possible Assessments/Rubrics

Section 2. Pre- and Post- Assessment Descriptions and Student Profiles

Pre-Assessment Data Description

Post-Assessment Data Description

Focus Student Profiles (6 elementary or 4 middle school students)

General student information

Pre-Assessment Data with accommodations to be made for learner

Post-Assessment Data with description of student learning, including accommodations made to support learning

Section 3. Teaching/Learning/Assessment Cycles

Lesson Cycles with evidence of data-based decision making, specifically described in the Rationale and Discussion Sections of the lesson plan.

Section 4. Reflection on Professional Competence

Self-Assessment of Professional Competence is based on the College of Education domains. This Self-Assessment is a continuation of the Self-Assessment from Portfolio I.

SLS Section 1: Teaching Context and Pre-Planning

With the assistance of the lead teacher, the intern will collect information about the teaching context of the classroom and school that helps to inform the intern about the possibilities and challenges of providing instruction for the students in the identified classroom. Factors that impact student learning in the intern's assigned classroom, such as socioeconomic status, transient rate of students in the class, second language learning, range of academic achievement levels, curriculum, programs, availability of appropriate instructional materials, professional and para-professional support in the classroom, etc., should be considered.

Using the information collected the intern will write a description of the teaching context in which the SLS is occurring. Analysis of the teaching context should be considered as the pre-planning process begins. Analysis should include general accommodations and adaptations that will be made based on the teaching context.

With the assistance of the lead teacher, the intern should identify a unit of instruction that is appropriate for the grade level and subject area. The unit should be part of the whole-class instruction that would typically take place in the identified classroom. The unit of instruction should provide sufficient opportunities for students to achieve the learning goals. **When completed, the unit should be approximately two weeks in length, or long enough for to document student growth with teacher accommodations/adaptations related to the specific learning goal.**

The intern, with the guidance of the lead teacher, will:

- Select classroom goals for student learning that are to be the focus of the SLS,
- Identify academic standards that support the learning goals, and
- Pre-planning includes standards/goals for learning and a detailed outline of possible lessons/learning experiences for the instructional unit, as well as plans for possible assessments of student learning throughout the unit.

Select goals for student learning that are appropriate to the grade level, standards, and time frame. Include goals to be addressed as part of the SLS during the lesson cycles. The selected learning goals must be measurable. A sound rationale for the selection of the learning goals should be provided. These are the goals that will be pre-assessed at the beginning and end of the unit and post-assessed at the end of the unit. The needs to provide data about what the classroom students understand related to the goal. Teaching decisions will be made based on this data.

Be sure that the standards or parts of the standards align with the learning goal(s). These standards will be assessed as part of the learning goals. Both a number and a brief description should identify the standards.

Identify the anticipated duration of the study. The duration should be appropriate to achieving the selected learning goals and standards. Ensure that the goals, standards, possible assessments, and possible activities are aligned.

Pre-plan by outlining possible lessons/learning experiences for the unit. Actual activities and assessment may change or be revised as daily planning in the Teaching/Learning/ Assessment Cycles take place based on accommodations or adaptations for the whole group or individual students.

The unit of instruction should yield multiple samples of student work that can be used to formatively assess the learning goals and standards. The data is used to adapt and accommodate individual student learning. Seek professional feedback from the lead teacher, university supervisor, and teacher education faculty on the appropriateness of the preliminary plans. Make adjustments using constructive feedback.

SLS Section 2: Pre- and Post-Assessment Descriptions and Student Profiles

Pre-Assessment Data Description

Describe the pre-assessment used to determine each student's present level of functioning. Include in the description how the pre-assessment will provide data about the student's understanding of the goal and the parts of the goal task that can be used for accommodating and adapting learning for individual students. For example, if the goal is SLS goal is three-digit addition, with carrying, the pre-assessment needs to include information about understanding of one-digit addition, two-digit addition, and two-digit addition with carrying, in order to understand if the student understand the concept of additions, basic facts, place value, etc. This information is critical for accommodating individual learners appropriately.

Post-Assessment Data Description

Describe the post-assessment used to determine each student's level of functioning at the end of the unit. Include in the description how the post-assessment will provide data about the student's understanding of the goal and the parts of the goal task. The post-assessment may be the same as the pre-assessment. Additionally, the post-assessment may include additional information for students who exceeded the goals.

Student Profiles

General information

Describe the student with any relevant data that will be used to make teaching decisions.

Pre-Assessment Data

Include level(s) of performance/functioning as determined by pre-assessment in relation to the parts of the task of the specific learning goals. Discuss specific factors that might potentially impact learning outcomes for the student, including potential implications for learning, adaptations and/or accommodations based on the learning goals. Attach student copies of the post-assessment with student responses and analysis notes of the parts of the task related to the goal on the student responses.

Post-Assessment Data (written after the Learning Cycles have been taught)

Include level(s) of performance/functioning as determined by post-assessment in relation to specific learning goals in comparison to pre-assessment data. Include discussion of accommodations and adaptations made during the Teaching/Learning/Assessment Cycle to help each student attain the learning goal(s) and possible future accommodations, especially if a student has not yet met the goals.

Attach student copies of the post-assessment with student responses and analysis notes related to the goal on the student responses.

Section 3: Teaching/Learning/Assessment Cycle

The SLS Learning Cycles are typically taught over a two-week period. This timeframe provides time for a selected goal to be learned, with time for accommodating and adapting learning. Sufficient lesson cycles must be taught for the intern to demonstrate their ability to accommodate individual learners. Evidence of

accommodating learners is should be included in the *Rationale* section of the Lesson Cycle, prior to teaching the lesson, addressing why this lesson is appropriate for these particular students, and also in the *Discussion* section, addressing formative observations made during the lesson and the resulting accommodations/adaptations made for individual learners.

Lesson Cycles

Develop detailed plans for each Lesson Cycle taught as part of the SLS, as described in the Lesson Plan section of this document. In addition to the lesson goals, include a **Rationale** for each lesson based on student knowledge in pre-assessment (generally for the first lesson) or student learning in prior cycle (for subsequent lessons) and a **Discussion** after teaching the lesson.

Collect and copy student work generated during Lesson 1 or other information used to analyze student learning (i.e. Rubric, notes). This is required for each focus student.

Analyze focus students' work from Lesson 1 in relation to the learning goals and reflect on the meaning of observations made during instruction. Analysis of notes, in relation to the learning goals, must be made directly on the copies of student work, particularly as the implications suggest accommodations/adaptations that are needed for one or more students.

Seek feedback from the lead teacher, university supervisor, and/or teacher education faculty to support your analysis and decisions, especially in the early stages of the Teaching/Learning/Assessment Cycle.

At the completion of Lesson 1, write a **Discussion** of the lesson that includes accommodations and adaptations made for each focus student during the lesson to support student learning. Include formal and informal data to support the teaching decisions (observations, quotes, written work, etc.). Also include reflections on future adaptations or accommodations based on this data.

Section 4. Reflection on Professional Competence

The *Student Learning Sample Self-Assessment of Professional Competence* is based on the College of Education domains. This Self-Assessment is a continuation of the Self-Assessment from Portfolio I. Successful completion of the SLS requires a demonstration of Proficiency (score of four or better) in each domain. NOTE: An additional essay reflecting on the complete internship experience is required as part of Portfolio II.

This Self-Assessment is based on your SLS and is turned in with your SLS. Include examples within each domain justifying your competency in supporting student learning as well as an explanation of how the example demonstrates your competency. The *Student Learning Sample Self-Assessment of Professional Competence* is to be completed on the *Student Learning Sample Self-Assessment of Professional Competence* form. The form is available in this document and also in the "Forms" section of the Field Experiences Web Site in WORD format.

Student Learning Sample Self-Assessment on Professional Competence
Department of Curriculum, Teaching, & Learning
University of Nevada, Reno

Teacher Candidate Name

Major

Date

Domain 1: Knowledge of Students & Learning Environments

The candidate presents evidence of his or her understanding of how children learn and develop, as well as how they differ in their approaches to learning. Evidence demonstrates how candidates can actively and appropriately support the learning of children with a variety of learning and behavioral characteristics.

1.1 Understands and Uses Theories of Development & Learning - Understands how learning occurs and how learning processes can be stimulated (how students construct knowledge, acquire skills, and develop habits of mind). Identifies differences in students' approaches to learning and performance (e.g., typical and atypical development, variation in learning styles/performance modes).

1.2 Understands and Uses Sociocultural Factors - Understands and uses knowledge of how factors in a student's environment may influence life and learning (e.g. individual talents and experiences, family circumstances, language, culture, community values and environments, health and economic conditions).

Evaluation: Not Evident 0 ____ Developing 1 ____ 2 ____ 3 ____ Proficient 4 ____ 5 ____ 6 ____ Distinguished 7 ____

Justification:

Domain 2: Knowledge of Subject Matter & Planning

The candidate presents evidence of his or her knowledge of the discipline(s) and his/her ability to design and develop learning experiences that allow students to learn in meaningful ways. The candidate selects instructional strategies and materials that are appropriate for curriculum goals and learning context

- 2.1 Selects Goals/Standards** - Develops learning experiences that are based on appropriate curriculum goals and is able to align goals with district/state standards.
- 2.2 Demonstrates Content Knowledge** - Develops learning experiences that demonstrate an enthusiasm for the discipline(s) and appropriate depth of knowledge in all relevant areas, including connections to everyday life that are central to the discipline(s).
- 2.3 Uses Knowledge of Students** - Develops learning experiences that demonstrate knowledge of students' development, experience, language, culture, learning styles, and performance modes. Develops learning experiences that demonstrate knowledge of students' conceptual frameworks and their possible misconceptions in a subject area. Develops learning experiences that encourage students to see, question, and interpret ideas from diverse perspectives.
- 2.4 Selects Instructional Strategies** - Develops learning experiences that demonstrate appropriate use of instructional strategies to effectively plan learning experiences for students (such as various types of grouping, direct instruction, inquiry learning, whole group discussion, independent study, interdisciplinary instruction, educational technology).
- 2.5 Selects Materials & Resources** - Develops learning experiences that demonstrate careful evaluation of curriculum materials and resources for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts to meet different instructional purposes and student needs (such as audio-visual technologies, computers, local experts/community resources, primary documents and artifacts, textbooks, reference books, children's literature, and other print resources).
- 2.6 Sequences Learning Activities** – Develops learning experiences that are sequenced to enhance student learning, providing appropriate opportunities for all students to develop the knowledge and skills required to achieve the intended learning goals.

Evaluation: Not Evident 0 ____ Developing 1 ____ 2 ____ 3 ____ Proficient 4 ____ 5 ____ 6 ____ Distinguished 7 ____

Justification:

Domain 3: Delivery & Management of Instruction

The candidate presents evidence of his or her ability to use a variety of instructional materials and approaches to deliver instruction effectively. Artifacts demonstrate use of group and individual motivation, as well as effective verbal and nonverbal communication, to create positive and effective learning experiences.

- 3.1 Presents Concepts** - Presents concepts clearly and accurately, using multiple examples and explanations, and from multiple perspectives/viewpoints when appropriate. Links new ideas to students' prior knowledge. Makes connections to students' experiences.
- 3.2 Communicates Clearly** – Effectively uses effective verbal, nonverbal, and media communication techniques; asks effective questions and stimulates discussion in different ways for particular purposes. Communicates in ways that demonstrate sensitivity to cultural and gender differences.
- 3.3 Uses Instructional Strategies** - Effectively uses multiple teaching and learning strategies to provide opportunities for all students to become active learners.
- 3.4 Uses Materials & Resources** – Effectively uses a wide variety of materials and resources to support student learning (such as audio-visual technologies, computers, local experts/community resources, primary documents and artifacts, textbooks, reference books, children's literature, and other print resources).
- 3.5 Manages the Learning Environment** - Effectively structures and manages time, space, materials, and tasks to provide active and equitable student engagement in learning. Models and maintains a motivating, safe, smoothly functioning learning community, where students are valued and respected as people and students learn to value each other.
- 3.6 Monitors Student Learning** – Prepares students for and monitors independent and group work. Effectively uses knowledge of human motivation and behavior to organize and support individual and group work. Intervenes effectively with students who present behavior challenges.
- 3.7 Adapts Instruction** - Values flexibility in the teaching process, monitors and adjusts/adapts instruction in response to student feedback, ideas, and/or needs. Makes provisions for individual students with particular learning differences or needs.

Evaluation: Not Evident 0 ____ Developing 1 ____ 2 ____ 3 ____ Proficient 4 ____ 5 ____ 6 ____ Distinguished 7 ____

Justification:

Domain 4: Knowledge and Use of Assessment

The candidate presents evidence of his or her knowledge and ability to use formal and informal assessment strategies to plan, evaluate and strengthen instruction. The candidate demonstrates a positive impact on student learning.

- 4.1 Uses Assessment Data to Plan** - Selects a variety of ongoing assessments (formative and summative; informal and formal) to accurately and systematically gather information about student learning. Uses assessment data to plan learning experiences that meet learners' current cognitive, social, emotional, moral, and/or physical needs. Designs a variety of instructional experiences that enables students to demonstrate learning in a variety of performance modes.
- 4.2 Uses Assessment Data While Teaching** - Selects a variety of ongoing assessments (formative and summative; informal and formal) to assess students' thinking and experiences prior to and during instruction as a basis for adjusting/adapting instructional activities. Provides a variety of instructional experiences that enables students to demonstrate learning in a range of performance modes (such as verbal, written, artistic, or modeling).
- 4.3 Keeps and Uses Records of Student Learning** - Keeps accurate records of student performance and effectively communicates that assessment information to students, appropriate educational personnel, and/or families.

Evaluation: Not Evident 0 ____ Developing 1 ____ 2 ____ 3 ____ Proficient 4 ____ 5 ____ 6 ____ Distinguished 7 ____

Justification:

Domain 5: Professionalism

The overall selection of artifacts demonstrates the candidates' potential as a professional educator. Reflections demonstrate thoughtful analysis, active inquiry, and appropriate goals for learning and development. The candidate presents a Performance Assessment Portfolio that is professional in all aspects, including writing mechanics, presentation and appearance. The Portfolio is complete in all requirements.

- 5.1 Demonstrates Professional Qualities** - Demonstrates qualities of a developing professional including independence, flexibility, active involvement in educational experiences, effective problem solving, responds appropriately to frustration and stress, is prompt, not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, dresses appropriately for the situation, and follows through on commitments.
- 5.2 Practices Ethical Conduct** - Consistently adheres to standards of ethical conduct in the profession including academic honesty, confidentiality, protection of equal rights, child safety and welfare.
- 5.3 Engages in Reflective Practice** - Uses self-assessment and problem-solving strategies to reflect on personal practice and its influences on student learning. Recognizes one's own difficulties or deficiencies and begins to develop solutions. Accepts and uses constructive feedback. Seeks out colleagues, professional literature, and other appropriate resources for problem solving, support, and growth.
- 5.4 Demonstrates Commitment to Students** - Believes that all students can learn at high levels and is committed to the continuous development of individual students' abilities. Consistently helps all children achieve success.
- 5.5 Develops Professional Relationships** - Works effectively with professional colleagues, other adults, and students. Respects all cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.

Evaluation: Not Evident 0 ____ Developing 1 ____ 2 ____ 3 ____ Proficient 4 ____ 5 ____ 6 ____ Distinguished 7 ____

Justification:

UNR TEACHER EDUCATION PROGRAMS

TEACHER EDUCATION CANDIDATE PROFESSIONAL BEHAVIOR AND DISPOSITIONS

All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. 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. These dispositions apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher.

Each teacher education candidate will be assessed at the following points in their programs:

1. Program Assessment. Each candidate will be assessed in at least once during the program prior to internship. Program faculty may choose to use a practicum course and have the teacher complete the assessment as well.
2. Portfolio I. Each candidate should complete the self-assessment of dispositions. In addition, the candidate should discuss their disposition and professional behaviors as part of the essay in the portfolio.
3. Portfolio II/Internship. During the internship, the lead teacher, the university, supervisor, and the intern will complete the assessment. These assessments will be included in Portfolio II.

At each of the assessment points, the candidate will be given a copy of the assessment. If any of the scheduled assessments of professional behavior and dispositions raise significant concerns about the candidate, a Referral for Professional Behavior and Dispositions form should be completed (see attached form). In addition, faculty may complete a referral form at any time during the program to raise a concern about a student's professional behavior or dispositions. Examples of behaviors that might result in a referral would be a candidate's inability to work with others in a university class, university classroom behaviors that are a disruption and are not resolved even after intervention by the course instructor, or inappropriate behavior at a practicum or internship site.

The completed Referral for Professional Behavior and Dispositions will be forwarded to the department chair. Upon receipt of a referral form, the department chair will make the determination on how to proceed. The chair will have flexibility in determining how to proceed depending on the severity of the concern and where the candidate is in the program. If there have been multiple referrals or if the initial referral raises significant concerns, the chair will form a faculty committee of at least three faculty members. Typically, the committee will consist of at least two faculty members who have worked with the candidate (typically from the program) and one faculty member who has not worked with the student (typically from outside program). The faculty member making the referral may be a member of the committee. The committee will review the referral materials, meet with the candidate, and make a recommendation on the student continuing in the program. The recommendation must be reviewed and approved by the program and the department chair. The student may appeal the decision to the Teacher Education Coordinating Committee (contact person is the Associate Dean of the College of Education). The decision of the Coordinating Committee will be final.

It should be noted that the assessment of dispositions and professional behavior is a separate process from the university disciplinary action due to violations of the university code of student conduct (see Student Conduct Information in university catalog). The assessment of disposition and any decisions based on these assessments are program and professional judgments by faculty members to determine the candidate's capability to become an educator. If a candidate is accused of a violation of the code of student conduct such as academic dishonesty, the university process for academic dishonesty will be followed. The results of disciplinary action may be considered as part of a referral for disposition and professional behavior but may not be the sole consideration.

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Reflective Practitioner
Professional Ethics. The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.
Collaboration. The candidate works effectively with professional colleagues and other adults.
Commitment to Teaching. The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.
Emotional Maturity. The candidate responds to frustration and stress appropriately.
Professional Demeanor & Responsibility The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.
The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.
The candidate is poised and professional in his or her demeanor.
The candidate is flexible and is able to make adjustments to changing student needs and circumstances.
Professional Feedback The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.
Self-Reflection The candidate 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.
Multicultural and Democracy
Student Focus The candidate recognizes and respects students as valued and unique individuals.
Commitment to Diversity 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.
Love of Learning & Strong Fund of Knowledge
Initiative The candidate is independent and goes beyond minimum expectations.
Problem Solving The candidate is an active and effective problem solver.
Commitment to Learning The candidate is curious and interested in learning more about students and content areas.
The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.