



THE FIELD EXPERIENCE INTERNSHIP GUIDE

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

PART IV SECONDARY INTERNSHIPS

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THE SECONDARY EDUCATION INTERNSHIP

Congratulations! You have completed a rigorous program to prepare you to be an effective teacher of students in secondary education. You are about to embark on the last phase of that training program - your supervised internship in secondary 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 secondary 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 secondary education faculty if you feel we can assist you in your supervised internship.

GUIDELINES AND PROCEDURES FOR THE SECONDARY EDUCATION INTERNSHIP

During your secondary education internship you will become oriented to a secondary education class, begin involving yourself in the workings of that class, and take on the role of the professional educator for that class 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. At the beginning of your internship, you will share their Portfolio I with both the lead teacher and supervisor. This will demonstrate the quality of work that should be expected throughout the internship.

This section of the Secondary Education Internship Guide describes the specific assignments you are expected to complete as part of the internship experience. Your internship process as a whole will be overseen by your supervisor and your lead teacher. One assignment known as the Student Learning Sample (SLS) demonstrates your ability to plan appropriately and teach in light of actual student learning. Therefore, the elements of the process that relate to the SLS will also be reviewed by the faculty of the Department of Curriculum, Teaching & Learning in the College of Education. You will attend four SLS Seminars during your internship, taught by a member of the CTL faculty, to support you in completing the SLS requirements. **You cannot receive a satisfactory grade on your internship without also receiving a satisfactory assessment on your SLS process.**

In addition you will also attend seminars with the Director of Field Experiences. These mandatory seminars will be held during the school day so you will need to plan ahead for your absence from school. The Director's seminar information is posted on the Office of Field Experiences website bulletin board: www.unr.edu/educ/fx.

SPECIFIC ASSIGNMENTS FOR ALL SECONDARY INTERNS

THESE REQUIREMENTS ARE TO BE COMPLETED BY ALL SECONDARY INTERNS.

TIMETABLE - Individual timetables will be arranged by the intern, lead teacher, and supervisor and recorded on the intern calendar. The specific timetable for assuming full teaching responsibilities will vary. A suggested schedule for 16 week interns based on a 7 period day (or equivalent if on a block schedule) might include:

- Week 1 Observe/Team teach.
- Week 2 Team teach part of a class period.
- Week 3 Team teach part of a class period.
- Week 4 Team teach whole class periods. Be responsible for entire class period.
- Week 5 Continue team teaching. Be responsible for 2 entire class periods.
- Week 6 Continue team teaching. Be responsible for 3 entire class periods.
- Week 7 Continue team teaching. Be responsible for 4 entire class periods.
- Week 8 Continue team teaching. Be responsible for 5 entire class periods.
- Week 9 Continue team teaching. Be responsible for 6 entire class periods.
- Week 10- 13 Have FULL control of all class, plan and teach ALL class periods.
- Week 14-16 Gradual release to lead teacher.

SECONDARY ASSIGNMENTS CHECKLIST - The Secondary Assignment Check list should be used as a guide for your progress with these assignments. 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. Record tentative dates for completion of assignments on the intern calendar. A photocopy of the completed and signed Secondary Assignments Checklist should be sent to the Office of Field Experiences with your final paperwork (see forms and last week – what do supervisors need).

INTERNSHIP NOTEBOOK - Develop an internship notebook(s) (at least one 3” binder) that includes the divisions outlined on the following pages, separated with index dividers and labeled. This notebook will be the working document for your entire internship. The notebook should be available for review by your lead teacher and supervisor. An important aspect of the notebook is the reflections journal, focused upon the topics listed for each section. 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. Both your lead teacher and supervisor may use your journal for communicating with you. In addition, copies of your reflections, along with your lesson plans, and your unit plan(s) will be reviewed by the faculty of the Department of Curriculum, Teaching & Learning, in order to ensure that you are completing the aspects required by the SLS process. 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.

TIMELINE AND ASSIGNMENTS

The First Weeks (Approximately Weeks 1-3)

Intern Practices During the First Weeks: During this time, you will first observe and then begin to assist your lead teacher in classroom instruction, including team teaching and/or teaching short lessons or lesson parts. You may be using your lead teacher's lesson plans, or developing some of your own. If you are creating your own lesson plans, see Part II below for the lesson plan format. Your journal entries during this time should reflect upon your experiences as you practice the following:

- **Management/Routines:**
 1. Teach a short lesson, using the management techniques that have been observed.
 2. See below for suggested lesson plan format for this lesson, if you will be developing your own lesson plan.
 3. With the help of the lead teacher, set a management objective to work on in the next lesson you teach.
 4. Continue observing and practicing management techniques until your lead teacher and you agree to move on to the focus on behavior/reinforcement.
- **Behavior/Reinforcement:**
 1. Take charge of the beginning or ending of the day, or some of the transition times between lessons or classes.
 2. Discuss with your lead teacher what you can do to develop your skills in this area.
 3. Continue observing and practicing behavior management skills until you and your lead teacher feel you can maintain control of the class. Then move to the focus on content/teaching strategies.
- **Content/Teaching Strategies:**
 1. See Part II for suggested lesson plan format for these lessons.
 2. Begin practicing each of the parts of a lesson, setting new teaching goals as specific skills are refined.

Notebook Assignments for the First Weeks (separate with index dividers and labels)

• **Part I: The Teaching Context** – During the first 2-3 weeks in the classroom, while you are observing and assisting with instruction, you will complete Part I of your internship notebook. The assignments you will complete and the reflections you will write during that time have the goal of articulating and reflecting upon the influences that will shape your teaching in that setting. This section will include the following:

- The Internship Orientation checklist: Download from the “Forms” page on the Office of Field Experiences website and fill out during the first week.
- Intern Calendar: Develop an internship calendar in collaboration with your lead teacher and supervisor. This should include but not be limited to: a tentative schedule for assuming partial and full control, assignment due dates, observations by your supervisor, the weekly and daily class schedule, the SLS seminars, school business (conferences, minimum days, testing, etc.), a possible observation by the principal, observations of other teachers, and the Director's seminars. A copy of this should be turned in to your 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 you have an observation scheduled.
- Reflective Journal Entries: During the first two to three weeks of your internship, you should make a minimum of two entries a week but preferably one every day. Your entries should address the following issues:
 - Classroom management/routines
 - Students' manner of entering the classroom and taking their seats.
 - Teacher's initial routine. This may include taking roll, lunch count, calendar, opening announcements, bellwork, etc.
 - Teacher's signal for focusing student attention and how he or she reinforces response to the signal.

- How the teacher begins and ends the lesson.
- Teacher's method for giving directions and note the number of directions given at one time
- Teacher's system for collecting and passing out papers.
- Behavior/reinforcement
 - Student behavior during lessons taught by the lead teacher.
 - Teacher's discipline system.
 - Intrinsic and extrinsic rewards utilized by the teacher to reinforce behavior.
 - Consequences the teacher uses to limit misbehavior.
 - Specific kinds of behavior displayed by students in attempts to gain peer and/or teacher attention.
- Content/teaching strategies
 - Teacher's lesson objective and/or the skill to be taught.
 - Ways the teacher helps the learners draw upon their previous experience.
 - Strategies the teacher uses to achieve the lesson's objectives (i.e., lecture, inquiry, group discussion, role playing, demonstration, direct experience, audio/visual, etc.).
 - Methods the teacher uses to actively involve the students in the lesson.
 - Types of questions and task-related comments asked by the teacher, noting the various levels of questioning.
 - Manner in which the teacher checks for understanding and supervises guided and independent practice.
 - Types of assignments for the students and the amount of time allowed for each.
- Other Context issues:
 - External factors such as parent and community support and expectations, availability of resources/volunteers, etc. (to be gathered through conversations with colleagues and observations)
 - Larger school concerns such as being designated In Need of Improvement or implementation of programs such as Drop Everything and Read (to be gathered through conversations with the lead teacher and colleagues)
 - Other school-wide concerns such as campaigns on issues such as truancy, tardies and dress codes; school events such as dances, assemblies, or lockdowns;
 - Classroom concerns such as homework completion, preparedness, etc.

Important Notes:

- **Copies of your reflective journal entries above, describing your teaching context, must be emailed or turned in to your SLS instructor no later than Week 4 of your internship.** They will be assessed on a Satisfactory/Unsatisfactory basis. If the information in your journals is insufficient and you are given an Unsatisfactory, you will be given direction as to additional information that you should provide in order to raise your grade to a Satisfactory.
- The information from your journal entries on the classroom context will be used on a continuing basis throughout the remainder of your internship, integrated into the rationales for individual lessons. In other words, you must demonstrate your ability to prepare for instruction in light of all of the complex factors you have learned about that make your teaching context unique.

The Middle Weeks: Early Lesson Planning & Teaching (Approximately Weeks 4-9)

Assuming Teaching Responsibilities – During the early weeks of your internship, you will have begun teaching a few short lessons within class periods/subject areas designated by your lead teacher. Now, you will 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.

Notebook Assignments for the Middle Weeks (separate with index dividers and labels)

- **Part II: Early Lesson Plans** – You will begin to assist in the development of partial and full lesson plans in order to teach selected lessons under the supervision of the lead teacher. **You may not teach without a lesson plan!** Include the lesson plans you develop in this section.
 - **Lesson Plan Format:**
 - Identification of the current unit goal(s)
 - The standard(s) addressed
 - Articulation of specific, measurable lesson objectives
 - A step-by-step description of instructional procedures
 - A rationale, describing how these objectives and this procedure will effectively move students toward attainment of the unit goal(s) and the larger goals of the discipline (be sure to consider the information you developed as a part of “The Teaching Context” above!)
 - A description of the formative assessment for these objectives (formal and/or informal)
 - **Reflective Journals for Part II**
 - Ideally each lesson, and a minimum of two per week, should be followed by a reflection of the ways in which the actual instruction proceeded, including the responses of your students and yourself. **Your responses must include observations based upon both the affective (behavioral) and the cognitive (student learning) realms!** They should include areas such as 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 disabilities.
 - 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.
 - Be sure to describe any adjustments you made to your procedures as you taught (including the need to give additional instructions, use more examples, re-teach prior skills, etc.) You should also include a description of ways in which, based upon what you have learned by actually teaching it, you might adjust this lesson for future use.

Important Notes:

- You will provide at least 3-4 lesson plans and associated reflective journals to your SLS instructor for feedback during this time. This will allow your SLS instructor to help you ensure that your SLS unit in the following section will contain all of the elements needed to demonstrate proficiency. **The due date for this assignment is no later than Week 8 of your internship.**
- Preliminary Unit Planning – You should begin during this time to plan for the unit or mini-unit that will document your SLS proficiency. See Part III for specific instructions.

TOTAL CONTROL (Approximately Weeks 10-13)

You must be totally in charge of the classroom for a minimum of 4 weeks. It is to your advantage if you are able to do so for as many weeks as possible. However, total control should **not** occur before midpoint. A collaborative decision by you, the lead teacher, and your supervisor should be made as to when you are ready and recorded on the intern calendar.

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. 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 should not hesitate to continue to use the lead teacher as a resource for ideas and materials, even when you are in full control of all classes.

You will be responsible for all planning, teaching, student evaluation, classroom management, and discipline. This includes everything within the realm of your lead teacher's responsibilities. 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 and with your lead teacher's consent.

Notebook Assignments for Total Control (separate with index dividers and labels)

- **Part III: Full Control – The SLS Unit** -Working with the lead teacher, you will identify at least one unit (a full unit or a mini-unit) that you will develop with full control of planning, assessment and instruction. **The unit should include no fewer than 4-5 lessons, and should represent about one week of teaching time in standard scheduling, or 2 weeks block-scheduled.**
 - **The Unit Outline:**
 - Unit goals - developed to reflect broad disciplinary goals, state and district standards and any applicable school goals or practices. In addition, particular concerns such as a need to work on specific skills should be considered.
 - Assessment Plan – Possible strategies to pre-assess the students (this should be multi-layered, including achievement on previous like tasks, overall achievement thus far in the semester/year, classroom observations, and perhaps a pre-quiz for vocabulary or basic skills), some ideas for formative assessments, and a summative assessment(s).
 - Preliminary lesson plans – The lesson plans should be developed as outlined in Part II above, with increased emphasis upon pre-planning for a variety of possible alternative strategies for instruction in response to student response.
 - Actual Lesson Plans – Include each lesson plan as it was actually taught. Due to the nature of the SLS process, each lesson plan should reflect adjustments made in light of actual events and results encountered teaching the previous lesson.
 - **Artifacts** - Artifacts of the lesson, including your own observation notes and/or copies of student work showing performance by high, low, and average achievers. Identifying information on the artifacts (names, student ID #s, etc.) should be blanked out.
 - **Reflective Journals for each SLS Lesson** - Reflections (one per lesson during this time) should include observations of student responses and learning, as in Part II above, descriptions of

reflection must use these artifacts as examples of what is and is not working in the instructional process, and explain how those observations will be used to make adjustments to the lesson plans that follow.

- **SLS Self-Assessment** – You will download the forms for this from the “Forms” section of the internship web page. The forms will guide you to assess your SLS process across the five domains.
- **Note:** You may complete your SLS unit prior to completing your full control of the classroom. In that case, modifications of detailed lesson plans may be made at the suggestion of the lead teacher and/or supervisor at this point in the internship. As you demonstrate the ability to identify desired learner objectives and how the objectives are to be reached, both through planning and implementation of the plans, you 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.**

Important Notes:

- The SLS unit plan should be shared with your SLS instructor for additional feedback, (as well as approved by your lead teacher and supervisor), prior to Week 10 of your internship.
- **The SLS unit as taught, with associated reflections and your self-assessment, is due to your SLS instructor no later than Week 14 of your internship!** The original lesson plans and your reflections should be typewritten, but handwritten notes, highlighting, etc. on both lesson plans and student artifacts are welcome evidence of your thought and process. (Remember, process can be and often is messy!) The self-assessment forms are found at the back of this manual, and may be downloaded in .rtf format for your use from the internship website on the “Forms” page.

ADDITIONAL EXPERIENCES AND NOTEBOOK COMPONENTS (separate with index dividers and labels)

- **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 IV of your Internship Notebook.
- **PARENT-TEACHER CONFERENCES** - With the permission of the principal and your lead teacher, conduct two parent-teacher conferences. Write a brief report of each and include them in Section IV of your Internship Notebook.
- **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 may serve as the substitute teacher for your lead teacher if he or she is absent from school, if you hold a state and district substitute license (see part General Policies & Procedures I for more details).

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.
- **Notebook Part IV –**
- **Additional Notes and Reflections** – this section should include your notes and reflections from faculty meetings, extracurricular activity meetings, your observations in other classrooms, and parent conferences that you attend and/or conduct.

• **Notebook Part V – Evaluation Documentation**

This section contains the assessment documentation for your internship and these documents have already been evaluated by your lead teacher and supervisor. Organize your assessment documents in the following sections:

- Behavior & Dispositions forms by intern/lead teacher & supervisor
- 5 formal observations (using UNR observation form) by lead teacher
- 5 formal observations (using UNR observation form) by supervisor
- final evaluation
- self-reflection essay of overall internship experience

SELF-REFLECTION Write a self-reflection essay of a minimum of two typed pages at the end of the internship experience. 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 Student Learning Sample self-reflection essay should be included in this self-reflection essay. The self-reflection essay should also address your growth in the 5 Domains of Professional Competency.

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.

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

PROFESSIONAL BEHAVIOR AND DISPOSITIONS At the end of the internship, print 2 copies of this form (see forms page - next to last week) and have your lead teacher and supervisor complete it. You may recall filling out a similar form during your orientation seminar with the Director. Because of the importance the University of Nevada, Reno places on professionalism.

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 (see attached forms) 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 these 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.

**YOU WILL NEED TO DOWNLOAD THE APPROPRIATE FORMS
GO TO "FORMS" UNDER "MANUALS"**

Appendix I – Teacher Behaviors and Dispositions Form

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. A complete description of the process for Professional Behavior and Disposition is on the back of this form.

The dispositions and professional behaviors contained in this assessment were adapted with permission from materials from the University of Eastern Michigan

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.

Appendix II - Goals of the SLS Process

Purposes of the SLS: To demonstrate proficiency across the domains in actual classroom practice, specifically in the following processes:

- Understanding context (from the classroom level to the wider community) as it informs planning for instruction (Domain 1)
- Goal-setting - pre-planning for units of instruction that appropriately integrate the contextual information with applicable state, district and school-level standards and curriculum goals (Domains 1 & 2)
- Planning for and use of multiple assessment tools to gain insight into student achievement levels at the outset of the unit (the pre-assessment(s)), monitor student progress (multiple formative assessments), and assess learning at the conclusion of the unit (the post-assessment) (Domains 1 & 4)
- Planning for instruction that appropriately aligns context and instructional goals with a range of daily objectives, accompanying instructional strategies and formative assessments (Domains 1, 2, 3 & 4)
- Ongoing adjustment of instructional strategies in response to actual student learning, both in the classroom during instruction and in revised planning for future instruction (Domains 1, 2, 3 & 4)
- When necessary, adjustment of goals in light of actual student learning (examples: addition of a goal needed to attain prerequisite knowledge/skills for the originally planned goals; adjustment of goals in light of ESL, IEP or 504 accommodations; addition of a goal originally planned for a future unit in response to student interests) (Domains 1, 2, 3 & 4)
- Domain 5, professionalism, is demonstrated as an integral part of all of these processes, as the intern works with the staff and students at the internship site and develops a network of resources in the larger educational community.

Appendix III – SLS Assessment Forms

Student Learning Sample Self-Evaluation 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:

Summary of Portfolio Evaluation

Performance Domains	Ratings: Enter the numerical value for each Domain
1. Students	Not Evident 0 ___ Developing 1 ___ 2 ___ 3 ___ Proficient 4 ___ 5 ___ 6 ___ Distinguished 7 ___
2. Planning	Not Evident 0 ___ Developing 1 ___ 2 ___ 3 ___ Proficient 4 ___ 5 ___ 6 ___ Distinguished 7 ___
3. Instruction	Not Evident 0 ___ Developing 1 ___ 2 ___ 3 ___ Proficient 4 ___ 5 ___ 6 ___ Distinguished 7 ___
4. Assessment	Not Evident 0 ___ Developing 1 ___ 2 ___ 3 ___ Proficient 4 ___ 5 ___ 6 ___ Distinguished 7 ___
5. Professionalism	Not Evident 0 ___ Developing 1 ___ 2 ___ 3 ___ Proficient 4 ___ 5 ___ 6 ___ Distinguished 7 ___
Overall Portfolio Rating	Not Evident 0 ___ Developing 1 ___ 2 ___ 3 ___ Proficient 4 ___ 5 ___ 6 ___ Distinguished 7 ___

Portfolio Evaluation Completed by:

Name: _____ **Date:** _____