EVIDENCE THAT CANDIDATES AND INTERNS HELP ALL STUDENTS LEARN

As depicted in Table 3c.4 (1), a 5-point rating scale is used to evaluate candidates in four field experiences as compared with the 7-point rating scale for internship.

<table>
<thead>
<tr>
<th>SCOR E</th>
<th>IETP</th>
<th>SECONDARY</th>
<th>INTERNSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>below standard</td>
<td>inadequate</td>
<td>1 unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>limited, marginal</td>
<td>below average</td>
<td>2 unsatisfactory</td>
</tr>
<tr>
<td>3</td>
<td>satisfactory</td>
<td>acceptable</td>
<td>4 satisfactory</td>
</tr>
<tr>
<td>4</td>
<td>proficient</td>
<td>solid foundation</td>
<td>5 proficient</td>
</tr>
<tr>
<td>5</td>
<td>advanced</td>
<td>highly accomplished</td>
<td>6 outstanding</td>
</tr>
<tr>
<td>6</td>
<td>distinguished</td>
<td>outstanding</td>
<td>7 distinguished</td>
</tr>
</tbody>
</table>

IETP candidates in their small group field experience (EDES 313) are evaluated on how they help all students learn; specifically candidates are evaluated on the following criteria:

- Design and implement developmentally appropriate and challenging lessons that employ grade level standards
- Use understanding of individual differences to enable each learner to meet high standards (i.e.: sensitive to abilities, talents, and learning styles)
- Create learning experiences that encourage student engagement (e.g. Productive interaction, grouping) active engagement (hands-on), and or self-motivation (student-centered))
- Engage students’ prior content knowledge as appropriate
- Use varied methods to enhance students’ understanding of concepts and content
- Integrate other content areas and makes real world connections
- Encourage learners to reflect on their own learning and performance
- Adapt instruction to meet student(s) needs

Then in the large group teaching field experience (EDES 413), the evaluation of the candidates encompasses their: flexibility and ability to make adjustments to changing student needs and circumstances, and disposition toward and commitment to students, diversity, and all students have the right and ability to learn.

The difference between the IETP and secondary teaching programs is that secondary has a more teacher-centered focus. In the secondary teaching program field experiences (EDSC 404P and CTL 650), the candidate’s performance is evaluated on their knowledge of students and the learning environment and to what extent they:

- Attempted to get to know students
- Recognized that the classroom was a community of learners who experience learning in various ways
- Encouraged the learning processes and tried to assist, prompt, or monitor students when possible
- Exhibited a positive attitude toward schools, teaching, students, and parents
- Were flexible and able to make adjustments to changing student needs and circumstances
- Respected all students and required respect when students interacted with each other
- Were aware of how and when to give feedback to a student, either when teaching, monitoring or assisting with the class
The internship evaluation, prior to January 2014, was based on the INTASC standards. The newly adopted WCSD teacher evaluation tool has been correlated to the INTASC standards. How interns help all students learn was evaluated in the following ways:

- **Domain 1 (Knowledge of Students):** The intern understands how children learn and develop, as well as how they differ in their approaches to learning, and actively supports student learning. The intern plans appropriately challenging instruction that demonstrates understanding of how students’ conceptual frameworks and understands how social groups function and influence people, and how people influence groups. The intern knows how to help students work productively and cooperatively with each other in complex social settings. The intern values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. The intern creates, models, and implements a motivating, safe, smoothly functioning learning community, built upon democratic values, where students are valued and respected and learn to value each other. The intern knows students as individuals, including their families, cultures, and communities; and communicates this regard and interest to students in a variety of ways, showing respect for their diverse talents and commitment to development of self-confidence and competence. The intern includes students in development of shared classroom processes thatcreate a climate of openness, respect, support, and inquiry, values the role of intrinsic motivation and peer relationships in learning. The intern prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. The intern communicates in ways that demonstrate sensitivity to cultural and gender differences. The intern encourages many modes of culturally sensitive communication, both verbal and nonverbal, between and among all students. The intern is concerned about all aspects of a student’s well-being, talks with and listens to students, is thoughtful and responsive, especially to signs of distress, investigates situations, and seeks out help as needed/appropriate to remedy problems. The intern acts as an advocate for all students.

- **Domain 2 (Planning and Preparation):** The intern demonstrates his/her ability to design and develop a curriculum for which students learn in meaningful ways. The intern plans appropriately challenging instruction that demonstrates knowledge of human development (physical, social, emotional, moral, and cognitive), communication theory, language acquisition and development (including second language), and the power of language in fostering self-expression, identity development, and learning.

- **Domain 3 (Delivery and Management of Instruction):** The intern plans and uses a variety of instructional materials, knowledge of group and individual motivation, as well as effective verbal and nonverbal communication to create a positive and effective learning environment. The intern effectively structures and manages tasks to provide active and equitable student engagement in learning, encourages students to assume responsibility for shaping their learning tasks, provides opportunities for all students to become active learners, makes connections to students’ experiences and prior knowledge, makes provisions for individual students with particular learning differences or needs, enables students to demonstrate learning in a variety of performance modes, and monitors and adjusts/adapts instruction in response to student feedback and needs.

- **Domain 4 (Assessment):** The intern uses formal and informal assessment strategies to plan, evaluate and strengthen instruction that promotes continuous intellectual, social, emotional, and physical development of each student. The intern: analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; assesses individual and group performance in order to design instruction that meets students’ current cognitive, social, emotional, moral, and physical needs and that leads to the next level of development; evaluates how to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests) and achieve learning goals using multiple teaching and learning strategies, technology, materials, and experiences; involves students in self-
assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning; and uses students’ strengths as a basis for growth and their errors as an opportunity for learning.

- Domain 5 (Professionalism): The intern fosters relationships with university and school personnel, colleagues, parents/guardians, and agencies in the larger community to support students’ learning and well-being. The intern uses a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students’ growth and learning, and the complex interactions between them. The intern understands and implements laws related to students’ rights, including equal rights, child safety and welfare, and special education. The intern respects the privacy of students and confidentiality of information. The intern establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.

The unit is currently working on an enhanced assessment plan to monitor candidates through their field experiences using similar indicators that are consistent with internship. The internship program engages in program evaluation for continuous improvement that promotes the intern’s professional growth. The graphic below represents the evaluation structure used for internship. In addition, input from school administrators is solicited and welcomed.

Table 3c.4 (2)

<table>
<thead>
<tr>
<th></th>
<th>IETP, Early Childhood, Elementary and Special Education Combined</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
<td><strong>Domain 1: Knowledge of students</strong></td>
<td><strong>Domain 2: Planning for instruction</strong></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>6.24</td>
<td>6.16</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>6.01</td>
<td>5.89</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>6.5</td>
<td>6.3</td>
</tr>
<tr>
<td>Total averages</td>
<td><strong>6.29</strong></td>
<td><strong>6.16</strong></td>
</tr>
</tbody>
</table>

As previously noted, the WCSD teacher evaluation tool will be used for internship beginning 2014. The unit recognizes there is a crossover between the sets of criteria used for IETP and secondary field experiences and internship but there are also differences. The unit is making beginning to address this and work toward a common set of criteria for all field experiences and internship.

In the following table, average scores in each domain (based on INTASC standards) over two academic years indicate interns performed in the proficient to outstanding range (see the previous table in this section titled: Rating Scale Comparisons). Though the overall average scores for secondary interns were slightly lower for all 5 domains, these scores were still in the proficient to outstanding range. The data for IETP, early childhood, elementary, and special education were combined in this table because the unit was in transition from discrete early childhood, elementary and special education teaching programs to the new integrated elementary teaching program plus early childhood, ESL, or special education.
The following table is a comparison of the overall evaluations of field experiences and internship. A high percentage of IETP and secondary candidates performed at the proficient to outstanding level. Internship evaluations suggest positive and continuous growth upon completion.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2013</th>
<th>Spring 2013</th>
<th>Total averages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.93</td>
<td>5.93</td>
<td>5.99</td>
</tr>
<tr>
<td></td>
<td>5.9</td>
<td>5.9</td>
<td>5.98</td>
</tr>
<tr>
<td></td>
<td>5.87</td>
<td>5.8</td>
<td>5.92</td>
</tr>
<tr>
<td></td>
<td>5.91</td>
<td>6.3</td>
<td>6.01</td>
</tr>
<tr>
<td></td>
<td>6.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HELPING ALL STUDENTS LEARN: a comparison of field experiences and internship

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>IETP</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDES 313</td>
<td>EDES 413</td>
<td>EDSC 404P</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>24</td>
<td>34</td>
<td>59</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>59</td>
<td>26</td>
<td>84</td>
</tr>
</tbody>
</table>

- % proficient or outstanding: 87.5% | 100% | 92% | 84% | 97%
- % acceptable, average or satisfactory: 12.5% | 0% | 8% | 16% | 2%
- Number unsatisfactory: 0% | 0% | 0% | 0% | 1%