Turtle Mountain Community College

Teacher Education Student Manual 2019-2020

Dear Teacher Candidate,

Welcome and congratulations for choosing to be an education major at Turtle Mountain Community College. We are very happy to have you with us and look forward to getting to know you as we work together toward achieving your goal of becoming a teacher.

This manual is designed to be a reference and a guide. In it you'll find the courses you will be taking each semester, Teacher Education Department policies and expectations. Please become familiar with the manual in every aspect as this will prevent future misunderstandings regarding your degree plan.

As a valued member of a learning community, you will be supported by your fellow Cohort members in many ways. The intention is to surround-you with a strong support network of friends, teachers, and colleagues.

In 2002, the first cohort graduated from TMCC and has been making a difference because they are strongly committed to being change agents. With the support of their fellow cohort members they are making a difference and, if you succeed in this program, you will join these privileged ranks. It's no small task and it requires the courage to teach. We hope that you have the courage it takes to be that special kind of teacher who is responsible, determined and committed to the ideals that form the foundation of the Teacher Education Department at Turtle Mountain Community College.

As your instructors, each of us is here to assist and encourage you as you progress through your course of study. We are here as your teachers and we will continually challenge you to do your very best even when the going gets tough.

Please feel free to approach any of us with your concerns at any time.

The Teacher Education Department

Class of 2019

Pictured from left to right-front row: Stacy Parisien-Secondary Science, Amber Kom-EE, Amy Delorme-EE, Brittany DeCoteau-EE, Samantha Grant-EE, Jenna Blue-EE
Pictured from left to right-back row: Tenille Morin-Secondary Science, Annadine Rendon-Secondary Science, and Sara Lee Parisien-EE

*Manual revised Spring 2019

OUR MISSION: CULTURALLY RESPONSIVE TEACHING

The conceptual framework of the Teacher Education Department is formed around the philosophy of culturally responsive teaching as a way to initiate a complete transformation of our educational system. We believe that culturally responsive teachers will be better prepared to address the problems faced by our indigenous people. We hope this will bring about a change in self-perception, and foster a renewed sense of identity. Even more than that, we believe that as a culturally responsive teacher, you will be better equipped to respond to the needs of students in any setting.

Some of the characteristics of Culturally Responsive Teaching are:

- Validates the cultural heritage, values and beliefs of all.
- Builds bridges between home and school experiences that fosters the dreams of students.
- Embeds caring into the very core of teaching, for learning can only take place in a classroom that is welcoming, inviting, and comfortable.
- Uses a wide variety of instructional strategies to accommodate multiple intelligences and learning styles. It recognizes that 'book-learning' must be supplemented with a rich variety of experiences, activities, experiments and exploration as a matter of routine.
- Utilizes best teaching practices in all facets of teaching and learning.
- Demonstrates commitment to social justice and to transforming the system from within.

The mission of the TMCC Teacher Education Department is to implement curriculum transformation through culturally responsive teaching.

The instructional strategies flow from culturally responsive principles best described by Dr. Jackie Alan Guiliano (see Figure 1.0). It is a dynamic process wherein all the participants are harmoniously involved in a process that balances the energies from all sources—from within as well as from the environment. For example, scholarship is not isolated from social justice or from the obligation to embrace creative expressiveness with a reflective view and a critical analysis of the issues.

Expand Boundaries

- *Gain an awareness* that an issue exists.
- *Recognize that there is a personal role* that each individual plays in finding solutions to issues.
- *Learn about the issues.* Assume a scholarly stance in this research in order to fully grasp the contexts and implications of the issues.
- *Get involved.*

Attend to Learning Styles

- *Embrace* critical thinking.
- *Examine* issues in-depth and from multiple perspectives.
- *Recognize* that self-identity is intricately tied to a sense of place.
- *Dance* with the "spirits" and shout for joy.
- *Experience* the world as one continuous flow from the classroom setting to the "real world."
- *Reflect.*

Involve Mind and Body

- *Reassess and enfold* issues from a personal/professional level to a community, global level.
- *Recognize that change* starts with oneself and expands to encompass a living, breathing universe to whom we have a responsibility.

The experiential nature of the program invites you to care about the content so that you care enough to make the information meaningful and lasting so that this teaching reaches beyond the walls of the classroom.

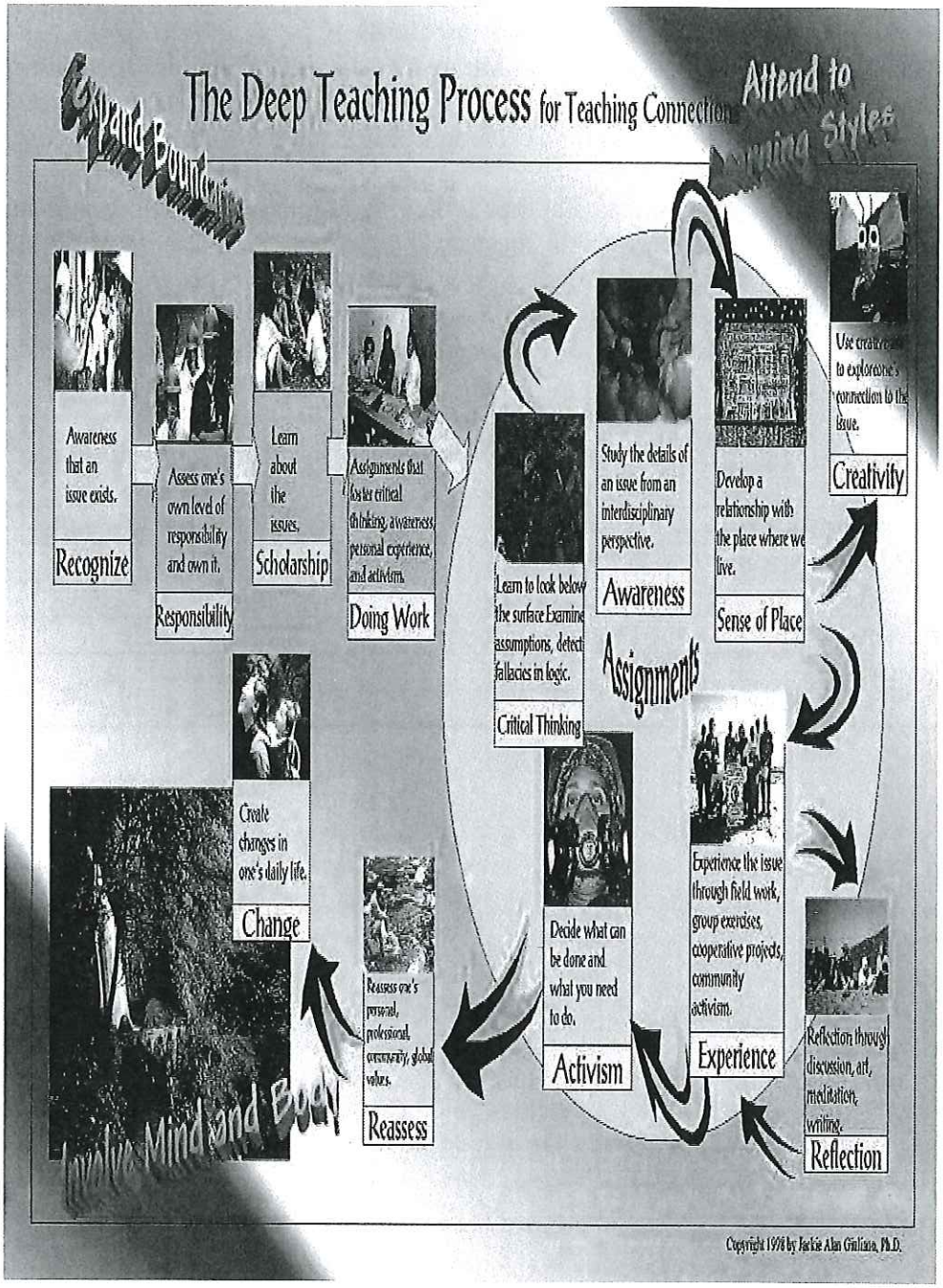
The Deep Teaching Process for Teaching Connection
Attend to Learning Styles
Awareness that an issue exists.
Recognize
Assess one's own level of responsibility and own it.
Responsibility
Learn about the issues.
Scholarship
Assignments that foster critical thinking, awareness, personal experience, and activism.
Doing Work
Learn to look below the surface Examine assumptions, detect fallacies in logic.
Critical Thinking
Study the details of an issue from an interdisciplinary perspective.
Awareness
Develop a relationship with the place where we live.
Sense of Place
Use creative ... to explore one's connection to the issue.
Creativity
Assignments
Experience the issue through field work, group exercises, cooperative projects, community activism.
Experience
Reflection through discussion, art, meditation, writing.
Reflection
Decide what can be done and what you need to do.
Activism
Reassess one's personal, professional, community, global values.
Reassess
Create changes in one's daily life.
Change
Involve Mind and Body
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Figure 1.0

21st Century Skills

Students must develop many skill sets in order to be successful in the information age. Therefore, in addition to guiding candidates in the development of an understanding of Guiliano's Deep Teaching Process for Teaching Connections, faculty must also convey to candidates a deeper understanding of the 21st Century Skills and subskills. The Partnership for 21st Century Skills offers the following rationale for guiding students in the development of life skills critical to success: "*Our nation faces serious questions in regards to our educational system. The purpose of this document is to provide you with perspective on the key issues to consider...to ensure that you are planning for the future and building strategies that will solidify the success of our students, not only in school and work, but in life.*"

The Partnership for 21st Century Skills list three skill sets critical to student success (see Figure 2.0):

Learning Skills	Literacy Skills	Life Skills
Critical Thinking	Information Literacy	Flexibility
Creative Thinking	Media Literacy	Initiative
Collaborating	Technology Literacy	Social Skills
Communicating		Productivity
		Leadership

Figure 2.0 depicts the interconnectedness of the 21st Century Skills sets.

The TMCC student handbook has specific policies regarding the rights and responsibilities of the student and the grievance procedure.

Interstate New Teacher Assessment and Support Consortium (InTASC Standards)

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

PROGRAM OUTCOMES AND ALIGNED InTASC STANDARDS

Candidate Dispositions is an overview of the characteristics we expect to become second nature to you as a teaching professional. As a teacher, your bearing, your example and your influence are always being watched and felt. **Candidate, Skills, Traits, and Habits**, details what you are expected to know and to be able to do upon completion of our program**. Candidate Knowledge** details the academic competencies needed to complete the program. Advisors assess candidates at the end of each semester. Upon completion of assessments, advisors meet with candidates to review strengths and growth areas/opportunities.

PROGRAM OFFERINGS AND EXPECTATIONS

The Teacher Education Department offers baccalaureate degrees in elementary education and secondary science with composite emphasis in physics, chemistry, biology, and earth science. Our degree programs are designed around a cohort model learning community, highlighting the importance of collaboration and teamwork as necessary preludes to being change agents dedicated to transforming the educational system for American Indian students.

The course list for all semesters of Elementary and Secondary Science can be found in Appendix A and the TMCC website

Study Trips
Teacher education programs are expected to provide opportunities for candidates to experience diversity through a variety of activities. As a result, the teacher education department routinely arranges what is commonly referred to as study trips (formerly field trips) to allow students to observe in schools serving diverse populations of students, other university campuses, and communities offering diverse experiences. Participation in study trips is a requirement of the program because they help meet the standards that govern teacher education programs. Candidates will be given advance notice and will be expected to attend. Study trips are learning activities unto themselves. Therefore, the candidate is expected to attend/participate by joining the group in the travel and lodging experience. This offers opportunity to collaborate and engage as a cohort. Children and family **are not** invited on study trips as they are considered a class activity.

Internship: Definition of Internship
The candidate works for a period of time at an educational institution in order to get experience.

- Prior to the start of the third semester, a two-week internship (80 school contact hours) is organized with the elementary school districts. Candidates will begin the academic calendar year with a mentor teacher. This internship provides support to the candidate as a prelude to their Practicum II and Student Teaching schedules.

In the event that the candidate fails to meet the expectations of their program of study (GPA, Praxis exams, conduct, attendance, etc.) candidate will be exited from the cohort. Readmission into a later cohort will be based upon the following criteria:

- Returned to good standing at TMCC
- Reapply to the teacher education program
- Show evidence that the circumstances that led to your exit have been resolved

GETTING STARTED

Students may declare either a Bachelors of Secondary Science Education or Bachelors of Science in Elementary Education as their curriculum of study upon admission to the college. Upon completion of the General Education Requirements, a student may then apply for admission into the teacher education program. Admission requires three letters of recommendation, 2.5 GPA, a resume', completed background check (state, tribal, and child welfare), and official transcripts. Evaluation of this packet is conducted by an admissions committee within the teacher education department. Upon admittance to the Teacher Education Program, the candidate is required to follow a Plan of Study-Summer, Fall, and Spring. (See page 8-Program Offerings and Expectations)

Identify Major Course of Study: Candidates must identify the course of study at the very beginning of the program. **Secondary Science** majors must select an area of concentration: biology, earth science, physics, or chemistry. Elementary Education course of study is well defined so that candidates may proceed with the assigned course sequence in the plan of study. However, if additional courses are needed, the candidate must plan the schedule with the advisor who will sign off on the program of study. Possible reasons for the need for additional courses may include a) retakes due to grades, b) fulfilling general education requirements.

Candidate Dispositions: Beyond the skills and knowledge outlined in the InTASC Standards that drive teacher education programs are values, commitments, and professional ethics that influence how one responds to students, families, colleagues, leaders, and communities. How one responds to and interacts with those around him/her directly impact student learning, motivation, and development. Further, the degree to which an educator possesses these dispositions impacts that educator's professional growth. Therefore, all teacher candidates will be reviewed for dispositional growth and development throughout their education coursework. *Grounds for dismissal from program: Violation of MCEE-especially confidentially issues and failure to comply.

Orientation is provided by the Teacher Education faculty and all candidates are required to attend. Faculty and students will spend the day(s) together getting acquainted and learning the logistics of operating within the department. Students will be oriented towards the mission and vision of the department, and outline what the expectations are with regard to program outcomes and candidate dispositions.

Other orientation activities include: (a) meeting your advisor, (b) receiving forms for the student organization-NDU, (c) information about background checks and, (d) team building with other cohort members. Candidate will leave at the end of the day(s) understanding the conceptual framework of the department and knowing fellow cohort members, the faculty, staff and the tools necessary for their success in teacher education.

Student Education Association (NDU): During Orientation, candidates will be applying for membership in NDU, which provides insurance coverage during practicums and student teaching experience. This membership is mandatory because it provides candidates with the needed insurance coverage should any unforeseen catastrophe occur.

First Semester

Candidates first semester of courses are outlined in orientation and on our website. Students may add additional courses to the required courses, but the course load must not exceed 19 credits without the permission of your advisor, the Department Chairperson, and the Academic Dean.

Meet with Your Advisor on a regular basis. Together you will create your degree plan and organize your four semesters of coursework, Praxis preparation testing schedule, and student teaching.

Praxis Preparation and Testing: Candidates are required to register for and take EDUC 235: Praxis I during the first semester, in order to prepare for the Common Core Academic Skills for Educators/Praxis I exams. This test is designed to measure basic skills in reading, writing, and mathematics. It is important that candidates give it their best effort. Candidates will still remain in the Cohort if you do not pass the Common Core/Praxis I the first semester; candidates will be allowed to retake the exam until the end of second semester, failure to pass exam will result in candidate being exited from program. Candidates must pass Common Core Academics/Praxis I to continue into the 3rd semester.

Passing Common Core Academics/Praxis I scores have the following minimal requirements in North Dakota.

Writing	160
Reading	156
Math	150

It is also possible to pass the Common Core Academics/Praxis I by achieving the minimum set score for each test, providing that the combined score for all three tests is 466 or better. The Reading minimum is 149, Writing minimum is 153, and Math minimum is 143. Tutoring and online sample Common Core Academics/Praxis I exams are provided at no cost to ensure success on this test. Helpful information may be obtained online at the Educational Testing Service (ETS) website at www.ets.org.

Background Checks: Background checks must be completed prior to admittance into the cohort. The required background checks to be completed are: State-$10 fee, Tribal-$10 fee, and Tribal Child Welfare-no fee. All students choosing teacher education must be free from certain criminal convictions in order to be eligible for employment upon graduation. Please note that individuals who have felonies or a domestic violence record will not be admitted into the program. If you are applying for licensure in North Dakota for the first time after August 1, 1997, you must

submit to a fingerprint screening for criminal records in accordance with North Dakota Century Code 15.1-13-14.

2.5 GPA Requirements: Applicants must have a GPA of 2.50 or higher in the general education required courses. Required courses can be found starting on page 53 of the Teacher Education Student Manual. It is preferred that all general education requirements be completed prior to admission into the new cohort. However, understanding that there are often scheduling conflicts that prohibit students from taking all required courses in a 2-year period, it is possible to be accepted into the program when a student still needs three or fewer courses required for admission. Candidates must maintain a GPA of 2.5 or higher in order to remain in the cohort. If a candidate receives below a C, the candidate must repeat the course in order to remain in the cohort. If a candidate's GPA falls below 2.5, the candidate will be placed on academic probation for one semester and must complete an Academic Improvement Plan. If the candidate does not meet the 2.5 GPA requirement upon completion of the probationary semester, s/he will be exited from the program.

Attendance Requirement: This is not only an academic program; it is a professional development program. One of the measures of your professional competency is your regular attendance, timeliness, and preparedness for your classes. Our policy is that you must maintain an overall class attendance rate of 95% or better in order to remain within the Cohort. If you fall below the minimum attendance rate, you will be required to meet with your advisor to explain the absences. If the absences were not excused, you will receive notice of being placed on departmental probation, and you will need to meet with your advisor to work out an Academic Improvement Plan. If you fall below 95% during your probationary period, you will be asked to exit the Cohort at the end of that semester. Please note: Candidates who fall below the minimum attendance in the semester prior to student teaching will not be allowed to student teach the following semester.

Electronic Portfolio: During the fall semester of the first year of the program, candidates will begin developing their electronic portfolios in the Education Technology course. This will be the start of the portfolio that will eventually be used for entrance into the student teaching experience. Each course syllabus has a matrix that identifies the artifacts that may be included in a portfolio. The portfolio must be organized according to the ten InTASC Standards which are embedded in the coursework required for each program of study.

The portfolio is a digital record of growth and development in the teacher education program. Included will be: (a) resume; (b) philosophy; (c) course artifacts; (d) lesson plans and (e) reflections.

All the aforementioned materials will be presented in a way that demonstrates competency in the 10 InTASC Standards.

Since the portfolio is a developmental process, construction of the portfolio begins in the first year and continues throughout the program, resulting in a 'Showcase Portfolio." The Portfolio serves as a summative evaluation demonstrating mastery of key curriculum outcomes. The artifacts are detailed in each course syllabus, offering a variety of examples to use in order to demonstrate competency

Portfolio rubrics are used to evaluate a portion of the portfolio prior to student teaching and at the end of student teaching. Upon completion of student teaching, a final evaluation of the completed portfolio will be conducted. Please refer to **Appendix D** for the portfolio rubric. The course EDUC 300 Educational Technology is designed to assist in the construction of the portfolio. At the end of the first year in Teacher Education portfolios are evaluated by the candidate's advisor.

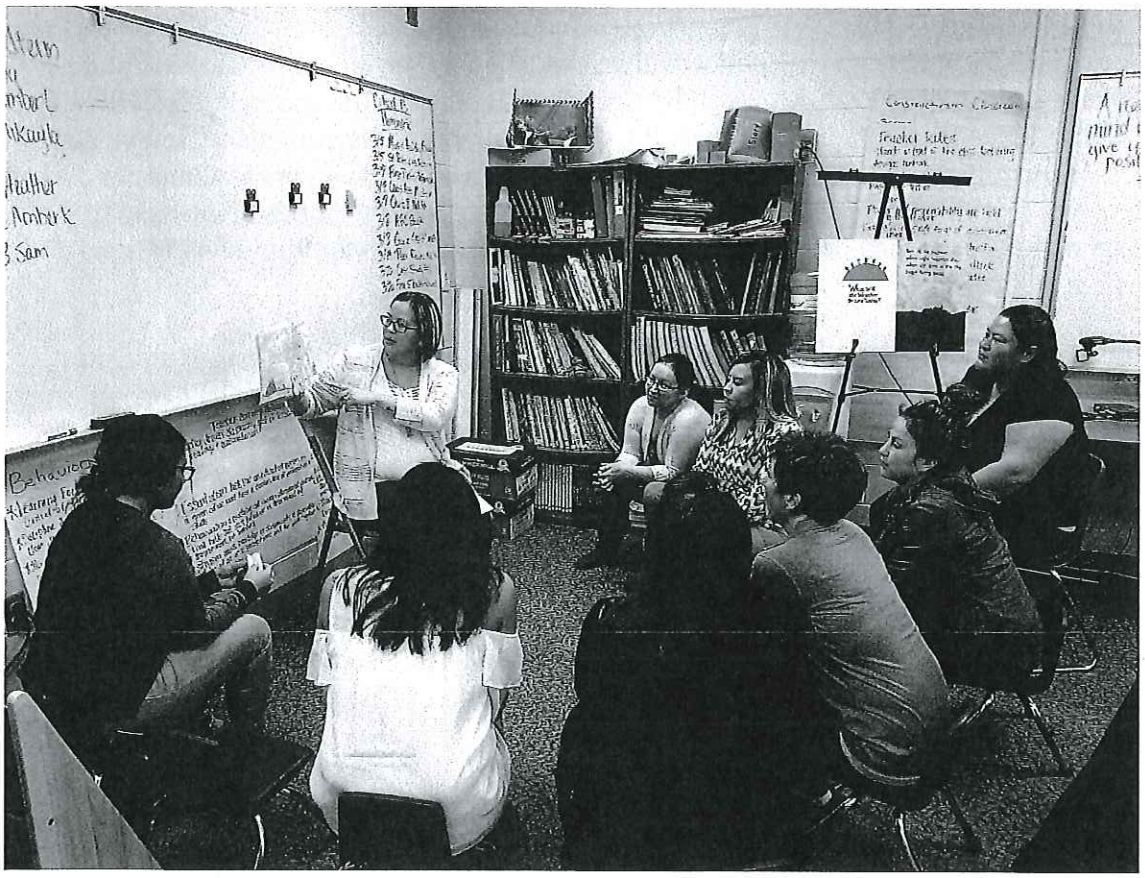
Practicum I: Candidates will be required to register for Practicum I in the second semester. Practicum I requires candidates to spend 40 hours in one of the surrounding school districts observing an experienced teacher and teaching small student groups. This practicum is intended to offer candidates an opportunity to experience real teaching on a very small scale and is excellent pre-teaching experience. It is the candidate's first real opportunity to connect theory learned in coursework to the real work of teaching.

A candidate's practicum experience will be evaluated by the mentor teacher and the college advisor. The evaluation will be a collaborative, reflective exercise that will help the candidate develop presentation skills, student rapport, classroom management, and lesson planning skills. Reflections on these classroom experiences are essential for growth. Therefore, candidates will be required to write journal entries of classroom experiences, reflecting on what was learned and opportunities for improving lessons or activities presented.

Practicum students are held accountable to the same conduct expectations as student teachers. These conditions and behaviors are clearly outlined in the Model Code of Ethics for Educators (MCEE), which can be found on the Education Standards and Practices website. In addition, new candidates will receive ethics training as part of the orientation process. The Field Experience Supervisor conducts a review session with new candidates at the first fall semester and very clearly covers expectations regarding conduct in the field. *In the event that a candidate fails to comply with conduct and conditions outlined in the MCEE and during orientation, that candidate's practicum experience will be terminated, and a plan will be put into place to help the candidate succeed in future efforts.

Second Semester

Candidates will continue to with the approved program of study in the selected area of concentration.



Third Semester

Coursework: In this semester, prior to student teaching, coursework will focus on methods to prepare candidates to teach the various early childhood, elementary or secondary science classes in your chosen field. Candidates will need to complete all of the coursework in the chosen major in order to progress on to the final semester of student teaching.

Practicum II: Candidates second practicum course includes an additional 80 hours in the classroom with similar requirements as Practicum I, but with the addition of teaching one or more subjects to the whole class and utilizing an original lesson plan designed by the candidates with the oversight and permission of candidate's mentor teacher. Practicum students are held accountable to the same conduct expectations as student teachers. These conditions and behaviors are clearly outlined in the Model Code of Ethics for Educators (MCEE), which can be found on the Education Standards and Practices website. *In the event that a candidate fails to comply with conduct and conditions outlined in the MCEE and during orientation, that candidates experience will be terminated, and a plan will be put into place to help the candidate succeed in future efforts.

Praxis II: Candidates are required to take and pass *EDUC 236: Preparation for Praxis II* prior to taking the Praxis II exam. TMCC requires candidates to attempt Praxis II before the student teaching experience. Candidates are required to pass the Praxis II exam to become licensed in North Dakota and graduate from TMCC.

Registration for the test, the current fee schedule, and other helpful information is online at the Educational Testing Service (ETS) website at www.ets.org.

Passing Praxis II scores have the following minimal requirements:

- Secondary Science: Composite Degree 150
- Secondary Science: Principles of Learning and Teaching 157
- Elementary Education: Curriculum Instruction /Assessment 153
- Elementary Education: Principles of Learning and Teaching 160
- Early Childhood: Content Knowledge 156
- Early Childhood: Principles of Learning and Teaching 157

Student Teaching Application

Student-teaching applications must be submitted **during** the third semester. The application includes-the following items:

- a completed application (see Appendix B)

- a transcript analysis
- a sign-off from your advisor that documents your transcript analysis

In preparation for student teaching, candidate will present before a committee composed of Teacher Education faculty. Candidate's presentation should include the following elements from the electronic portfolio:

- Philosophy of Teaching
- Resume
- a lesson plan in your content area
- an artifact directly linked to this lesson plan that demonstrates your best work thus far in a content or methods course

STUDENT TEACHING

A minimum of 12 weeks (60 contact days) of candidate's final senior semester will be spent in student teaching. Storm days do not count as contact days. Both candidate's mentor teacher and college supervisor will be working very closely with you to ensure that you receive every opportunity possible to develop skills that will lead to a successful career in education. During this semester, candidates will also apply for licensure through the North Dakota Education Standards and Practices Board (ESPB). Information and guidelines for this process can be found at: http://www.nd.gov/espb/

Candidates will be assigned to a grade level or grade levels depending on mentor teacher availability. Student teaching is the most important active learning experience in undergraduate teacher preparation. During student teaching, all aspects of best teaching practices and culturally responsive teaching are made more relevant as you interact on a daily basis with your students.

Attendance: Since the candidate's mentor teacher depends on you to be an integral member of the instructional team, candidates **may not** take days or time off from student teaching without receiving prior approval from mentor teacher and college supervisor. Illness and other personal issues arise at times and there may be a need to be absent. Alternative planning needs to take place in the event of day care closure or your child's illness. In the case of any absence, you **must** contact your college supervisor, mentor teacher and/or school secretary prior to absence. At the beginning of each placement, candidate should discuss with mentor teacher and college supervisor the best way to make contact.

Calendar: Candidates are expected to adhere to the school district's calendar. Candidate will be expected to attend teacher conference and/or planning days, parents' night programs and other regularly scheduled district activities and events.

Communication: As a teacher candidate you will need to devote time and attention to establishing and maintaining the relationship with your mentor teacher and any other staff members with whom you interact. These relationships will influence student teaching success, the relationships with the students, and any interactions that occur with families and the school community. Remember that the student teaching experience is a cooperative process, and at times the needs and plans of the teacher candidate will have to give way to those of the school-based teacher educator and the students. Communicating a positive attitude and enthusiasm in conversations and actions will greatly support the effort you put into planning and teaching.

Confidentiality: There are laws governing the protection of students and their records. Even if information is shared informally, strict confidentiality of all personal information about individual students, their families, and all school records must be maintained. Remember that even a casual conversation with a friend can result in a breach of confidentiality that could have serious consequences for everyone involved.
Confidentiality between the candidate and mentor teacher is a hard and fast rule! Information about the candidate and/or mentor should be shared only with the principal, field experience supervisor and/or director. If the candidate is unsure how to proceed with information he or she feels must be shared, always confer with the field experience supervisor FIRST. That person will offer guidance.

Dress: It has been proven that the teacher candidate's dress influences students' perceptions and can have a profound impact on the classroom environment. Moreover, it can influence perceptions of school personnel, parents and members of the school community. Professional dress means dress slacks (khakis or similar) with a dress shirt for the men and blouse and slacks or modest dress for the women. Professional but comfortable is suggested.

Evaluations: It is required that a Performance-Based Student Teaching Evaluation be completed by the school-based teacher educator at the mid-point and end of each placement. The college supervisor will do an end-of-the-experience evaluation, which will be discussed with the candidate. The college supervisor, after consultation with candidate's teacher mentor, is responsible for assigning the final grade which is either Pass (P) or Fail (F). Please refer to Appendix B for the associated rubrics for student teacher evaluation.

Lesson Plans: Candidates will be expected to write and submit complete lesson plans for each lesson until the mentor teacher is assured that planning proficiency is such that a more skeletal type of planning may be utilized. The lesson plan should be submitted and approved by the mentor teacher before giving the lesson.

Observations: The college supervisor will formally observe candidate at least twice during each of the student teaching placements. Invitations to observe specific lessons or activities are welcome. There will also be informal, drop-in visits as time permits. When the college supervisor conducts a forma visit, a formal lesson plan will be expected. This is the candidate's opportunity to point out projects, activities, etc. conducted with students

along with a reflective piece on how these activities went and how they might improve, if improvement was needed.

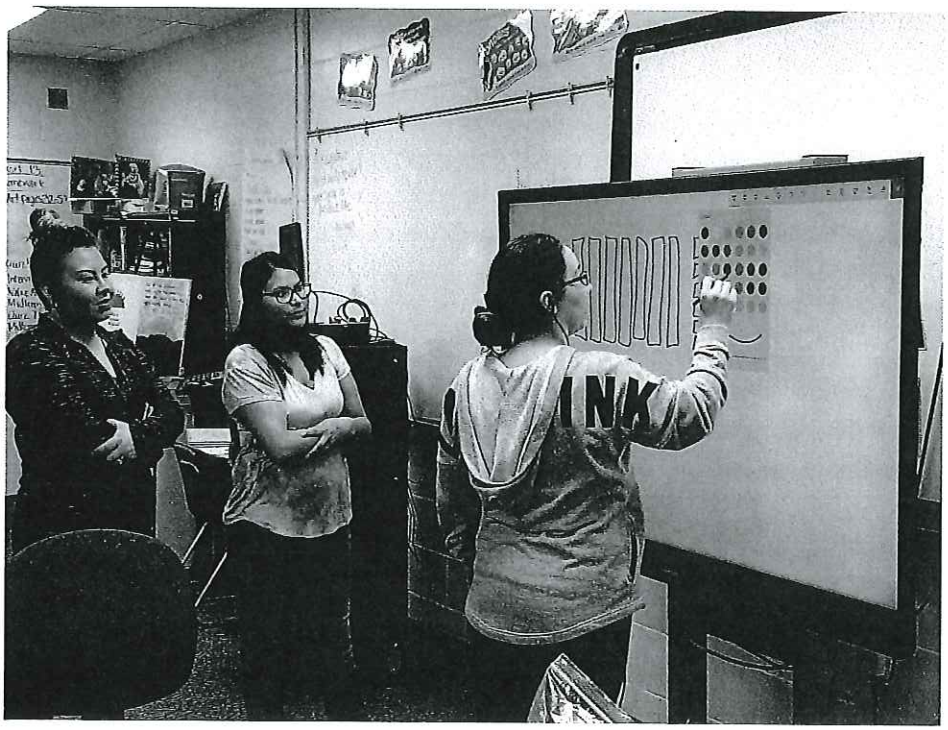
Schedules: Provide the college supervisor with a copy of the teaching schedule. This will facilitate the timely scheduling of visits and observations.

Teaching Responsibility: The purpose of the student teaching experience is to develop professional teaching skills. To that end, the student teaching experience requires a high degree of involvement. Candidates are expected to gradually assume increased responsibility until candidate is planning, instructing, and evaluating the entire class. In most cases, Candidates are expected to take over the teaching and planning of the entire class load near the third or fourth week of student teaching. Therefore, it is necessary to continually expand the student teaching role in writing and implementing lesson plans, selecting instructional materials, presenting lessons, developing activities, etc. By the end of the assignment period, candidates should assume responsibility for the overall planning, instruction, and management of the classroom. Below is a list of responsibilities that must be routinely addressed/completed successfully during the student teaching experience:

- Attend the first orientation meeting with college supervisor, which usually is held prior to the first day of student teaching. At this meeting, clarify any questions or concerns about the assignment, and expectations, and general procedures that will be followed.
- Contact mentor teacher before the first day of student teaching.
- Find out the school hours. Follow the same schedule as the mentor teacher.
- Obtain copies of curriculum outlines, district and ND Standards, school policy handbooks, and the school calendar. If such handbooks are not available ask specifically about school policy concerning student disciplinary procedures, student records, accident reports, etc.
- Learn and implement classroom procedures regarding tardiness and rules for activities. Also inquire about safety rules and regulations--how fire drills, accidents, and accident reports--are handled.
- Become familiar with the students' learning and performance characteristics.
- Observe other classrooms and programs as time permits, especially toward the end of student teaching.
- Continue to refine personal style and philosophy of teaching through experimentation with different methods and materials, reflective practice, and dialogue with peers and teaching colleagues.
- Practice assessment of learner abilities and social emotional development as appropriate through formal and informal assessments in consultation with school support professionals.
- Grow professionally by reading journals, attending faculty and association meetings, participating in parent conferences, attending conferences and staff development sessions and seeking constructive evaluation from others familiar with your work.

- Keep a reflective journal. Frequent journal entries allow for consistent self-assessment. Entries do not have to be lengthy. Reflect on both positive and negative events. How might you change the way you teach a lesson next time? Even when a class has gone extremely well, good teachers have ideas for strengthening a lesson.
- Candidates are required to video tape themselves teaching twice, once in the beginning and once at the end of the student teaching experience. Candidates are also required to use the Video Tape Self-Critique and Reflection form (see appendix B) as an assessment tool for this process.
- Successfully design and deliver instruction that is based on InTASC Standards 1-8.
- Engage in ethical practice as outlined on the candidate evaluation for (Standard 9).
- Demonstrate leadership and collaboration capabilities as outlined on the candidate evaluation form (Standard 10).

Student Teaching Seminar Course: All teacher candidates will attend a seminar that will meet on a bi-weekly basis during the semester. It is critical that student teacher candidates attend all seminar sessions. Seminars are part of the student teaching requirement, which will focus upon content and professional development issues, and give student teachers an opportunity to share their experiences.



WHAT TO DO IF. . .

Most student teaching experiences are positive for both the teacher candidate and the classroom teacher. It is important to be aware of the appropriate process to follow should a concern or problem arise.

CONCERN WITH THE MENTOR TEACHER: Should issues arise with the mentor teacher, candidates are expected to attempt to resolve the matter with that person. Failing that, the college supervisor must be alerted as soon as possible. Open communication and proper professional conduct are expected in all circumstances. If necessary, the Teacher Education Department Chairperson may be asked to help resolve the concern. In no case should a teacher candidate walk out of the student teaching experience.

CHANGE OF PLACEMENT: In rare circumstances, a change of placement may be warranted. The decision to change a placement will only be reached following every effort to resolve the problem with the original placement site.

ASSESSMENT APPEALS: Required performance feedback from the college supervisor is based on regular, formal observations of student teaching. Consequently, the candidate develops an understanding of his/her areas of strengths and growth opportunities. Further, the college supervisor and the cooperating teacher conduct mid-term and final evaluations of the candidate. In the event that a candidate wishes to appeal an evaluation, s/he will contact the appropriate evaluator. If the outcome is unsatisfactory, the Teacher Education Department will mediate a resolution.

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TERMINATION OF STUDENT TEACHING/STUDENT TEACHING SEMINAR

Statement of Purpose: A candidate's student teaching experience will be terminated if the candidate does not successfully meet the requirements on pages 14 thru 17 of this manual. This decision is always made collaboratively with careful examination of the individual situation and circumstances. It is always made in the best interest of the students in the schools and the teacher candidate.

In the event that the determination has been made to terminate a candidate's student teaching assignment, the team will pursue one of the following alternatives:

Alternative 1: The candidate will receive a failing grade (F) for the student teaching.

Alternative 2: Under special circumstances, the candidate may be permitted to withdraw from student teaching following college policies and procedures.

Alternative 3: The department will decide if the candidate has potential to be successful in another student teaching experience. Prior to reassignment, the candidate will be required to successfully complete a remediation plan. Remediation may consist of additional field experience(s), research, coursework, and/or career counseling. The candidate must successfully meet the requirements of the remediation plan before the department determines that s/he may begin another student teaching experience. An Incomplete grade (I) will only be awarded if the conditions of termination fall within the TMCC policy that governs such a grade assignment. When the remediation plan has been successfully completed, the candidate may register for student teaching.

The candidate must earn an average score of 3.0 or greater in each of the four learning outcomes. In the event that a candidate does not attain a 3.0 or greater in any one learning outcome, the department will decide if the candidate has potential to be successful in another student teaching experience. If the department agrees to another placement, the college supervisor and candidate will meet to discuss and agree upon placement for the upcoming semester and develop an improvement plan. Should the candidate choose not to repeat the student teaching experience, s/he will not graduate.

CONTINUATION-SPECIAL CIRCUMSTANCES

If the teacher candidate is unable to satisfactorily complete the student teaching experience due to circumstances beyond his/her control the department chair, in consultation with the faculty, will select an alternative, from those listed above, that best meets the situation. A candidate is limited to two (2) student teaching placements.

STUDENT TEACHING SEMINAR

The purpose of the student teaching seminar is for candidates to routinely reflect upon the student teaching experience and consider the quality of their efforts to meet InTASC Standards. It is also an opportunity to learn from cohort members/peers who are also engaged in student teaching. Thus, the candidate must successfully complete the student teaching seminar (EDUC 415) in conjunction with the student teaching experience. In the event that the student teaching experience is terminated, the seminar experience will be terminated, as well. The candidate will register for the seminar upon being assigned a new student teaching experience

Cooperating Teacher Qualifications

- Must have completed Supervision of Student Teaching course.
- Must have at least three years of teaching experience in their major.

Evaluation of Teacher Candidate:
Cooperating teachers will evaluate teacher candidates using the prescribed mid-term and final evaluation instruments found in Appendix B starting on page 34. In addition, the

teacher candidate will complete mid-term and final self-evaluations using a similar instrument. The evaluation instruments are based on the InTASC Model Core Teaching Standards that were developed by the Council of Chief State School Officers. The InTASC Standards serve as the foundation for teacher education programs across the nation.

Cooperating Teacher Responsibilities:

Pre-Student Teaching:

- Meet with the teacher candidate prior to the student teaching assignment to provide teaching materials, class lists, parent lists/contact information, school policy handbook, calendar, and other information critical to the success of the teacher candidate.
- Prepare the class for the teacher candidate, including an office/desk area.
- Prepare students and parents for the arrival of the teacher candidate via newsletter or email. Include the name of the candidate, duration of field experience, and appropriate background information on the candidate. Be sure to encourage a strong connection between the candidate, students, and parents.

First Few Days:

- Introduce the candidate to students, faculty, and staff.
- Hold initial meeting with the candidate and school leaders to discuss expectations of the candidate.
- Develop a draft schedule for the candidate that is aligned with the school schedule.
- Provide discipline and other policies and emergency procedures.
- Involve the candidate in daily duties including attendance, grading, and providing one-to-one support to students as needed.
- Develop an effective professional relationship with the candidate that fosters collaboration and professional growth.
- Assist the candidate in classroom decision-making.
- Model teaching techniques, methods, assessment, and classroom management that are based on best practice.

Phasing the Student Teacher into Full-Time Teaching:

- Design lessons and model them, allowing candidate input.
- Engage in a gradual release, allowing candidate a greater role in the classroom.
- Provide opportunities for team teaching and other collaborative techniques as part of the transition process.

- Share observations with the candidate in a constructive manner that will lead toward more profound professional development.

Guidance During Full-Time Teaching Phase:

- **Provide times when the student teacher can be alone with the class.**
- Avoid correcting the student teacher in front of the students.
- Expect the student teacher to plan in advance of each lesson/class
- Review the student teacher lesson plans.
- Provide materials and resources to enhance the classroom learning experience.
- Convey to the student teacher that good planning leads to good teaching.
- Formally and informally evaluate the student teacher on a regular basis and complete a midterm evaluation and conference with the student teacher and college supervisor.
- Fully explain student assessments/grading criteria.
- Guide the student teacher in other professional ways that include teacher meetings, Individual Education Plans (IEPs), and parent-teacher conferences.
- Model professional practices, attitudes and ethics.
- Encourage participation in extracurricular school activities, parent teacher organization meetings and professional development activities.
- Have student teacher assume managerial responsibilities such as attendance.
- Integrate the student teacher in duties that include observations of mentor teacher in teaching style, lesson content, classroom organization, and assessments

Phasing Candidate out of Full-Time Teaching:

Design teaching lessons to slowly phase out student teacher involvement.

- Utilizes team teaching strategies.
- Gradually takes over classroom duties..

Guidance for Last Week of Student Teaching

- Prepare the student teacher for the emotional disconnection from the classroom.
- Notify the students that the student teacher is leaving.
- Allow informal discussion of student teaching experience between students and student teacher.
- Organize opportunities for the student teacher to observe in other classroom settings.
- Organize final conference with the student teacher and college supervisor and return final evaluation to the Teacher Education Department at Turtle Mountain Community College.

Candidate Evaluation:

The candidate evaluation process is ongoing from the first day to the last and addresses two major components of the candidate's preparation – InTASC Standards and Candidate Dispositions. Formal mid-term and final evaluations are performed using the evaluation tools provided. These tools assess how well candidates are able to operationalize the InTASC Standards in the classroom. In addition, cooperating teachers are expected to assess candidates on the basis of the dispositions outlined in the Dispositional Professional Qualities document. (Appendix A)

The cooperating teacher's assessment of the candidate's performance will:

- Provide the candidate with constructive verbal and written feedback.
- Enable the candidate to recognize strengths and professional growth opportunities.
- Help the candidate to synthesize experiences for improved performance in the classroom.

The candidate is assessed on the basis of how well s/he consistently displays the following dispositions:

- Collaboration
- Personal Integrity
- Respect
- Reverence for Learning
- Professionalism
- Reflection - Flexibility
- Responsibility to mentor teacher and students
- Confidentiality

Each of these dispositions embedded in the disposition evaluation instrument, will be reviewed with you by the field experience supervisor prior to student teaching.

It is the responsibility of the mentor teacher to communicate with the student teacher and the college supervisor. This open dialogue will lead to a successful student teaching experience. The cooperating teacher is required to submit the approved student teacher evaluations. All evaluations become part of the student teacher's permanent file. A final grade is given by the college supervisor, with the mentor teacher serving as a consultant in the final assessment.

College Supervisor Information

A college supervisor is a faculty member who is in charge of guiding, helping, and directing the student teacher. The supervisor must have teaching experience at the grade level(s) s/he is supervising.

College Supervisor Responsibilities

The college supervisor is a critical member of the student teaching team whose common goal is to develop an effective teaching and learning environment for the student teacher and the students. Major responsibilities include:

- Serve as liaison between the college and the assigned school administration.
- Communicate progress reports to the candidate and cooperating teacher.
- Assist the cooperating teacher in the supervision of the candidate and help solve any interpersonal communication problems between candidate and cooperating teacher.
- Organize and set-up the initial midterm and final conferences with the student teacher and mentor teacher.
- Complete a midterm and final evaluation (see Appendix B) prior to the midterm and final conference.
- The college supervisor is required to submit copies of the evaluations and observations to the Teacher Education Department. The candidate's signature must be on all evaluations to indicate that s/he has been informed of the evaluation results.

APPENDIX A

Education Course Requirements in Teacher Education

Elementary Education

Fall Semester 1st yr. (18cr)

- EDUC200 Intro to Teaching (3)
- EDUC235 Praxis (1)
- EDUC310 Intro to Exceptional Children (3)
- EDUC321 Multi-Cultural (3)
- EDUC321L Clinical (.5)
- EDUC326 Writing for Teachers (2)
- EDUC329 Curriculum Planning (3)
- EDUC329L Clinical (.5)
- EDUC300 Educational Technology (2)

Spring Semester 1st yr. (20.5 cr)

- EDUC320 Native Issues (3)
- EDUC331 Learning Environments (3)
- EDUC331L Clinical (.5)
- EDUC 350 Practicum I (1)
- EDUC404 Music Methods (2)
- EDUC405 Math Methods/Materials (3)
- EDUC407 Creative Arts (3)
- EDUC408 Health PE Methods (2)
- EDUC410 Educational Assessment (3)

Fall Semester 2nd yr. (14.5 cr)

- EDUC236A Praxis II (1)
- EDUC360A Practicum II (1)
- EDUC402 Foundations of Reading/Diagnostics(4)
- EDUC403 Social Studies Methods (3)
- EDUC406 Science Methods/Materials (2)
- EDUC409 Language Arts Methods/Materials (3)
- EDUC409L Clinical (.5)

Spring Semester 2nd yr. (13 cr)

- EDUC414 Student Teaching (12)
- EDUC415 Student Teaching Seminar (1)

Courses to be taken during Summer Semester

- MATH277 Math for Teachers (3)

Secondary Science Education

Fall Semester-3rd Year-Chemistry Majors Only

- MATH212-Statistics(3)
- EDUC310-Intro to Exceptional Children(3)
- EDUC321-Multi-Cultural(3)
- EDUC321L-Clinical (.5)
- EDUC329-Curriculum Planning & Eval.(3)
- EDUC329L-Clinical (.5)
- EDUC200-Intro to Teaching(3)
- EDUC300-Educational Technology(2)

Spring Semester-3rd Year

- GEOL106-Earth Thru Time(4)
- CHEM380-Environmental Chemistry(4)
- PHYS211-Physics I(4)
- EDUC299-Sec. Classroom Mgmt(3)
- EDUC299L-Clinical
- EDUC320-Native Issues(3)
- EDUC350-Practicum I(1)

Fall Semester-4th Year

- BIOL300/400Biology Elec.(4)
- CHEM300/400Chemistry Elec.(4)
- EDUC470-Methods of Sec Science(3)
- EDUC360-Practicum II(1)
- HPER210-First Aid(2)

Spring Semester-4th Year

- EDUC414-Student Teaching(12)
- EDUC415-Student Teaching Seminar(1)

Fall Semester-3rd Year-Biology Majors Only

- MATH212-Statistics(3)
- EDUC310-Intro to Exceptional Children(3)
- EDUC321-Multi-Cultural(3)
- EDUC321L-Clinical (.5)

- EDUC329-Curriculum Planning & Eval.(3)
- EDUC329L-Clinical (.5)
- EDUC200-Intro to Teaching(3)
- EDUC300-Educational Technology(2)

Spring Semester-3rd Year

- GEOL106-Earth thru Time(4)
- BIOL202-Microbiology(4)
- PHYS211-Physics I(4)
- EDUC299-Sec. Classroom Mgmt.(3)
- EDUC299L-Clinical (.5)
- EDUC320-Native Issues(3)
- EDUC350-Practicum I(1)

Fall Semester-4th Year

- BIOL300/400-Biology Elec.(4)
- CHEM300/400-Chemistry Elec.(4)
- EDUC470-Methods of Sec. Science(3)
- EDUC236-Praxis II(1)
- EDUC360-Practicum II(1)
- HPER210-First Aid(2)

Spring Semester-4th Year

- EDUC414-Student Teaching(12)
- EDUC415-Student Teaching Seminar(1)

Summer Semester before 3rd Year-Chemistry/Biology Majors

- EDUC353-Child & Adol. Psychology(3)
- EDUC353L-Clinical (.5)

Associates of Arts in Education

Fall Semester, 1st yr. (17cr)

- SOCI 105 – First Year Experience(2)
- ENGL 110 – Composition I(3)
- COMM 110 – Foundations of Public Speaking(3)
- LANG 121 or 125 – Chippewa I or Ojibwa I(3)
- Any Native History(3)
- EDUC 200 – Introduction to Teaching(3)

Spring Semester, 1st yr.(17cr)

- ENGL 120 – Composition II(3)
- LANG 122 or 126 – Chippewa II or Ojibwa II(3)
- PSYC 111 – Introduction to Psychology(3)
- MATH 103 – College Algebra(4)
- EDUC 300 – Educational Technology(3)
- EDUC 350 – Practicum I (Clinicals)(1)

Fall Semester, 2nd yr.(16cr)

- EDUC 353 – Child and Adolescent Psychology(3)
- EDUC 310 – Intro to Exceptional Children(3)
- Any Arts/Humanities Elective(3)
- ANY Science + Lab(4)
- Any elective in ECON, POLS, SOCI(3)

Spring Semester, 2nd yr.(13cr)

- Any HPER or NUTR(2)
- EDUC 360 – Practicum II (Clinicals)(1)
- EDUC 321 – Multicultural Education & Diversity(3) OR
- EDUC 320 – Native Issues in Education(3)
- EDUC 329 – Curriculum Planning(3) OR
- EDUC 331 – Learning Environments(3)
- EDUC 299 – Secondary Classroom Management(3) OR
- EDUC – Adolescent Literacy (3)
- SOCI 120 Graduation & Beyond(1)

APPENDIX B

CANDIDATE DISPOSITION
WRITING RUBRIC
PRACTICUM Rubrics I & II

Turtle Mountain Community Colllege

Teacher Education Critical Dispositions Assessment

Developed by the NDACTE Disposition Assessment Committee 2018-19

InTASC Standards 1-3 Learner and Learning		Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
1.	**Respects learners' developmental strengths and needs** (InTASC 1.h) (Danielson 1b) (Marzano 19,20) (MCEE II.A.3;III B.1, III.B.2-3)	demonstrates respect for all learners by considering diverse perspectives when implementing developmentally appropriate practices to address learners' strengths and needs.	In addition to score of "2" performance, partial success at score of "3"	demonstrates respect for learners by implementing developmentally appropriate practices to address learners' strengths and needs.	In addition to score of "1" performance, partial success at score of "2"	demonstrates minimal respect for learners' developmental needs by displaying behaviors that seem uninformed, intolerant, or biased.	
2.	**Believes that all students can learn and achieve** (InTASC 2.l, 2.n) (Danielson 2.b)(Marzano 19) (MCEE II.A.3)	believes all students can learn by creating equitable learning opportunities that support learner differences and upholding high expectations that result in achievement.		believes all students can learn by creating opportunities to support learner differences and encouraging high expectations for achievement.		minimally displays a belief that all students can learn by a lack of support for learner differences and setting low expectations.	
3.	**Commits to knowing about the cultures and communities that impact their students** (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	seeks out and engages in opportunities to enhance their understanding of cultures and communities that impact their students.		engages in opportunities to learn about the cultures and communities that impact their students.		makes minimal efforts toward learning about the cultures and communities that impact their students.	
4.	**Displays a commitment to provide equitable learning and development opportunities for all** (InTASC 3.n, 3.o) (Danielson 2a) (MCEE I.C.5; II.A.1, II.A.3; II.C.1; III:A.1)	consistently commits effort toward providing equitable learning and development opportunities for all.		commits effort toward providing equitable learning and development opportunities for all.		displays minimal effort toward providing equitable learning and development opportunities for all.	
5.	**Engages learners in decision-making for purposeful learning** (InTASC 3.p)(Danielson 3c)(Marzano 18) (MCEE III.A.2)	intentionally plans for engaging learners in decision-making, resulting in purposeful learning.		engages learners in decision-making for purposeful learning as the opportunities present themselves.		misses opportunities to engage learners in decision-making for purposeful learning.	
6.	**Engages learners in collaborative learning** (InTASC 3.o, 3.p, 3.q) (Danielson 3c)(Marzano 16) (MCEE III.A.2)	engages learners in collaborative learning activities, resulting in a classroom culture of shared ownership of ideas and outcomes.		engages learners in collaborative learning, resulting in shared ownership of ideas.		misses opportunities to engage learners in collaborative learning, resulting in varying degrees of shared ownership of ideas.	
	Standards 1-3 Comments regarding strengths &/or areas for growth:						

	InTASC Standards 4-5 Content	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
7.	**Commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills** (InTASC 4.r) (Danielson 3c)(Marzano 2) (MCEE II.A.1,II.A.3; II.C.1; III.B.1)	consistently commits to making learning opportunities accessible to all learners resulting in mastery of disciplinary content and skills.	In addition to score of "2" performance, partial success at	commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.	In addition to score of "1" performance, partial success at	inconsistently makes learning opportunities accessible to all learners, resulting in inconsequential learning.	
8.	**Is committed to linking subject content to real life issues** (InTASC 5.q, 5.s)(Marzano 2) (MCEE II.A.1, II.A.3; II.C.1)	links subject content to real life issues, promoting the development of critical and creative thinking.		links subject content to real life issues, resulting in relevant connections for learners.		misses opportunities to link subject content to real life issues, resulting in learners seeing varying degrees of relevance.	
	Standards 4-5 Comments regarding strengths &/or areas for growth:						

	InTASC Standards 6-8 Instructional Practice	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
9.	**Commits to making accommodations in assessments for all learners** (InTASC 6.t, 6.u, 6.v) (Danielson 3d) (MCEE I.C.5; II.C.1-3; III.A.1; IV.A.2)	makes accommodations in multiple assessments to promote growth and guide instructional decision making by considering individual student needs.	In addition to score of "2" performance, partial success at score of "3"	makes accommodations in assessments to promote growth by considering individual student needs.	In addition to score of "1" performance, partial success at score of "2"	makes limited accommodations in assessments for learners.	
10.	**Is committed to planning learning opportunities that promote student growth** (InTASC 7.n, 7.p, 4.r, 9.l)(Danielson 1a)(Marzano 3) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	takes responsibility for planning learning opportunities that result in student growth, contributing to a culture of growth mindset.		takes responsibility for planning learning opportunities that result in student growth.		attempts to plan learning opportunities that occasionally result in student growth.	
11.	**Values the exploration of how to use new and emerging technologies to promote student learning** (InTASC 8.q, 8.r) (Danielson 1d) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	seeks out opportunities to learn and apply new and emerging technologies that are engaging and result in learning.		explores ideas for using new and emerging technologies that are engaging and support learning.		lacks initiative for exploring new and emerging technologies that support learning.	

	Standards 6-8 Comments regarding strengths &/or areas for growth:

	InTASC Standards 9-10 Professional Responsibility	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
12.	**Maintains a positive attitude in professional settings** (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8)	maintains a positive attitude when interacting with stakeholders by speaking professionally and listening with authentic interest to the perspectives of others.	In addition to score of "2" performance, partial success at score of "3"	maintains a positive attitude when interacting respectfully with stakeholders.	In addition to score of "1" performance, partial success at score of "2"	periodically displays a disrespectful or impatient attitude when working with stakeholders.	
13.	**Commits to professional appearance in dress and grooming** (InTASC 9.o)(Marzano 21) (MCEE III A.4)	displays continuous commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays a lack of attention to appropriate and professional appearance, attire, and/or cleanliness.	
14.	**Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics** (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I, II, III, IV, V)	continuously upholds the profession's code of ethics and legal responsibilities.		upholds the profession's code of ethics and legal responsibilities.		lacks commitment in upholding the profession's code of ethics and legal responsibilities.	
15.	**Values appropriate interpersonal relationships in all settings** (InTASC 3.n, 9.o, 10.r) (Danielson 4.f) (Marzano 23) (MCEE I.B.3-4,C.1-5, III.A.1,6-9, B.1-3, IV.B.1-2, 5,E.1-4)	values and sets personal and professional boundaries that nurture appropriate interpersonal relationships with students/families/colleagues.		sets personal and professional boundaries that support appropriate interpersonal relationships with students/families/colleagues.		does not set personal and professional boundaries effectively, resulting in inappropriate or unprofessional interpersonal relationships with students/families/colleagues.	
16.	**Is dependable: prepared, on time** (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5)	is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicates circumstances that may affect timeliness and preparation.		is prepared, meets established deadlines, and communicates circumstances that may affect timeliness and preparation.		is inconsistently prepared, inconsistently meets deadlines, or does not communicate reason for lack of preparedness or timeliness.	
17.	**Is approachable: nonthreatening, positive** (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	is welcoming and positive, and invites interactions with stakeholders.		is positive and open to interaction with stakeholders.		is negative or unapproachable; avoids interaction with stakeholders.	

	InTASC Standards 9-10 Professional Responsibility	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
18.	**Receives/uses constructive feedback professionally** (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.)	invites and accepts constructive feedback and uses it for professional improvement.		is receptive to constructive feedback and uses it for improvement.		is unreceptive to constructive feedback or shows limited effort to make recommended improvements.	
19.	**Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders** (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	communicates professionally with stakeholders through nonverbal means by maintaining enthusiasm and employing active listening skills.	In addition to score of "2" performance, partial success at score of "3"	communicates professionally with stakeholders through nonverbal means by employing active listening skills.	In addition to score of "1" performance, partial success at score of "2"	displays limited professionalism in nonverbal communication with stakeholders through inactive listening skills.	
20.	**Communicates professionally through electronic means (email, social media, course management system)** (InTASC 10.q, 10.r) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, V.A.1, V.A.3, V.A.5, V.A.6, V.A.7, V.C.1, V.C.2, V.C.3)	communicates professionally and collaboratively with stakeholders through electronic means to support student learning.		communicates professionally with stakeholders through electronic means.		displays limited professionalism when communicating with stakeholders through electronic means.	
21.	**Communicates professionally in oral language when working with stakeholders** (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, IV.C.3)	communicates professionally through oral language to create a culture of collaboration with stakeholders.		communicates professionally through oral language to work with stakeholders.		displays limited professionalism when communicating orally with stakeholders.	
22.	**Accepts responsibility for personal actions and behaviors** (InTASC 9.l, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	consistently accepts responsibility for personal action and behaviors; displays professional maturity by focusing on solutions rather than assigning blame.		accepts responsibility for personal actions and behaviors; focuses on solutions.		is reluctant to accept responsibility for personal actions and behaviors; focuses on blaming others rather than seeking solutions.	
	Standards 9-10 Comments regarding strengths &/or areas for growth:						

Name of Candidate_____ Date_____

Advisor/Field Experience Supervisor_____

TMCC TED Writing Rubric

Instructor: _____ Date:_____

Student: _____

CATEGORY	1	2	3	4	POINTS
Introduction	There is no clear introduction of the main topic or structure of the paper.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction is inviting, states the main topic and previews the structure of the paper.	
Conclusion	There is no clear conclusion, the paper just ends.	The conclusion is recognizable, but does not tie up several loose ends.	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	
Quality of Information	Information has little or nothing to do with main topic.	Information clearly relates to the main topic; however details and/or examples are missing.	Information clearly relates to the main topic. It provides some supporting details and/or examples.	Information clearly relates to the main topic. It includes several supporting details and/or examples.	
Paragraph/Sentence Construction	Paragraph structure was not clear and sentences were not typically related within paragraphs.	Paragraphs include related information but were typically not well constructed.	Most paragraphs include introductory sentences, explanations or details and concluding sentences.	All paragraphs include introductory sentences, explanations, or details and concluding sentences.	
Mechanics/Grammar	Writer makes several errors in capitalization, punctuation, grammar and/or spelling that catch the reader's attention and greatly interrupt the flow.	Writer makes a few errors in capitalization, punctuation, grammar and/or spelling that catch the reader's attention and interrupt the flow.	Writer makes 1-2 errors in capitalization, punctuation, grammar or spelling, but the paper is still easy to read.	Writer makes no errors in capitalization, punctuation, grammar or spelling, so the paper is exceptionally easy to read.	

Focus on Topic	The main idea is not clear. There is a seemingly random collection of information.	Main idea is somewhat clear but there is a need for more supporting information.	Main idea is clear but the supporting information is general.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	
Transitions	The transitions between ideas are unclear or nonexistent.	Some transitions work well; but connections between other ideas are fuzzy.	Transitions clearly show how ideas are connected, but there is little variety.	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	
Adding Personality	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his/her own."	
Sources	Many sources used for quotes and facts are less than credible and/or are not cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	All sources used for quotes and facts are credible and cited correctly.	
				TOTAL POINTS	

* This writing rubric states minimal TED standards. Instructor may add other categories as he/she sees appropriate for assessment.
* Adopted Summer 2010

Turtle Mountain Community College

EDUC 350 Practicum I ASSESSMENT RUBRIC

Candidate: _____ Mentor Teacher: _____ Grade: _____ Assessment Date: _____

_____

Name of School Address City, State, Zip

Directions: For each item below, please provide a rating that best describes the efforts of the candidate in your classroom.

Professional Practice	**Distinguished (4)**	**Proficient (3)**	**Emerging (2)**	**Undeveloped (2)**	**Points**
InTASC Standard #4 (1) Content Knowledge	The teacher candidate observes and reflects upon a variety of teaching strategies and techniques and is able to make accurate, multiple connections between observations and appropriate state standards.	The teacher candidate can identify at least 3 teaching strategies/techniques and offers reflections that demonstrate understanding of connections between instruction and appropriate state standards.	The teacher candidate can identify at least two teaching strategies, and reflections are limited to very basic information with a few connections to appropriate state standards.	The teacher candidate can identify a basic teaching strategy but does not make connections between observations and appropriate state standards.	
InTASC Standard #4 (n) Content Knowledge	The teacher candidate identifies and reflects upon multiple representations and explanations that capture key ideas in observed lessons.	The teacher candidate can describe at least 3 learning progressions in observation reflections.	The teacher candidate describes at least one learning progression in observation reflections.	The teacher candidate does not identify or explain learning progressions observed in observation reflections.	
InTASC Standard #9 (g) Professional Learning and Ethical Practice	The teacher candidate gathers, synthesizes, and analyzes a variety of professional behaviors that are intentionally designed to meet learners needs.	The teacher candidate identifies at least 3 professional behaviors that are intentionally designed to meet learner needs.	The teacher candidate identifies at least one professional behavior that is intentionally designed to meet learner needs.	The teacher candidate offers no insight into professional behaviors that are intentionally designed to meet learner needs.	
Dispositions	**Distinguished**	**Proficient**	**Emerging**	**Undeveloped**	**Points**
Maintains a positive attitude in professional settings (InTASC 9.m, 9.n)	The teacher candidate maintains a positive attitude when interacting with stakeholders by speaking professionally and listening with authentic interest to the perspectives of others.	The teacher candidate maintains a positive attitude when interacting respectfully with stakeholders and makes the effort to use professional language in the school setting.	The teacher candidate interacts respectfully with stakeholders.	The teacher candidate periodically displays a disrespectful or impatient attitude when working with stakeholders.	

Is dependable: prepared, on time (InTASC 9.o)	The teacher candidate is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicates circumstances that may affect timeliness and preparation.	The teacher candidate is prepared, meets established deadlines, and frequently communicates circumstances that may affect timeliness and preparation.	The teacher candidate is inconsistently prepared, submits quality work on time, and occasionally communicates circumstances that may affect timeliness and preparation.	The teacher candidate is rarely prepared, inconsistently meets deadlines, or does not communicate reason for lack of preparedness or timeliness.	
Accepts responsibility for personal actions and behaviors (InTASC 9.l, 10.p)	The teacher candidate consistently accepts responsibility for personal actions and behaviors and displays professional maturity by focusing on solutions rather than assigning blame.	The teacher candidate usually accepts responsibility for personal actions and behaviors and focuses on solutions.	The teacher candidate accepts responsibility for personal actions and behaviors but rarely focuses on solutions.	The teacher candidate is reluctant to accept responsibility for personal actions and behaviors and focuses on blaming others rather than seeking solutions.	
				Total Points	

Turtle Mountain Community College

EDUC 360 Practicum II ASSESSMENT RUBRIC

Candidate: _____ Mentor Teacher: _____ Grade: _____ Assessment Date: _____

_____

Name of School Address City, State, Zip

Directions: For each item below, please provide a rating that best describes the efforts of the candidate in your classroom.

Professional Practice	Distinguished (4)	Proficient (3)	Emerging (2)	Undeveloped (1)	Points
InTASC Standard #4 (1) Content Knowledge	The teacher candidate uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	The teacher candidate uses at least 3 representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	The teacher candidate uses a basic strategy to convey key ideas in the discipline, guide learners, and promote learner achievement of content standards.	The teacher candidate's presentations lack structure in the attempt to help learners capture key ideas in the discipline and promote learner achievement of content standards.	
InTASC Standard #4 (n) Content Knowledge	The teacher candidate uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions, and promotes each learner's achievement of content standards.	The teacher candidate guides learner through learning progressions and promotes each learner's achievement of content standards.	The teacher candidate promotes each learner's achievement of content standards but is unable to guide learners through learning progressions.	The teacher candidate understands content standards but does not use them to guide learners through learning progressions.	
InTASC Standard #7 (g) Planning for Instruction	The teacher candidate uses content and content standards to develop appropriate sequencing of learning experiences, and collaborates with learners in identifying personalized learning objectives to reach long term goals.	The teacher candidate uses content and content standards to develop appropriate sequencing of learning experiences.	The teacher candidate include content and content standards when planning curriculum, but learning sequences are not always clear.	The teacher candidate has knowledge of content standards but does not use it in planning.	

InTASC Standard #7 (i) Planning for Instruction	The teacher candidate consistently uses information about learning theory, cultural diversity, human development, and individual differences when planning; and plans ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress.	The teacher candidate's instructional planning is limited to applying information about learning theory, cultural diversity, human development, and individual differences.	The teacher candidate inconsistently uses information about learning theory, human development, and individual differences when planning.	The teacher candidate does not apply understanding of learning theory, human development, and individual differences when planning instruction.	
InTASC Standard #7 (k) Planning for Instruction	The teacher candidate consistently plans and sequences common learning experiences and performance tasks linked to content standards and learning objectives.	The teacher candidate's instructional planning sequences common learning experiences most of the time and performance tasks are linked to content standards and learning objectives.	The teacher candidate's instructional planning is linked to content standards and learning objectives but sequencing of common learning experiences and performance tasks is not always evident.	The teacher candidate's instructional planning appears random and is rarely linked to content standards and learning objectives.	
InTASC Standard #7 (m) Planning for Instruction	The teacher candidate consistently uses learner assessment data to identify specific learning needs of learners and consistently collaborates with specialists, colleagues, family and community advance learning of individuals.	The teacher candidate frequently uses learner assessment data to identify specific learning needs of learners and collaborates with specialists and colleagues to plan specific interventions and advance learning of individuals.	The teacher candidate occasionally uses learner assessment data to identify specific learning needs of learners but rarely collaborates with others in the planning process.	The teacher candidate does not use learner assessment data and works alone in the instructional planning process.	
InTASC Standard #9 (g) Professional Learning and Ethical Practice	The teacher candidate gathers, synthesizes, and analyzes a variety of data to adapt instructional practices and other professional behaviors to better meet learners' needs.	The teacher candidate observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice to meet learners' needs.	The teacher candidate inconsistently reflects and/or uses responses from learners to identify areas and set goals for improved practice to meet learners' needs.	The teacher candidate does not reflect on his/her practice.	
InTASC Standard #10 (m) Leadership and Collaboration	The teacher candidate consistently works collaboratively and promotes positive interactions across the learning community of learners, families, teachers, administrators, and others to support enhancement of student learning and advocacy.	The teacher candidate consistently works collaboratively within the grade level and with interventionists to support enhancement of student learning.	The teacher candidate's efforts to work collaboratively within the grade level and with interventionists to support enhancement of student learning is inconsistent.	The teacher candidate makes little or no effort to collaborate with the school community to support enhancement of student learning.	

Dispositions	Distinguished	Proficient	Emerging	Undeveloped	Points
Maintains a positive attitude in professional settings (InTASC 9.m, 9.n)	The teacher candidate maintains a positive attitude when interacting with stakeholders by speaking professionally and listening with authentic interest to the perspectives of others.	The teacher candidate maintains a positive attitude when interacting respectfully with stakeholders.	The teacher candidate interacts respectfully with stakeholders.	The teacher candidate periodically displays a disrespectful or impatient attitude when working with stakeholders.	
Is dependable: prepared, on time (InTASC 9.o)	The teacher candidate is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicates circumstances that may affect timeliness and preparation.	The teacher candidate is prepared, meets established deadlines, and frequently communicates circumstances that may affect timeliness and preparation.	The teacher candidate is inconsistently prepared, submits quality work on time, and occasionally communicates circumstances that may affect timeliness and preparation.	The teacher candidate is rarely prepared, inconsistently meets deadlines, or does not communicate reason for lack of preparedness or timeliness.	
Accepts responsibility for personal actions and behaviors (InTASC 9.l, 10.p)	The teacher candidate consistently accepts responsibility for personal action and behaviors and displays professional maturity by focusing on solutions rather than assigning blame.	The teacher candidate accepts responsibility for personal actions and behaviors and focuses on solutions.	The teacher candidate accepts responsibility for personal actions and behaviors but rarely focuses on solutions.	The teacher candidate is reluctant to accept responsibility for personal actions and behaviors and focuses on blaming others rather than seeking solutions.	
				Total Points	

APPENDIX C

Application for Student Teaching
Video Tape Self-Critique
Student Teaching Observation Tool

Student Teaching Application Form
TMCC Teacher Education Department
APPLICATION FOR STUDENT TEACHING

Student Name (First, Last, Middle Initial) _____ Student ID # _____

Mailing Address _____ Phone number _____

City _____ State _____ Zip _____ email address _____

In Case of Emergency Contact (Name) _____ Phone number _____

I have read all the information in this packet and am aware of my responsibilities. I understand I will not be eligible for student teaching if I do not meet all of the stated requirements by the end of the semester preceding student teaching. Once a placement has been confirmed, I understand that I may not request a change in the placement.

I am aware that student teaching is a full-time commitment and that TMCC discourages student teachers from taking other classes, with the exception of the Student Teaching Seminar.

I understand that this information will be shared with student teaching sites and School personnel as part of the placement process and that I am <u>not</u> guaranteed a placement location of my preference.

Student Signature _____ Date _____

For advisor use only – this application will not be accepted without the advisor's signature.

I have reviewed this student's progress. ——— All requirements met.

Deficiencies(list the specific courses) needed_____
_____to graduate.

_____
Advisor Signature

STUDENT TEACHING PLACEMENT REQUEST

Name_____

For _____ semester, _____ (year)

License for which the field experience is requested, and grade level preference:
☐ Elementary Education. Preference: ☐ K-4 ☐ 5-8
☐ Secondary Education. Preference: ☐ 7-9 or 5-8 ☐ 9-12. Major(s): _____

Location Selection: Indicate your top 3 **preferences** **(1 = 1st choice; 2 = 2nd choice; 3 = 3rd choice)**

_____Bismarck Public Schools (Elementary, Middle, High School)

_____Bottineau Public Schools (Elementary, Middle, High School)

_____ Dunseith Day School (Elementary, Junior High)

_____ Dunseith Public School (Elementary, Middle , High School)

_____ Garrison Public Schools (Elementary, High School)

_____ Makoti Public Schools (High School)

_____ Mandaree Public Schools (Elementary, High School)

_____ Parshall Public Schools (Elementary, High School)

_____ Rolla Public Schools (Elementary, Junior or High School)

_____Rolette Public Schools (Elementary, Junior, High School)

_____ Rugby Public Schools (Elementary, Middle, High School)

_____ St John Public School (Elementary, Middle, High School)

_____ Turtle Mountain Community Schools (Elementary, Middle, High School)

_____White Shield Public Schools (Elementary, Junior, High School)

_____Rugby Public Schools (Elementary, High School)

_____Other (Specify)_____

Special Considerations: **List transportation concerns, wheel chair accessibility, interpreters, guides, etc.**
Transportation available during student teaching:

_____ **own car;** _____ **public transportation (bus);** _____ **other (bike, walk, etc.)**

For office use only – check that each item is included in the application.
_____ Information Sheet **with advisor signature to indicate transcript analysis**
_____ Placement Request Form
_____ Electronic Portfolio with three letters of recommendation (Two from Teacher Ed. faculty, and a third letter from a teacher outside of the department.)
_____ Must have passed Praxis I and attempted Praxis II
_____ Federal Background Check

TURTLE MOUNTAIN COMMUNITY COLLEGE

Turtle Mountain Community College
PO Box 340, Belcourt, ND 58316

VIDEO TAPE SELF-CRITIQUE AND REFLECTION

Name:_____Date:_____

Grade:_____School:_____

PracticumAdvisor:_____

This coding form is a way that both quantitatively and qualitatively details your teaching. It is intended for your professional growth. As you experience teaching, you will change. As you tape yourself and watch your actions, you can better see and hear things you want to change. Reflection, self-critique, and positive change are all a part of becoming a professional teacher.

1. Video tape yourself at least twice during the semester. Tape yourself within the first two weeks, then at intervals.

2. Use this form to assess your teaching. Be critical of yourself in terms of what you actually see and hear on the tape. Look for TEACHER BEHAVIORS and STUDENT BEHAVIORS.

3. Reflect on what you see and hear and detail what you have done differently the next time.

I. Teacher/Student Talk

Listen to what you say. Make a tally mark each 20 to 30 seconds as to who is talking—you or a student. A student-centered classroom has more time with the student talking. After your tallies, reflect on what you heard:

Teacher Talking	Student Talking

Reflection on teacher/student talking:

II. Type of Teacher-to-Student Questions

Yes / No Type	Type or Very Short Response	Open-Ended, Extended Answer From Student

Reflection on the type of questions you asked:

III. Teacher Responding to Students

Teacher-Centered	Student-Centered
Rejects student comments, confirms answer, repeats question, clarifies for student, interrupts, answers student question directly.	Asks student to clarify what s/he means, to elaborate, seeks other's input to add to a student's comment, brainstorms accepting all responses, uses student idea to drive class activity.

Reflection on *how closely does your tape show a teacher-centered classroom or a student-centered classroom.*

IV. Wait Time

Teacher waits from 3 to 5 seconds after asking a question.	Teacher responds immediately to student.
Yes / No	Yes / No

Reflection on how long you wait:

V. Student On-Task Behavior

Early in class.	Later in class.
Yes / No	Yes / No

Reflection of how on-task your students were:

Turtle Mountain Community College
P.O. Belcourt, ND 58316

*STUDENT TEACHING ASSESSMENT

Teacher Candidate	Semester / Weeks	Subject/Grade Taught	Start Date
School & Town	Cooperating Teacher	College Supervisor	Assessment Date

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

Directions: For each of the items below, place a rating score of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. **An overall average score will be calculated by the college for each standard.* Thank you for your time and commitment to the profession.

InTASC Standard 1	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
	The teacher candidate...							
Supports student learning through developmentally appropriate instruction	implements instruction that exceeds or does not match a developmentally appropriate level for the students	With assistance, partial success at score of "2"	implements grade-level appropriate instruction, but does not account for individual learners' differences	In addition to score "2" performance, partial success at score of "3"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to score"3" performance, partial success at score of "4"	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	
Accounts for students' prior knowledge	does not account for students' prior knowledge		addresses students' prior knowledge as a class, but individual differences are not included		accounts for individual students' prior knowledge and readiness for learning		accesses student readiness for learning and expands on individual students' prior knowledge	
*The overall score will be calculated as an average of the scores for this standard.								*Score
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.								

***COLLEGE SUPERVISOR, MENTOR TEACHER, AND TEACHER CANDIDATE WILL USE SAME ASSESSMENT FOR MID-TERM, FINAL, AND SELF-EVALUTION OF STUDENT TEACHING.**

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InTASC Standard 2	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
	The teacher candidate...							
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at score of "2"	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	In addition to score "2" performance, partial success at score of "3"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to score "3" performance, partial success at score of "4"	anticipates individual learning needs by proactively differentiating instruction using knowledge of student socioeconomic, cultural and ethnic backgrounds	
Exhibits fairness and belief that all students can learn	communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities meet the diverse needs of learners		exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners	
**The overall score will be calculated as an average of the scores for this standard.*								***Score**
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								

InTASC Standard 3	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
	The teacher candidate...							
Fosters a safe and respectful environment that promotes learning	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community	With assistance, partial success at score of "2"	models safety and respect to encourage a positive classroom learning community	In addition to score "2" performance, partial success at score of "3"	creates a positive classroom learning community in which differences such as race, culture, gender, sexual orientation, and language are respected	In addition to score "3" performance, partial success at score of "4"	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	
Structures a classroom environment that promotes student engagement	needs assistance in developing a learning environment that is engaging for most students		attempts to develop a learning environment that is engaging for most students		develops a learning environment that is consistently engaging for most students		develops a highly engaging learning environment, taking into account student differences and learning needs	
Clearly communicates expectations for appropriate student behavior	has minimal standards of conduct in place		communicates standards of conduct that may not be clear		communicates clear standards of conduct		communicates clear standards of conduct that are clear and effective	
Responds appropriately to student behavior	the teacher candidate needs assistance with monitoring student behavior or in responding consistently		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate monitors and responds to student behavior effectively		teacher candidate monitors student behavior and responds appropriately on a consistent basis	
Guide learners in using technologies in appropriate, safe, and effective ways	needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively	
**The overall score will be calculated as an average of the scores for this standard.*								***Score**
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								

InTASC Standard 4	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
	The teacher candidate...							
Effectively teaches subject matter	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	With assistance, partial success at score of "2"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	In addition to score "2" performance, partial success at score of "3"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to score"3" performance, partial success at score of "4"	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	
Guides mastery of content through meaningful learning experiences	applies inappropriate strategies in instructional practice to engage learners in mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		Applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content	
Integrates culturally relevant content to build on learners' background knowledge	demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	
**The overall score will be calculated as an average of the scores for this standard.*								***Score**
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.								

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InTASC Standard 5	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
	The teacher candidate...							
Connects core content to relevant, real-life experiences and learning tasks	designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	With assistance, partial success at score of "2"	designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	In addition to score "2" performance, partial success at score of "3"	designs instruction related to the students' real-life experiences and relevant core content	In addition to score "3" performance, partial success at score of "4"	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	
Designs activities where students engage with subject matter from a variety of perspectives	designs activities related to subject matter but does so from a singular perspective and discipline		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes	
Accesses resources to build global awareness	needs regular guidance to determine where and how to access resources-to build student awareness of local and global issues		accesses some resources, including technologies, to build student awareness of local and global issues		uses resources, including digital and interactive technologies, to build student awareness of local and global issues		seeks out new and innovative ways to access resources, including digital and interactive technologies, to build student awareness of local and global issues	
Engages learners in innovative thinking & collaborative problem solving	Instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content	
**The overall score will be calculated as an average of the scores for this standard.*								***Score**
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								

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InTASC Standard 6	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
	The teacher candidate…							
Designs and modifies formative and summative assessments to match learning targets	utilizes assessment methods and items that are not aligned with learning targets	With assistance, partial success at score of "2"	designs and modifies formative and summative assessments but not all are aligned with learning targets	In addition to score "2" performance, partial success at score of "3"	designs and modifies formative and summative assessments that align with learning targets	In addition to score "3" performance, partial success at score of "4	designs and modifies formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	
Provides students with meaningful feedback to guide next steps in learning	feedback provided to students is not actionable		feedback provided to learners is actionable but does not necessarily improve the quality of the work		provides effective feedback to learners that aids in the improvement of the quality of their work		provide descriptive success and next step feedback to individual learners and involves them in assessing their own work	
Uses appropriate data sources to identify student learning needs	uses assessments solely to determine a grade		uses assessment data to guide planning and identify student learning needs		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction	
Engages students in self-assessment strategies	learners are not engaged in understanding and identifying quality work		engages learners in understanding and identifying quality work		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals	
**The overall score will be calculated as an average of the scores for this standard.*								***Score**
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.								

InTASC Standard 7	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
The teacher candidate...								
Connects lesson goals with school curriculum and state standards	lesson plans are not aligned with learning goals	With assistance, partial success at score of "2"	plans for learning experiences that are aligned with learning goals	In addition to score "2" performance, partial success at score of "3"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to score "3" performance, partial success at score of "4"	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	
Uses assessment data to inform planning for instruction	pre-assessment and/or formative assessment data are not utilized to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets	
Adjusts instructional plans to meet students' needs	plans are not adjusted to meet student learning differences or needs		uses assessment findings to modify instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs	
Collaboratively designs instruction	plans instruction individually		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists	
**The overall score will be calculated as an average of the scores for this standard.*								***Score**
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								

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InTASC Standard 8	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
	The teacher candidate...							
Varies instructional strategies to engage learners	utilizes only one instructional approach	With assistance, partial success at score of "2"	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	In addition to score "2" performance, partial success at score of "3"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to score "3" performance, partial success at score of "4"	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	
Uses technology appropriately to enhance instruction	identifies instructional strategies without involving technology		uses limited instructional strategies that involve technology		uses technology effectively to enhance instruction		engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction	
Differentiates instruction for a variety of learning needs	teaches individual or small group learning experiences without differentiating instruction		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students	
Uses effective communication skills to convey information to students	makes frequent errors when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens		articulates thoughts and ideas using oral, written and nonverbal communication skills but over relies on the same forms of communication; uses technology for communication in some instances; listens to others		articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms; uses technology as one form of communication; listens to others respectfully		articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate; uses multiple media and technologies; listens respectfully to decipher meaning	
	**The overall score will be calculated as an average of the scores for this standard.*							***Score**
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.								

InTASC Standard 9	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
	The teacher candidate...							
Uses feedback to improve teaching effectiveness	resists feedback to improve teaching effectiveness	With assistance, partial success at score of "2"	accepts feedback to improve teaching effectiveness	In addition to score "2" performance, partial success at score of "3"	Accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to score "3" performance, partial success at score of "4"	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	
Uses self-reflection to improve teaching effectiveness	reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice	
Upholds legal responsibilities as a professional educator	does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities	
Demonstrates commitment to the profession	purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community	
**The overall score will be calculated as an average of the scores for this standard.*								***Score**
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								

InTASC Standard 10	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
	The teacher candidate...							
Collaborates with colleagues to improve student performance	develops relationships with colleagues that are characterized by negativity or combativeness	With assistance, partial success at score of "2"	develops cordial relationships with colleagues; attempts to improve student performance	In addition to score "2" performance, partial success at score of "3"	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to score "3" performance, partial success at score of "4"	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	
Collaborates with parent/guardian/advocate to improve student performance	makes little or no information regarding the instructional program available to parents, and/or there is culturally inappropriate communication		maintains a school-required grade book but does little else to inform families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		makes information about the instructional program available, and communications are appropriate to families' cultural norms		guides the students in development of materials to inform their families about the instructional program, and all of the teacher's communications are highly sensitive to families' cultural norms	
**The overall score will be calculated as an average of the scores for this standard.*								***Score**
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.								

Candidate Signature

Date

© to NDACTE Draft #18 10-20-16

APPENDIX D

Exit Portfolio Rubric

TURTLE MOUNTAIN COMMUNITY COLLEGE TEACHER EDUCATION PORTFOLIO RUBRIC				
Candidate:		Reviewer:	Date:	
Category				Sub-Total Points
Area/Standard	**Distinguished[5]**	**Average [3]**	**Underdeveloped [1]**	
Resume'	Resume' contains proper English and grammar. Resume' is well organized. The resume' contains all critical elements of a quality resume': Personal Information Objective Education History Honors and Awards Work experience Skills Activities/Interests References	Resume' contains minimal English and grammar errors, is organized, and contains most of the critical elements of a quality resume': Personal Information Objective Education History Honors and Awards Work experience Skills Activities/Interests References	Resume' contains English and grammar errors. Is not well organized and lacks several critical elements of a quality resume': Personal Information Objective Education History Honors and Awards Work experience Skills Activities/Interests References	
Philosophy of Education	The candidate's philosophy of education reflects a deep understanding of culturally responsive teaching, the deep teaching process, and the work of one or more of the following theorist: Jean Piaget, Seymour Papert, Jerome Bruner, Maria Montessori, Howard Gardner, Lev S. Vygotsky, Albert Bandura, Benjamin Bloom, Abraham Maslow, Eric Erickson, Lawrence Kohlberg, Robert Gagne, and B.F. Skinner.	The candidate's philosophy of education reflects a basic understanding of culturally responsive teaching, the deep teaching process, and the work of one or more of the following theorist: Jean Piaget, Seymour Papert, Jerome Bruner, Maria Montessori, Howard Gardner, Lev S. Vygotsky, Albert Bandura, Benjamin Bloom, Abraham Maslow, Eric Erickson, Lawrence Kohlberg, Robert Gagne, and B.F. Skinner.	The candidate's philosophy of education reflects limited understanding of culturally responsive teaching, the deep teaching process, and the work of one or more of the following theorist: Jean Piaget, Seymour Papert, Jerome Bruner, Maria Montessori, Howard Gardner, Lev S. Vygotsky, Albert Bandura, Benjamin Bloom, Abraham Maslow, Eric Erickson, Lawrence Kohlberg, Robert Gagne, and B.F. Skinner.	
Standard #1: Learner Development	At least 2 artifacts provide ample evidence of candidate's understanding of and ability to apply knowledge of learner development to the design of	Artifact(s) provide(s) some evidence of candidate's understanding of and ability to apply knowledge of learner development to the design of	Artifacts do not provide sufficient evidence of candidate's understanding of and ability to apply knowledge of	

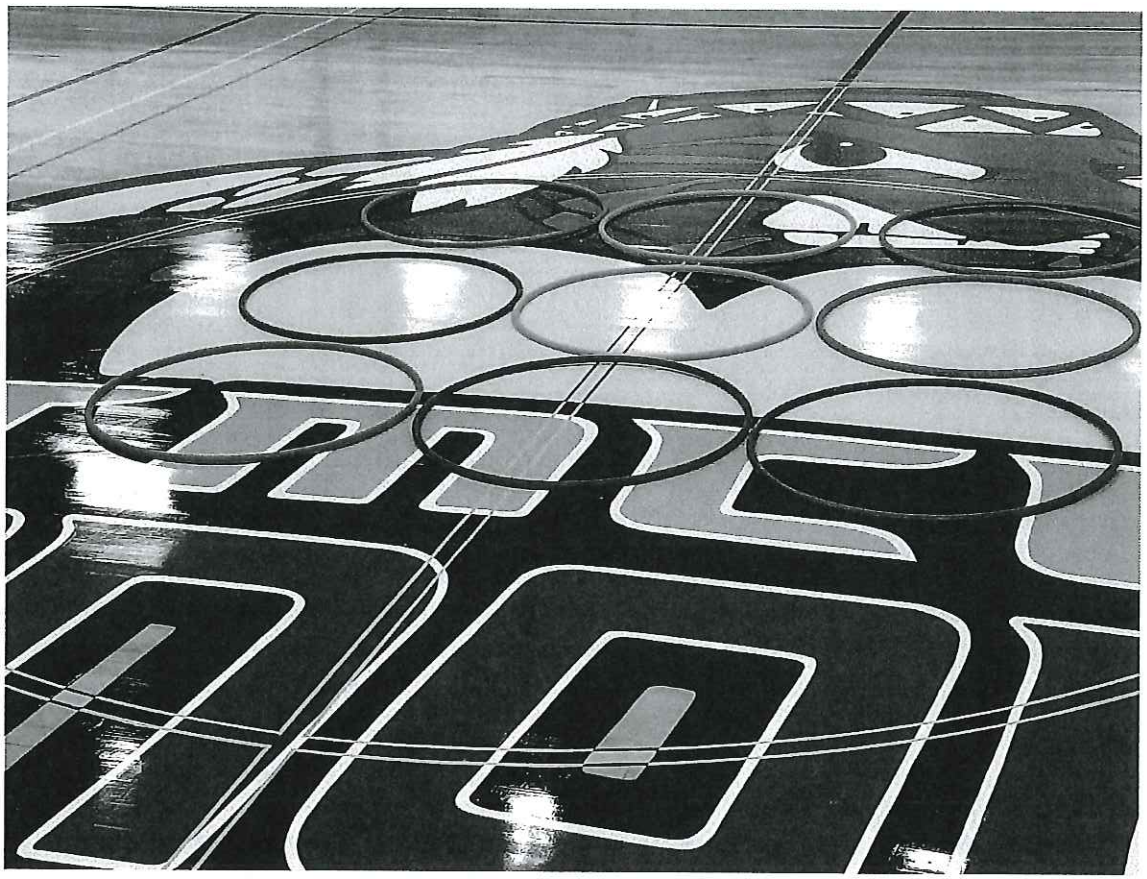
	developmentally appropriate and engaging lessons/units.	developmentally appropriate lessons/unites	learner development to the design of lessons/units.	
Standard #2: Learning Differences	A variety of artifacts (lessons/unit plans) include appropriate and engaging adaptations for diverse learners, indicating understanding of how to design and adapt instruction to address diverse learner's strengths and needs. Reflections clearly show candidate's understanding of pedagogy and ability to self-assess.	Lesson/unit plans show clear evidence of candidate's ability to plan instruction that supports all learners in meeting learning targets. Candidate demonstrates ability to use knowledge of content, curriculum, pedagogy, and learner development to design effective lessons/units. Reflections demonstrate understanding of pedagogy.	Lessons/units show little limited or no evidence of candidate's ability to plan instruction that supports all learners in meeting learning targets. Planning shows limited evidence of candidate's knowledge of content, curriculum, pedagogy, and learner development. Reflections on lessons demonstrate lack of understanding of pedagogy	
Standard #3: Learning Environments	The teacher candidate provides evidence of consistently working with others to create environments that support individual and collaborative learning that encourage positive social interaction, active engagement in learning, and self-motivation.	The teacher candidate provides some evidence of working with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.	The teacher candidate provides little evidence of working with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.	
Standard #4: (a) Content Knowledge Split Standard 4	The teacher candidate consistently demonstrates understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	The teacher candidate usually demonstrates understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	The teacher candidate rarely demonstrates understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	
Standard #4: (b) Content Knowledge	The teacher candidate consistently creates learning experiences that make understanding of the central concepts, tools of inquiry, and structures of the discipline(s) accessible and meaningful for learners to assure mastery of the content.	The teacher candidate usually creates learning experiences that make understanding of the central concepts, tools of inquiry, and structures of the discipline(s) accessible and meaningful for learners to assure mastery of the content.	The teacher candidate rarely creates learning experiences that make understanding of the central concepts, tools of inquiry, and structures of the discipline(s) accessible and meaningful for learners to assure mastery of the content.	
Standard #5: Application of Content	The teacher candidate consistently demonstrates understanding of how to connect concepts and use differing	The teacher candidate frequently demonstrates understanding of how to connect concepts and use differing	The teacher candidate occasionally demonstrates understanding of how to connect concepts and use differing	

	perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	
Standard #6: Assessment (a)	The teacher candidate demonstrates understanding multiple methods of assessment.	The teacher candidate demonstrates some understanding multiple methods of assessment.	The teacher candidate demonstrates little or no understanding multiple methods of assessment.	
Standard #6: Assessment (b)	The teacher candidate consistently uses multiple assessment methods to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	The teacher candidate frequently uses multiple assessment methods to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	The teacher candidate rarely uses assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	
Standard #7: Planning of Instruction	The teacher candidate consistently plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The teacher candidate frequently plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The teacher candidate rarely plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
Standard #8 Instructional Strategies	The teacher candidate consistently uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	The teacher candidate frequently uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	The teacher candidate uses few instructional strategies that encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
Standard #9: Professional Learning and Ethical Practice	The teacher candidate consistently engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the	The teacher candidate occasionally engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals,	The teacher candidate rarely engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community),	

	community), and adapts practice to meet the needs of each learner.	and the community), and adapts practice to meet the needs of each learner.	and adapts practice to meet the needs of each learner.	
Standard #10 Leadership and Collaboration	The teacher candidate consistently collaborates with teachers, administrators, support staff, and specialists to improve student performance.	The teacher candidate occasionally collaborates with teachers, administrators, support staff, and specialists improve student performance.	The teacher candidate rarely collaborates with teachers, administrators, support staff, and specialists to improve student performance.	
Standard #10 Leadership and Collaboration Part II	The teacher candidate guides students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms.	The teacher candidate collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms	The teacher candidate makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication	
Additional Comments:				Total Points

APPENDIX E

Lesson Plan Templates
Lesson Plan Rubrics



Lesson Plan Template

Grade:	**Subject:**
Materials:	**Technology Needed:**
Instructional Strategies: Direct instruction Guided practice Socratic Seminar Learning Centers Lecture Technology integration Other (list) Peer teaching/collaboration/ cooperative learning Visuals/Graphic organizers PBL Discussion/Debate Modeling	**Guided Practices and Concrete Application:** Large group activity Independent activity Pairing/collaboration Simulations/Scenarios Other (list) Explain: Hands-on Technology integration Imitation/Repeat/Mimic
Standard(s)	**Differentiation** **Below Proficiency:**
Objective(s) **Bloom's Taxonomy Cognitive Level:**	**Above Proficiency:** **Approaching/Emerging Proficiency:** **Modalities/Learning Preferences:**
Classroom Management- (grouping(s), movement/transitions, etc.)	**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**

Minutes	Procedures
	Set-up/Prep:
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)
	Explain: (concepts, procedures, vocabulary, etc.)
	Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)
	Review (wrap up and transition to next activity):

Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Consideration for Back-up Plan:	Summative Assessment (linked back to objectives)
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	

Lesson Plan Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score (24)
Instructional Objectives	Instructional objectives use verbs such as "understand" "learn" and "know" rather than specific verbs that are measureable.	Instructional objectives use verbs that are measureable but are limited to the least complex levels, per Bloom's Taxonomy.	Instructional objectives use measureable verbs with multiple levels of complexity, per Bloom's Taxonomy.	Instructional objectives are creative and apply multiple levels of complexity, per Bloom's Taxonomy.	
Standards-based instruction	Standards-based instruction is not referred to in the plan	Identified standards are not consistent with the lesson's instructional objectives	Standards and supporting benchmarks are referenced in the plan	Standards for multiple instructional goals are referenced and incorporated into the lesson	
Materials and Timeline	Materials and timeline are either missing or inappropriate for the lesson	Materials and timeline are present with little indication as to what is to be accomplished within a specific time slot	Materials and timeline are present with supporting explanation of what is to be accomplished within the time frame	A complete materials list is included with a timeline that supports each time frame and recognizes the age appropriate development of the students	
Engaging the Students (Culturally responsive teaching)	Opening activities do not address students' prior knowledge or interests.	Opening activities build on students' prior knowledge and interests but the activities are unstructured.	Opening activities use graphic organizers to engage students in reflective thinking about their prior knowledge.	Opening activities utilize graphic organizers and are highly interactive, getting the students to build on their prior experiences and knowledge.	
Lesson Content (Deep Teaching)	Content presentation is teacher-centered and limited to factual recall rather than in-depth processing of information.	Content presentation is somewhat confusing because there is not a clear progression from simple to complex levels of understanding.	Content presentation is organized and progresses from simple to complex levels of understanding.	Content presentation is very creative and organized in such a way that it challenges the students to probe the content more deeply.	
Instructional Methods	Teaching methods are limited to one learning style and exclusively teacher directed. Student enrichment is not included.	Teaching methods are interactive but exclusively teacher directed.	Teaching methods are interactive and reflect reciprocity between students and teacher.	Teaching methods are differentiated and interactive between students and students with the teacher acting as facilitator. Enrichment activities have been included in the plan	

Assessment	Assessment strategies are limited to factual recall and a single format.	Assessment strategies use more than one testing format and are clearly related to the content.	Assessment strategies use multiple testing formats and show a strong relationship to the content.	Assessment strategies are varied and authentic, requiring the students to critically think about the content.	
Reflection	Reflection rambles and shows little awareness of the need to improve.	Reflection is insightful but shows some confusion about the lesson and content.	Reflection is insightful and includes specific suggestions for improvement.	Reflection is in-depth with specific suggestions for creative variations on the lesson in order to make it better.	

As you prepare your lesson plan, consider the following questions:

1. Do my objectives address increasing levels of complexity as represented by terminology in Bloom's Taxonomy?
2. Does my lesson plan target specific ND standards and benchmarks; and have I listed them accordingly. Also are there other discipline specific standards that I need to include in my lesson plan (ex. American Indian Content Standards-Science and National Educational Technology Standards and Performance Indicators for Teachers NETS-T)?
3. Have I included a comprehensive materials list? Is my timeline reasonable for the lesson that I am preparing?
4. How is my lesson student centered and delivered from a culturally responsive perspective? How will I bring our culture into the context of this lesson?
5. How am I using the Deep Teaching philosophy in this lesson?
6. How is my lesson design reaching all of the students' learning styles? What types of accommodations are necessary to ensure that each child is engaged in the lesson?
7. What forms of assessment will be necessary to measure student learning?
8. How could this lesson be improved? What are some potential sources of classroom management issues?
9. Can a substitute teacher carry out this lesson in its entirety?

APPENDIX F

Plan of Study Elementary Education
Plan of Study Secondary Science
Plan of Study Associates of Arts-English

Turtle Mountain Community College
Teacher Education Department
Bachelor of Science Elementary Education
Program of Study (POS)

Student Name:
Date Updated: 4-2019

Revised: 3-28-2019

General Education Requirements					
PRE	NO	COURSE TITLE	DATE	GR	CR
		English (9 credits)			
ENGL	110	College Composition			3
ENGL	120	College Composition			3
ENGL	238	Children Literature			3
		Math (9 credits min.)			
MATH	111	College Algebra I			3
MATH	112	College Algebra II **or**			3
MATH	103	College Algebra			4
MATH	277	Math for Elem. Teacher			3
		Science (11 credits min.)			
		Space Science			
ASTR		Astronomy			4
		Earth Science			
GEOL		Geology with Lab			4
		Life Science			
BIOL	150	Biology with Lab			4
		Geography (4 credits)			
GEOG					4
Total General Education Credits Required					69.50

General Education Requirements					
PRE	NO	COURSE TITLE	DATE	GR	CR
		Physical Educ. (2 credits)			
HPER	210	First Aid/CPR			2
		Social Science (9 credits)			
PSYC	111	111 or higher			3
HIST					3
HIST		Native			3
		Arts & Humanities (6 credits)			
HUMM	202	Fine Arts & Aesthetics			3
LANG		Native Language			3
LANG		Native Language			3
		Communications (3 credits)			
COMM	110	Fund of Public Speaking			3
SOCI	105	First Year Experience			2
		Teacher Education			
EDUC	200	Intro to Teaching			3
EDUC	353	Child and Adolescent			3
EDUC	353L	**Clinical I**			0.5

course must be repeated due low grade

course **needs to be** accomplished

course has been accomplished

means course is in progress

course is questionable, sub. request

Major: Program of Study, Page 2

Teacher Educatlon Credits					
PRE	NO	COURSE TITLE	DATE	GR	CR
EDUC	235	Prep for Praxis I			1
EDUC	236	Prep for Praxis II			1
EDUC	300	Educational Tech			2
EDUC	310	Intro to Except. Children			3
EDUC	320	Native Issues in Educ.			3
EDUC	321	Multicultural Ed/Human Div			3
EDUC	**321L**	**Clinical III**			**0.5**
EDUC	326	Writing for Teachers			2
EDUC	329	Curric Planning & Eval			3
EDUC	**329L**	**Clinical IV**			**0.5**
EDUC	331	Learning Environments			3
EDUC	**331L**	**Clinical II**			**0.5**
EDUC	350	Practicum 1			1
EDUC	360	Practicum 2			1
EDUC	402	Found Rdng and Rdng Diag			4
EDUC	403	Soc Stud Methods/Materials			3
EDUC	404	Music Methods			2
EDUC	405	Math Methods			3
EDUC	406	Sci Methods/Materials			2
EDUC	407	Creative Arts Methods/Materials			3
EDUC	408	Health & PE Methods/Materials			2
EDUC	409	Meth/Matls for Lang Arts			3
EDUC	**409L**	**Clinical V**			**0.5**
EDUC	410	Educational Assessment			3
EDUC	414	Student Teaching			12
EDUC	415	Seminar: Classrm Tch			1
		Total EDUC Credits			63.00

Advisement Meeting Notes:	
	course must be repeated due low grade
	course **needs to be** accomplished
	means course is in progress
	course is questionable, e.g. substitution request
Faculty Advisor:	
Date of Advisement:	
Student Signature:	

Total Credits for BS Degree **127**

Turtle Mountain Community College
Teacher Education Department
BS in Secondary Science Education
Program of Study for Biology

Student Name:

Revised:

Cohort:

Fall 1st Year					
PRE	**NO**	**COURSE TITLE**	**DATE**	**CR**	**GR**
ENGL	110	Comp I		3	
MATH	103	University Algebra		4	
BIOL	150	Gen. Biol. I /Lab		4	
HUMM	202	Fine Arts/Humm		3	
SOC	105	First Year Experience		2	
Total				**16**	
		Fall 2nd Year			
COMM	110	Public Speaking		3	
HIST		History Elective		3	
CHEM	121	Gen. Chem I/Lab		4	
BIOL	220	Anat & Phys/Lab		4	
GEOL	105	Physical Geol/Lab		4	
LANG		NATIVE		3	
Total				**21**	

Spring 1st Year					
PRE	**NO**	**COURSE TITLE**	**DATE**	**CR**	**GR**
ENGL	120	Comp II		3	
MATH	105	Trigonometry **OR**		3	
MATH	107	Pre-Calc		3	
BIOL	151	Gen. Biol. II/Lab		4	
ASTR	110	Intro to Astronomy		4	
PSYC		111 or Higher		3	
Total				**17**	
		Spring 2nd Year			
EDUC	235	Praxis I-req for TED		1	
LANG		NATIVE		3	
CHEM	122	Gen. Chem II/Lab		4	
BIOL	221	Anat & Phys/Lab		4	
CSCI	101	Intro to Computers		3	
HIST		NATIVE		3	
Total				**18**	

Fall 3rd Year					
PRE	NO	COURSE TITLE	Date	CR	GR
MATH	212	Statistics		3	
EDUC	310	Intro to Except. Child		3	
EDUC	321	MultiCultural		3	
EDUC	329	Curric Plng. & Eval		3	
EDUC	330	Founds. Of Ed		3	
EDUC	321	CLINICAL		0.05	
Total				15	
		Fall 4th Year			
BIOL	300/400	Biology Elec		4	
CHEM	300/400	Chemistry Elec		4	
EDUC	470	Meths of Sec. Sci		3	
EDUC	236	Praxis II		1	
EDUC	360	Practicum II		1	
HPER	210	First Aid/CPR		2	
Total				15	

Spring 3rd Year					
PRE	NO	COURSE TITLE	DATE	CR	GR
GEOL	106	Earth thru Time		4	
BIOL	202	Microbiology		4	
PHYS	211	Physics I		4	
EDUC	299	Sec.Classrm Mgmt.		3	
EDUC	320	Native Issues		3	
EDUC	350	Practicum I		1	
Total				19	
		Spring 4th Year			
EDUC	414	Student Teaching		12	
EDUC	415	ST Seminar		1	
Total				13	
		Summer			
EDUC	300	Educational Tech.		2	
EDUC	353	Child & Adol Psych		3	
EDUC	353	CLINICAL		0.05	

Total Science Content Credits **52**

	course must be repeated due low grade
	course **needs to be** accomplished
	course has been accomplished
	means course is in progress
	course is questionable, sub. request

Total Gen. Ed Credits	65
Total EDUC/SEC Content Credits	69
Total Credits for BS in SS	134

Turtle Mountain Community College
Teacher Education Department
BS in Secondary Science Education
Program of Study for Chemistry

Student Name:

Revised:

Cohort:

Fall 1st Year					
PRE	**NO**	**COURSE TITLE**	**DATE**	**CR**	**GR**
ENGL	110	Comp I		3	
MATH	103	University Algebra		4	
CHEM	121	Chem I		4	
HUMM	202	Fine Arts/Humm		3	
SOC	105	First Year Experience		2	
Total				**16**	
		Fall 2nd Year			
COMM	110	Public Speaking		3	
HIST		History Elective		3	
LANG		Native language		3	
BIOL	150	General Biology/lab		4	
CHEM	240	Organic Chemistry		4	
GEOL	105	Physical Geology		4	
Total				**21**	

Spring 1st Year					
PRE	**NO**	**COURSE TITLE**	**DATE**	**CR**	**GR**
ENGL	120	Comp II		3	
MATH	105	Trigonometry **OR**		3	
MATH	107	Pre-Calc		3	
CHEM	122	Chem II		4	
ASTR	110	Intro to Astronomy		4	
PSYC		111 or Higher		3	
Total				**17**	
		Spring 2nd Year			
EDUC	235	Praxis I-req for TED		1	
LANG		Native language II		3	
BIOL	151	General BiologyII/lab		4	
CHEM	301	Biochemistry		4	
CSCI	101	Intro to Computers		3	
HIST		NATIVE		3	
Total				**18**	

Fall 3rd Year						Spring 3rd Year					
PRE	**NO**	**COURSE TITLE**	**Date**	**CR**	**GR**	**PRE**	**NO**	**COURSE TITLE**	**DATE**	**CR**	**GR**
MATH	212	Statistics		3		PHYS	211	Physics I		4	
EDUC	310	Intro to Except. Child		3		CHEM	380	Environmental Chem		4	
EDUC	321	MultiCultural		3		GEOL	106	Earth Through Time		4	
EDUC	329	Curric Plng. & Eval		3		EDUC	299	Sec.Classrm Mgmt.		3	
EDUC	330	Founds. Of Ed		3		EDUC	320	Native Issues		3	
EDUC	321	CLINICAL		0.05		EDUC	350	Practicum I		1	
Total				15		**Total**				19	
		Fall 4th Year						**Spring 4th Year**			
BIOL	300/400	Biology Elec		4		EDUC	414	Student Teaching		12	
CHEM	300/400	Chemistry Elec		4		EDUC	415	ST Seminar		1	
EDUC	470	Meths of Sec. Sci		3		**Total**				13	
EDUC	236	Praxis II		1							
EDUC	360	Practicum II		1				**Summer**			
HPER	210	First Aid/CPR		2		EDUC	300	Educational Tech.		2	
Total				15		EDUC	353	Child & Adol Psych		3	
						EDUC	353	CLINICAL		0.05	

Total Science Content Credits	**52**

	course must be repeated due low grade
	course **needs to be** accomplished
	course has been accomplished
	means course is in progress
	course is questionable, sub. request

Total Gen. Ed Credits	65
Total EDUC/SEC Content Credits	69
Total Credits for BS in SS	134

Turtle Mountain Community College
Teacher Education Department
Associates of Arts in Education
Program of Study (POS)

Student Name:
Date Updated:

Revised: 6-19-2019

General Education Requirements					
PRE	NO	COURSE TITLE	DATE	GR	CR
		English (9 credits)			
ENGL	110	College Composition			3
ENGL	120	College Composition			3
COMM	110	Fund of Public Speaking			3
		Math (4/6 credits)			
MATH	103	College Algebra			4
		Science (4 credits)			
		Elective			4
		Physical Educ. (2 credits)			
HPER		Elective			2
		Social Science (9 credits)			
PSYC	111	Intro to Psychology			3
		Elective-History			3
		Elective-ECON,POLS, SOCI			3
		Arts & Humanities (9 credits)			
LANG		Chippewa I or Ojibwa I			3
LANG		Chippewa II or Ojibwa II			3
		Elective-Arts/Humm			3
Total Credits Required					64.50

General Education Requirements					
PRE	NO	COURSE TITLE	DATE	GR	CR
		Education Courses			
EDUC	200	Intro to Teaching			3
EDUC	300	Educational Technology			3
EDUC	310	Intro to Except. Children			3
EDUC	321	Clinical			0.5
EDUC	321	Multicultural Ed&Div **or**			3
EDUC	320	Native Issues			
EDUC	329	Curriculum Planning **or**			3
EDUC	331	Learning Environments			
EDUC	329/331	Clinical			0.5
EDUC	299	Sec.Class. Mgmt **or**			3
EDUC		Adolescent Literacy			
EDUC	350	Practicum I			1
EDUC	353	Clinical			0.5
EDUC	353	Child & Adol Psychology			3
EDUC	360	Practicum II			1
SOCI	105	First Year Experience			2
SOCI	120	Grad & Beyond			1

	course must be repeated due low grade
	course **needs to be** accomplished
	course has been accomplished
	means course is in progress
	course is questionable, sub. request

Major: Program of Study , Page 2

Teacher Educatlon Credits					
PRE	NO	COURSE TITLE	DATE	GR	CR
EDUC	235	Prep for Praxis I			1
EDUC	236	Prep for Praxis II			1
EDUC	300	Educational Tech			2
EDUC	310	Intro to Except. Children			3
EDUC	320	Native Issues in Educ.			3
EDUC	321	Multicultural Ed/Human Div			3
EDUC	321L	**Clinical III**			**0.5**
EDUC	326	Writing for Teachers			2
EDUC	329	Curric Planning & Eval			3
EDUC	329L	**Clinical IV**			**0.5**
EDUC	331	Learning Environments			3
EDUC	331L	**Clinical II**			**0.5**
EDUC	350	Practicum 1			1
EDUC	360	Practicum 2			1
EDUC	402	Found Rdng and Rdng Diag			4
EDUC	409L	**Clinical V**			**0.5**
EDUC	403	Soc Stud Methods/Materials			3
EDUC	404	Music Methods			2
EDUC	405	Math Methods			3
EDUC	406	Sci Methods/Materials			2
EDUC	407	Creative Arts Methods/Materials			3
EDUC	408	Health & PE Methods/Materials			2
EDUC	409	Meth/Matls for Lang Arts			3
EDUC	410	Educational Assessment			3
EDUC	414	Student Teaching			12
EDUC	415	Seminar: Classrm Tch			1
		Total EDUC Credits			63.00

Advisement Meeting Notes:	
	course must be repeated due low grade
	course **needs to be** accomplished
	means course is in progress
	course is questionable, e.g. substitution request
Faculty Advisor:	
Date of Advisement:	
Student Signature:	

Total Credits for BS Degree **127**

TEACHER EDUCATION AGREEMENT STATEMENT

I have been informed about the content, requirements, and expectations of the Teacher Education Program.

I have received a copy of the Teacher Education Student Manual and agree to follow policy guidelines set by Teacher Education Department.

Signed_____

Date_____