# Table of Contents

Overview of the Community of Teachers Program  3  
Program Expectation  4  
INTASC Standards  6  
A Note for Special Educators  8  
Benchmarks  9  
Decisions Made through the Governance Process  10  
Words to Live By  19  
A Word About Rubrics  22  
Designing the Portfolio  24  
Portfolio Expectations  27
OVERVIEW OF THE COMMUNITY OF TEACHERS PROGRAM

The Community of Teachers (CoT) program is an alternative teacher licensure program for teacher candidates of any general education subject area or special education founded in 1992 at Indiana University Bloomington. CoT prepares teachers who value the empowerment of individuals, the personalization of learning settings, and learning experiences based in the real world of schools and communities. CoT acts on these values by providing its teacher candidates with extended practicum experiences during their preparation. Completion of the program is not accomplished by accumulating course credits. Rather, students demonstrate, whenever possible, their actual performance as teachers in school settings. The program has three primary components: Seminar, Mentorship, and Portfolio.

Seminar

CoT includes four seminars that meet weekly on Tuesday nights. Each seminar is composed of a rotating cohort of about 15 to 22 students per semester. Each semester, students in each seminar choose the topic and books to read that will focus on the next semester. Students lead each seminar with support of their seminar leader. Part of each class is also focused on questions that arise during the field experience or other aspects of teacher preparation.

Portfolio

Each student in CoT is responsible for completing a portfolio consisting of 16 expectations based on Indiana’s Ten Principles of Performance and the Interstate New Teacher Assessment Standards Consortium (INTASC) standards. Portfolio expectations are completed throughout the program as students gather evidence from their own experiences, coursework, independent study, their mentorship, and student teaching experience. Evidence for each expectation is individualized for each student and may include papers the student completed in other classes, reflections on particular books or articles, lesson plans, examples of student work, letters of recommendation, photographs and videos. Each expectation must also include evidence from the student’s field placement. Students’ explain the particular pieces of evidence they chose to include, then critically reflect on what it means for their practice as a teacher. Each expectation is graded by their seminar facilitators on a three point scale: Ready to Teach, Substantial Progress, and Formative. All expectations must be at the Ready to Teach level before the teacher candidate to proceed to licensure.

Mentorship

Extended mentorship with an experienced teacher is at the heart of the CoT program. The program fundamentally believes that teacher candidates best learn how to be teachers when university teacher preparation is complemented by extensive experience in a field setting under a master teacher. Unlike traditional student teaching where the program places students with supervising teachers, the CoT program challenges students to find a mentor teacher in their subject area that they feel is the kind of teacher they want to become. In their first semester, teacher candidates are encouraged to observe many different teachers before choosing one teacher they will mentor with one day per week for the duration of the program until they student teach. They will then student teach with the teacher they selected as their mentor.
Portfolio Expectations

1. Subject Matter
   Our teacher candidates will demonstrate their knowledge of and commitment to subject matter through their teaching.

2. Teaching Reading and Writing (1.4)
   Secondary: Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.
   Elementary: Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

3. Individual Development (2.1)
   Our teacher candidates will demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students’ development.

4. Curriculum Development (1.2, 7.1)
   Our teacher candidates will demonstrate that they can critically review learning materials and develop curricula appropriate for their students.

5. Instructional Strategies (4.1, 4.2, 4.3)
   Our teacher candidates will demonstrate that they can employ a variety of instructional approaches in developing their students’ critical thinking, problem-solving, and inquiry abilities and that they understand how to integrate technology effectively into their instruction.

6. Self-Directed Learning (2.2, 6.3)
   Our teacher candidates will demonstrate that they can help students take responsibility for their own learning and develop a sense of influence in the world around them.

7. Diverse Learners (3.3, 7.4)
   Our teacher candidates will demonstrate an ability to work effectively with students who have diverse abilities and/or special needs, and to personalize their students’ learning by working with them and their families to develop individually meaningful learning programs.

8. Classroom Management & Community (5.1, 5.2)
   Our teacher candidates will demonstrate that they can effectively employ a variety of approaches in designing and managing daily classroom routines and fostering a sense of community among their students.

9. Learning From Others (6.2, 6.3)
   Our teacher candidates will demonstrate that they can facilitate their students’ learning in a variety of group situations.
10. Multicultural Understanding (3.2)
   Our teacher candidates will demonstrate that they can function effectively in multicultural settings.

11. Evaluating Students’ Learning (8.1, 8.2)
   Our teacher candidates will demonstrate that they can systematically and intelligently gather and analyze information regarding their students’ performance in school and that they can employ a variety of assessment tools and strategies to evaluate their students' work.

12. School and Community Specialists (3.1, 7.2)
   Our teacher candidates will demonstrate responsiveness to their students' specific needs by seeking the help of school specialists and community resources when appropriate.

13. Collaboration (10.1, 10.2, 10.3)
   Our teacher candidates will demonstrate that they have interpersonal skills related to working with other key stakeholders (e.g. parents, colleagues, and members of the larger community) in the education of their students.

14. Professional Growth (1.2, 9.3, 9.4)
   Our teacher candidates will demonstrate that they are committed to ongoing professional growth, asking questions about their teaching and their students’ learning and finding ways to answer those questions.

15. Expressing Convictions (7.3, 9.1, 9.2) Our teacher candidates will demonstrate that they support human rights, can participate in salient debates on major social issues and can respond thoughtfully and appropriately when controversial issues arise in the classroom. They will also demonstrate that they are able to create a classroom climate that encourages similar behavior in their students.

16. (a) Extracurricular Activities (9.6)
   Our teacher candidates will demonstrate their dedication to roles and responsibilities outside the instructional school day.

   (b) Equity and School Law (10.4)
   Our teacher candidates will demonstrate that they can provide their students with a fair and equitable education based upon their knowledge of school policies as well as state and federal legislation that affects their students’ well-being as individuals within the school system.

   *For #16, students will choose either (a) or (b). Any newly created expectations will be designated as additional options for #16.
INTASC Standards and Program Expectation Statements

A Community of Teachers (CoT) prepares teachers who value the empowerment of individuals, the personalization of learning settings, and learning experiences based in the real world. CoT acts on these values by providing its teacher candidates with similar learning environments during their preparation. Completion of the program is not accomplished by accumulating course credits. Rather, students demonstrate, whenever possible, their actual performance as teachers in school settings. In accordance with the state of Indiana's ten principles of performance, correlates of the national Interstate New Teacher Assessment Standards Consortium (INTASC) standards, we expect our teacher candidates to demonstrate the following abilities:

I. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

   Subject Matter (#1)
   Teaching Reading and Writing (#2)
   Curriculum Development (#4)
   Professional Growth (#14)

II. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

   Individual Development (#3)
   Self-Directed Learners (#6)
   Extracurricular Activities (#16)

III. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

   Diverse Learners (#7)
   Multicultural Understanding (#10)
   School and Community Specialists (#12)

IV. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

   Instructional Strategies (#5)
V. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

   Classroom Management (#8)

VI. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

   Self-Directed Learning (#6)
   Learning From Others (#9)

VII. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

   Curriculum Development (#4)

VIII. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

   Evaluating Students’ Learning (#11)

IX. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

   Professional Growth (#14)
   Expressing Convictions (#15)

X. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

   Collaboration (#13)
   Equity and School Law (#16)

Revision 10/30/12
A Note for Special Educators

In order to ensure that special educators are well-prepared for today’s classrooms, we have mapped the standards outlined by the Council for Exceptional Children (CEC) onto the CoT Portfolio. Although knowledge, skills and dispositions essential for special educators can be found in all the expectations within this portfolio, there are some that have been updated with material specific to special educators. Others may not make explicit reference to special education but are nevertheless closely tied to the CEC standards. The following expectations are of particular importance to special educators. Those marked with an asterisk (*) explicitly reference to issues in special education.

Subject Matter* (#1)
Teaching Reading and Writing* (#2)
Individual Development* (#3)
Curriculum Development (#4)
Self-Directed Learners (#6)
Diverse Learners* (#7)
Classroom Management and Community* (#8)
Multicultural Understanding (#10)
Evaluating Students’ Learning* (#11)
School and Community Specialists* (#12)
Collaboration* (#13)
Equity and School Law* (#16b)
Benchmarks

A Community of Teachers contains eight interim points or benchmarks at which decisions are made about whether a student may continue in the program. The four that are common benchmarks with all other teacher education programs on the Bloomington campus are indicated.

1. Entrance to CoT. Each potential teacher candidate applies to the CoT program and is interviewed by a group of CoT teacher candidates and faculty. Four criteria have been specified:

   - Does the teacher candidate take initiative?
   - Has the teacher candidate thought about teaching in a serious way?
   - Will the teacher candidate be an effective colleague in the Seminar?
   - Does the teacher candidate recognize the unique components of CoT and seem ready to take on the responsibilities of membership?

2. Admission to Teacher Education. A School-wide Benchmark. Application and acceptance to the teacher education Program, which includes a GPA requirement of 2.5 in several different areas and the passing of the PPST/General Praxis exam.


4. Retention in CoT. Once teacher candidates become members of CoT they must find a Mentor Teacher by the end of their second semester in the program. Teacher candidates must also complete at least one Expectation each semester that they are in the program.

5. Application to Student Teaching. CoT teacher candidates must receive “substantial progress” on 5 expectations before they can be admitted to the TEP and eligible to register for student teaching, and 10 expectations to begin student teaching. These must be completed within the semester prior to student teaching — utilizing the winter or summer break is not an option.
   a. Per the Office of Clinical Experiences, teacher candidates must attend a mandatory application meeting (typically scheduled in mid-October) if they are planning to student teach either in the fall or spring of the following academic year. Make-up meetings are available in January for fall student teaching and in September for spring student teaching, yet these meetings are scheduled at the discretion of the Director of Student Teaching in Suite 1000. Mentorship placement information should be turned in with your application. This action permits the Office of Clinical Experiences to notify the administration of your mentorship’s school corporation with official placement documentation. Meetings dates and times are posted on the Office of Teacher Education website under "Teaching Experiences".

6. Successful Completion of Student Teaching. CoT teacher candidates must perform acceptably in the multiplicity of roles, sometimes conflicting, that constitute the day-to-day life of a teacher.

7. Completion of All University Requirements for Licensing. A School-wide Benchmark, but CoT requires attainment of additional criteria for completion. The complete Portfolio, containing evidence for all Program Expectations, must be approved by two faculty members. Teacher candidates must, of course, also pass the required Praxis II exam(s) to obtain their initial teaching license.
A Chronological List of Decisions

When CoT was approved by the School of Education faculty in 1992, it was on the basis of a number of Organizing Principals, one of which stated:

All Seminar groups will convene monthly for an all-program meeting. These governance meetings will be run by students, and issues of how the program functions will define the agenda. Each member of the community will have one vote in determining the continual reshaping of the program. Students will be active partners with faculty in recruiting new students for the program. They will learn how one deals with the bureaucracy of a school district by learning to deal with the bureaucracies of the School of Education, the University, and the State.

Elsewhere in the proposal we described why we thought such a mechanism was important:

The program’s structure constitutes a built-in set of checks and balances that promote continuous mid-course corrections, the fine-tuning of logistics, etc. For example, the program’s governance structure—monthly all-program meetings—is an integral mechanism for continually fine-tuning the program.

The following decisions have been made through this process.

Voting Procedure (October 1, 1995)

The following decision-making process was adopted:

1. Get the issue out on email. Anyone can make a proposal or bring up an issue.
2. Once an issue is brought forward, Seminars discuss whether or not a Governance meeting is necessary. If any one Seminar feels that a Governance meeting is necessary, one is scheduled.
3. The meeting is planned.
4. Seminars discuss the issue and propose a maximum of two solutions before Governance.
5. Volunteers from each Seminar bring the solution(s) to Governance. All are encouraged to attend.
6. Governance reviews the issue and its proposed solutions and recommends one solution, established by a majority vote of those in attendance. (Note: To date, no problem has been identified that was not also accompanied by a specific proposal to remedy the problem; steps 4-6 may need revision.)
7. The proposal is sent to all CoTers via email.
8. Votes are sent via email to a volunteer within 10 days.
9. Sixty (60) percent of all CoT members must vote yes for a proposal to pass. (Note: during the spring of 1998 we experimented with a consensus process that enabled three choices:
   “I agree with the proposal and vote yes.”
   “I can live with the proposal but I intend to work for further changes.”
   If everyone casts one of these two votes we suggest that we call that a “consensus.” The other possible vote would be:
   “I disagree with some parts of the proposal and vote no; here are my specific reservations.”
   The intent is that if one person votes in this manner the proposal fails.)
10. The volunteer who collected the votes notifies everyone of the outcome of the vote.
Recruiting Procedure (May 1, 1996)

Recruitment and selection would become a continuous process. Each Seminar would always be on the lookout for new members, would invite interested students to visit a session, and when the time came would interview them for acceptance into their group and consequently into the program. If the group had no openings they might help the student connect with other Seminar groups.

The Seminars collectively would still conduct some recruiting efforts: a direct mailing to freshmen identified as being interested in teacher education, the targeted recruiting of students who increase CoT’s diversity, the periodic posting of flyers, visits to F200 classes, etc. Also, the effort to create the initial nucleus of 12 students that would form a new Seminar would remain a program-wide effort.

One of those collective efforts would be a monthly information meeting. Most students would learn how the program works by visiting a group and talking to its members, but we could still hold an evening information meeting the second week of each month, rotating the day on which it occurs in the following manner:

- September and January on Monday
- October and February on Tuesday
- November and March on Wednesday
- December and April on Thursday

The specific day or week of the month could be adjusted to avoid critical conflicts such as major university events, vacation periods, and final exams. Each Seminar could conduct these information meetings on a rotating basis.

For this process to work well it needs to be conducted with an air of openness; all interested students should be encouraged to visit with and perhaps be interviewed by several Seminar groups. We could require that copies of application blanks be shared with all Seminars with the expectation that each might contact applicants and invite them to attend one of their sessions. The faculty member receiving an inquiry would inform all Seminars of a student’s interest once she or he had expressed a desire to visit Seminars. We could prepare an information sheet that includes the meeting times and locations of each Seminar and the name, phone number, and username of a contact person for each Seminar and each faculty member, or a student contact person could automatically give the sheet to all inquiring students.

Because the valuing of diversity in each of our groups is already a well-established part of the ethos of CoT, we probably have little fear that individual Seminars will become little cliques of people who think alike and share similar values. But under this plan, all Seminars would need to be ready to explain their selection procedures—at least in terms of the most obvious diversity criteria of age, race, ethnicity, and gender—to the rest of the program.

Clearly, the procedures for improving the process as we gain experience with it are already established under CoT’s governance structure. (Note: By consent of all CoTers, these rules were temporarily suspended during the spring of 1998 and a modified, more centralized recruitment procedure is now in effect. We must decide which procedure will be used in the future.)

Guidelines for Conducting Governance Meetings (February 26, 1998)

1. The following procedural guidelines were adopted.
2. Leaders call on people who wish to speak.
3. Listen respectfully; let a person finish.
4. Connect your comments to those which have gone before it.
5. Speakers should stay on the topic under discussion; finish one issue before moving on to another.
7. Change topics slowly; announce that you’re changing the topic.
8. State your issue clearly.
9. Focus on issues, not personalities; disagree with positions, not with people.

Completing the Portfolio (April 9, 1998)

Students must submit their completed Portfolio to their Seminar leaders for review within one year of the last day of their student teaching semester (e.g., if you student teach during January, February and March of 2001, the last day your Portfolio will be accepted will be the first week of May, 2002). Any student who does not meet this deadline can still earn a teaching license by converting Expectations that have been completed into completed courses in the standard program. The student can then still receive a teaching license by satisfactorily completing the remaining courses that the license requires.

If the student has not submitted his other completed Portfolio within six months from the end of his or her student teaching semester, he or she must be in regular contact with his or her Seminar leader—the definition of “regular” to be determined by the student and the Seminar leader—reporting his or her progress toward completion of the Portfolio.

Only extreme situations will be considered for an extension of this deadline. If the Seminar leader rules against an extension or is uncertain of a proper course of action. The student can appeal the decision to a panel comprised of the other Seminar leaders and an equal number of CoT students.

This proposal affects all CoT students who student teach after August, 1998.

Words to Live By (May 1, 1998)

This document represents a covenant of our community arrived at by consensus. The entire Words to Live By is located on page ( ) of these Expectations Guidelines.

Approval of the New Expectations Guidelines, Revision 3.0 (November 11, 1998)

Revision 3.0 of the Expectation Guidelines immediately becomes the Portfolio requirement for CoT. All students beginning the program after August 15, 1998 will be required to use revision 3.0. Students who began the program prior to August 15, 1998 will be able to use the previous Expectation Guidelines should they choose to do so. Since the new guidelines represent a major change in CoT’s definition of an Indiana teaching license, the new guidelines were forwarded to the State's Professional Standards Board for its approval.

The only other change involved the title of Expectation 9.1. “Standing for Something” was renamed “Expressing Convictions.”

Approval of a New Recruitment Process (April 5, 1999)

The continuous process of recruiting new members for A Community of Teachers is the responsibility of all current members of the program. CoTers are encouraged to tell acquaintances and classmates about the opportunities of CoT and take an active role in the organized recruitment activities. The following procedures will guide the recruitment process:
The Recruitment Committee: A Recruitment committee, consisting of members from each Seminar and at least one Seminar leader, will coordinate the recruitment process each semester. The committee’s specific roles include:

- Determine the various ways to “advertise” CoT each semester.
- Arrange publicity
  - letters/phone calls/e-mail notes to prospective students
  - flyers
  - information tables (Ballantine, School of Education).
- Recruit Seminar members to assist with publicity and organize information sessions.
- Serve as welcome when potential recruits attend their Seminars.
- Recruit at least two members from each Seminar to attend interviews.
- Participate in decisions as to which new students join which Seminar.
- Serve as liaisons to those new CoTers accepted but not yet beginning a Seminar.
- Evaluate the recruitment process and propose changes.

The Interview Process: The interview process is an opportunity for us to think about what we value in a prospective student. A number of questions should guide admission to CoT:

- Does the student take initiative?
- Has the student thought about teaching in a serious way?
- Will the student be an effective colleague in the Seminar?
- Does the student recognize the unique components of CoT and seem ready to take on the responsibilities of membership?

Recruitment Process Procedures:

- The Recruitment Committee meets. (Weeks 1-4)
- The Recruitment Committee establishes a semester schedule with input from Seminar members. (Weeks 1-4)
- The Recruitment Committee distributes information about CoT and responds to questions from potential applicants. (Weeks 4-6)
- Potential applicants are encouraged to visit Seminars. (Weeks 4-8)
- Interview Teams, comprised of at least one member of each Seminar and one Seminar leader, are formed. (Weeks 4-8)
- Thirty-minute interviews are scheduled for each applicant (only after the applicant has learned about CoT through an information session or conversation with a CoT person). (Weeks 6-8)
- All CoTers are encouraged to attend any interview.
- An acceptance or rejection decision is made immediately following the interview; the applicant is notified in direct conversation within 24 hours of the committee’s decision.
- Accepted applicants are encouraged to attend Seminars and state a preferred placement.
- The Recruitment Committee meets again one week after next-term registration begins to:
  - Determine the number of vacancies expected during the subsequent term.
  - Review the anticipated Seminar composition for the subsequent term.
  - Review the Wait List.¹

¹ As students are accepted into the program a wait list is created. The wait list is actually five lists, one for each class standing; post-baccalaureate students (including graduate students), seniors, juniors, sophomores, and freshmen. The first priority is to get
• Decide which new students are to be placed in which Seminar (honoring stated preferences where possible).
• Recruitment continues as needed until vacancies for the coming term are filled.

**Finding a Mentor Teacher** (April 28, 2000; October 13, 2014)

Finding a Mentor Teacher and affiliating with this person for an extended experience prior to student teaching is one of the cornerstones of the CoT program. During this period of time, prior to student teaching, the collaborative relationship with the Mentor Teacher has a chance to flourish, and the field setting/Mentor Teacher provide multiple opportunities for Portfolio development.

**Part 1**: For students entering the program after spring 2000, CoT students will secure a Mentor Teacher by the end of their second semester in CoT (or if they join CoT during their freshman year, by the end of their sophomore year). Students unable to achieve this requirement will be asked to take a sabbatical from the program for at least one semester or they may propose, with documentation to their Seminar, a probationary semester. Probationary students and returnees from sabbaticals will have one semester to find a Mentor Teacher.

**Part 2**: Regardless of when they entered CoT, all students must complete a two full semester with a Mentor Teacher prior to the student teaching semester. Students will not be approved for student teaching until the full semester with their Mentor Teacher has been completed.

**Part 3**: Distance requirements for mentorship should maintain a 50-mile radius from IU Bloomington’s campus. If candidates seek a mentorship outside of the designated radius, they must seek CoT Faculty approval.

**Indicators of Minimal Progress** (May 10, 2001)

**Rationale**: Historically, many CoT students have graduated from IU without completing their Portfolio; the faculty began to question the ethics of having students graduate who were not yet licensed. To address that problem, CoT students and faculty have expressed a need for Portfolio time lines to enable students to demonstrate reasonable progress toward completion of the Portfolio and for faculty to provide timely feedback.

Until now no program-wide standard has existed. However, each Seminar has established its own guidelines. All of these resemble what has come to be called the 1-10-20 rule. The program-wide establishment of a common rule would only be considered a minimum requirement. Any Seminar, or any individual student, could still establish a more rigorous standard if it or the student wished to do so. The following rules now define minimal progress toward completion of the Portfolio:

A. For CoT students who do student teaching: For each semester in the program, a student must complete one Expectation. In order to be authorized to register for student teaching, a student must have completed 10 Expectations. Before beginning student teaching, a student must have students who are more advanced in their studies started in the program as soon as possible. Therefore, a senior is given priority over a junior, even if the senior was accepted into the program on a later date than the junior. Within each of the five wait lists, students are arranged by their date of acceptance into the program. For example, a sophomore accepted in January is given priority over a sophomore accepted in February. Priority between two sophomores accepted on the same day is given to the student who better enhances the diversity (racial, ethnic, gender, and/or teaching major) of the Seminar with the vacancy.
completed 20 Expectations or what the Seminar leader judges to be approximate equivalent thereof.

B. For CoT students who are full-time teachers, working on limited licenses, who plan to seek a waiver of the student teaching requirement: For each semester in the program, a student must complete five Expectations. Once a student has completed 20 Expectations he or she no longer is required to register for the Seminar. Students then have one semester to complete the Portfolio. If that fails to occur, the student will need to again register continuously for the Seminar until the Portfolio is completed.

Clarification of Community of Teachers Policies (February 15, 2010)

I. Undergraduate Credit Hours Registration for S400

For any one semester prior to student teaching, undergraduate CoT students are required to register for five credits for S400 (seminar). CoT students should take four credit hours of seminar for every other semester.

II. Sabbaticals

CoT students requesting a sabbatical must submit a written appeal to the CoT faculty. Faculty as a council will make a determination on a case-by-case basis.

Students may submit an appeal if the following criteria are met:

- Students have a mentor and school placement
- Students have completed two semesters in the CoT program

Students may be on sabbatical for only one semester during their time in the program. The only exception to this one semester limit is for those students who have received a student teaching waiver and whose complete portfolios have been approved.

In rare cases, students with a special hardship may appeal to the faculty council for permission to take a sabbatical without having met the above criteria.

III. Seminar During Student Teaching

Community of Teachers’ members may register for seminar during their student teaching semester.

IV. Student Teaching Waiver

CoT students who are currently teaching on an emergency license or in a private school setting must meet the following criteria in order to apply for a student teaching waiver:

- Must have at least three years of teaching experience under the supervision of a licensed, on-site colleague mentor
- Must provide a letter from the school principal and/or the colleague mentor on their field experience performance.
- Must provide a memo of support from their seminar facilitator.
- Teaching experience must be within the subject area in which the member is seeking licensure.
• Approval of complete CoT portfolio must be obtained. (Students must maintain enrollment in Community of Teachers seminar until portfolio is completely approved.)

Students must submit a written appeal to the CoT faculty describing their situation and why it serves as a sufficient substitute for formal student teaching. Appeals should include extensive written evaluations of field experience performance. Faculty as a council will make decisions on a case-by-case basis.

CoT students who currently work full time as para-educators may also submit a written appeal to the CoT faculty. Please note that para-educators’ field experience must be congruent with a typical student teaching experience within their area of licensure.

**New CoT Portfolio Guidelines (Jan. 1, 2012)**

Revised portfolio 4.0 was presented to CoT students for feedback in fall of 2011. After receiving feedback, the resulting document was presented to the IU School of Education Policy Council for final approval. Students who began the CoT program after Jan. 1, 2012 will complete the new portfolio expectations. Students who started prior may arrange with their seminar leader to do the old portfolio or to create a hybrid portfolio between the two documents. The following rules now define minimal progress toward completion of the new Portfolio:

A. The new criteria for evaluating the portfolio:

**Ready to Teach:** The evidence suggests that performance on this Expectation matches or exceeds that of a strong beginning teacher.

**Substantial Progress:** The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher. The Expectation lacks sufficient evidence from the mentor placement.

**Formative:** The evidence does not yet make the case that the teacher candidate is ready on this Expectation. It represents a first attempt and requires additional evidence from a field setting and/or further reflection.

A. For CoT students who do student teaching: In order to be authorized to register for student teaching, a student must have completed 5 Expectations at the Substantial Progress level. Before beginning student teaching, a student must have completed 10 Expectations at the Substantial Progress Level.

B. For CoT students who are full-time teachers, working on limited licenses, who plan to seek a waiver of the student teaching requirement: Once a student has completed 16 Expectations at the Substantial Progress level he or she no longer is required to register for the Seminar. Students then have one semester to complete the Portfolio. If that fails to occur, the student will need to again register continuously for the Seminar until the Portfolio is completed.

**edTPA Assessment toward Portfolio Expectation Completion (Aug. 8, 2013)**

Starting fall 2013, CoT students with a Special Education focus will be given the opportunity to complete edTPA assessment. Developed by Stanford University, edTPA is a nationally recognized assessment of readiness to teach for new teachers. Completion of edTPA will provide you with additional credibility as a national, professionally defined standard by which all new teachers are held accountable.
The assessment requires that students select learners with special needs and develop and teach 3-5 consecutive lessons designed to meet the student’s needs based on both the student’s IEP and the academic curriculum. Applicants will submit lesson plans, videos of instruction, assessments of student learning, and a reflective commentary to edTPA. Lesson plans and assessments will be developed as part of class requirements in K361, K352, and K371, and the implementation of lesson plans and assessments will be completed during student teaching.

The activities completed for edTPA above can be used to fulfill the evidence requirements for the following expectations: Individual Development, Instructional Strategies, Diverse Learners, and Evaluating Student Learning. To use edTPA as portfolio evidence, students will be required to write a reflection justifying the argument that the activities submitted for edTPA also meet the CoT requirements for each expectation.

What’s in it for me?
- Additional credibility based on a nationalized standard
- Evidence to fulfill requirements for four portfolio expectations
- Additional practice and support in creating lesson plans and assessments
- Feedback on teaching ability from an objective observer

For more information, please go to the following website: http://edtpa.aacte.org/
You can also contact Gretchen Butera (gbutera@indiana.edu) for more information about how edTPA requirements will fit in with your program.

**Additional Licensure (October 14, 2014)**

This option is for students who already hold a teaching license in the state of Indiana. To complete an additional license, students will participate in mentorship under a mentor teacher in their new content area and complete the following 8 portfolio expectations focused on the content area they are adding based on Indiana standards. Students will not be required to student teach again.

Required Portfolio Expectations:

**#2: Teaching Reading and Writing.** Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

**#3: Individual Development.** Our teacher candidates will be able to demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students’ development.
#5: **Instructional Strategies.** Teaching for Problem-Solving. Our teacher candidates will demonstrate that they can develop their students’ critical thinking, decision-making, and inquiry abilities, and that they can employ a variety of instructional approaches. Our teacher candidates will demonstrate that they can use state-of-the-art communication and information technologies to enhance their teaching.

#7: **Diverse Learners.** Our teacher candidates will demonstrate that they can teach effectively students with diverse abilities and/or special needs. Our teacher candidates will demonstrate that they can personalize the learning of their students by working with them and their families to develop individually meaningful learning programs.

#8: **Classroom Management & Community.** Our teacher candidates will demonstrate that they can employ a variety of approaches to foster a sense of community within the groups of students with which they work. Our teacher candidates will demonstrate that they can employ a variety of approaches to design and manage daily classroom routines.

#10: **Multicultural Understanding.** Our teacher candidates will demonstrate that they can teach effectively in multicultural settings.

#11: **Evaluating Students’ Learning.** Our teacher candidates will demonstrate that they can systematically and thoughtfully gather information regarding their students’ performance in school. Our teacher candidates will demonstrate that they can employ a variety of assessment tools and strategies to evaluate their students’ work.

#13: **Collaboration.** Our teacher candidates will demonstrate that they can build sound relationships with parents and other family members to enlist them as allies in promoting the learning of their children. Our teacher candidates will demonstrate that they can collaborate with colleagues and other professionals to the benefit of their students. Our teacher candidates will demonstrate that they can directly and constructively resolve interpersonal problems and conflicts with colleagues.
Words to Live By
A Community of Teachers

Why this Document? Even in the closest, most affectionate of families, problems arise which are unavoidable. Miscommunication occurs or the dedication of some members of the group flags. It is in such predicaments where relationships, personal identities, and communities can be strengthened or injured. In order to maintain a healthy community, we must be able to overcome such obstacles. And in order to do this, it is vital that we lay down a strong foundation of the things we value for ourselves and expect of each other. What these things essentially boil down to are: our commitment to each other, both personally and professionally, and our commitment to becoming successful educators. If each of us learns to value and honor these commitments, our effectiveness as students, teachers, and members of a community is greatly strengthened.

Our Commitment to Each Other
By opting to join A Community of Teachers, we are saying that we want the process of becoming a teacher to be more than a solitary pursuit. As teachers, we need to learn how to help each other to become effective. Teaching also occurs in a social context; that, too, demands that together we learn how to enhance our social skills as we learn how to help each other.

Communication: Community is an empty concept without communication. Access to email enables us to build and maintain this communication with ease. Unless all of us regularly use that system, its power to build community is diminished; communication with some of us is closed off and some of us may become fringe members of the community. We each need to acquire the habit of checking our email every day or two. If we can’t, we need to stay in contact with people through other means. We need to be mindful of the importance of helping those who care about us know our current state of well-being. Let someone know.

Support: One of the advantages that we have in this program is its support system. In this community, we may be more aware of the needs of others in our program, and when we sense that another member needs some help, we can offer it. When we need the help of others, we need to learn how to ask for it. We should be able to trust others in the community and, in turn, offer them our understanding and support. We all become resources to each other through the acts of sharing, collaborating, and mentoring.

Reaching Out: Mentor Teachers are important members of our community. We need to make them feel a welcome part of the community, occasionally attending our Seminars, for example. All members of the community can learn from each other.

Improving the Community and the Program: CoT operates on the philosophy of one person-one vote. Being an active member of CoT means being responsible for the creation and development of a community not only within a Seminar but also within the whole program. Governance, CoT’s self-correcting mechanism, places the responsibility on each member and the community as a whole to determine how the program should evolve to meet new circumstances. Any CoT member can propose a change in the program's operation and every member has an obligation to exercise his or her role of considering, shaping, and voting on these proposals for change. The dialogue that occurs across Seminars as we deliberate about changes becomes an important vehicle for building a program-wide sense of community.
Our Commitment to the Profession

We take much from the settings in which we work and the people with whom we work. We need to find ways also to “give back.” Professional development needs to be an ongoing process. Our commitment to improving ourselves and our colleagues should be clear.

Finding a Mentor Teacher: A major task for those new to the program is to find a Mentor Teacher. They need to spend one day a week in the schools pursuing that goal. A good place to start is to accompany another group member to his or her field site. Even if you already have a Mentor and school in mind, please use this opportunity to look at a variety of school settings before finalizing your decision and asking a teacher to work with you. Some beginning community members already have extensive observations and work in schools; those experiences can satisfy appropriate parts of this need to experience a variety of settings. Other community members are valuable resources in finding mentors, particularly when they describe rather than evaluate teachers whom they’ve visited: a teacher who was not favored by one member may fit another to a tee. We have learned that, in some ways, the program doesn't really start until a member finds a Mentor. A beginning member's goal should be to seek actively, if not find, a Mentor by the end of her or his first semester in the program. Maintaining strong, productive relationships with our Mentors is an ongoing responsibility.

Some beginning CoT students are already full-time teachers. They face a parallel task of finding a Mentor Colleague in their building who would welcome the opportunity to periodically discuss their practice. A Mentor Colleague who teaches the same subject is ideal but it’s essential that the person value the opportunity for dialogue.

The Apprenticeship: We need to spend the equivalent of about one day a week in the schools. Students have found that, if they can work out the additional transportation difficulties, spending two half days in their schools is noticeably superior to one whole day. They have more contact and therefore more of a sense of continuity with their classes. Because they work with fewer classes they have fewer names to learn and can more easily build relationships with their students.

Attendance: Regular, punctual attendance is essential to our work in the field. On days when we must be absent from the schools, we need to be sure to notify our Mentors as soon as possible, but at least thirty minutes prior to the beginning of the school day. (Ask your Mentor Teacher for a phone number where he or she can be reached in case of emergency.) It goes without saying that it's important that we deport ourselves professionally in the schools and be both prompt and reliable in our work there. The key to being allowed to exercise increasing amounts of responsibility is to engender increasing amounts of trust.

Giving Back: We need to look for ways to thank our Mentors for all that they’re doing for us. We need to be on the lookout for resources that will enrich their classrooms. We can share a good book with them, do the legwork to nail down a guest speaker for a class, and/or invite them to attend a stimulating lecture with us. When the program is working properly, all the community members benefit. Maintaining our connections with our Seminars during student teaching and after graduation are very valuable ways to give back.

Completing the Portfolio: Having a sense of where we're headed is fundamental. We each need to develop a system for classifying and storing evidence as we accumulate it and be committed to completing the Portfolio within one year of the last day of our student teaching semester.

Fulfilling Program Expectations: We need to be conscious that we are continually making progress toward becoming teachers. We will receive Substantial Progress on at least 10 Expectations before we begin student teaching. Specific benchmarks of progress will be decided jointly by individual students and Seminar leaders.
Periodic Self-Evaluation: A valued habit of mind of some professionals is periodically reconsidering their practice. At least once a semester, preferably sometime before its hectic closing weeks, each member—faculty and student alike—should evaluate the current state of his or her recent performance in the program. If a Seminar group deems it useful, these self-evaluations might even become the topic of a Seminar session.

Our Commitment as Members of a University Community
Being part of a major university community carries its own obligations. A Community of Teachers (CoT) must be more than a safe, secure place to be; indeed, CoT requires us to take risks. CoT needs to function as an academic program that meets the standards and expectations of a credit-granting professional school. Irrespective of our roles in the program—professor or student—or the particular Seminar we attend, we all have an opportunity and a responsibility to contribute to the professional climate within which our work is realized and within which we interact. The university rightly is a demanding, challenging place; we welcome the test of our tenacity that it offers. Some of the ways in which we respond to that challenge are:

Participating in the Dialogue: A seminar by definition is a time for discussion and reflection. It is not a time for a lecture or for members to "absorb" content, but rather a time for all of us to engage in conversations about professional matters. Every professional is also a person, and matters of a personal nature invariably enter into these conversations. Thus, our Seminars will be only as good as we collectively make them. Regular attendance is important. We need to come to the group prepared to think carefully about issues, to contribute our points of view to discussions, and to be responsive to the contributions of others. These conversations are enlivened by the sharing of our most pressing concerns and passions. Continuous contact is also important. We need to let our group know when we will have to miss a Seminar session. Seminar leaders should, as a matter of course, contact Seminar members who have an unexplained absence.

Reading: Our common reading works best when it is negotiated by the group and builds on the group's prior experiences and reading; if one of us discovers a book that she thinks others may want to read, she should share it with the group. Our common reading is an important springboard into group discussions. But it shouldn’t represent the limit of our professional reading. For example, we should each be building and periodically updating a bibliography of the professional reading we’ve done as a group, and the professional reading we are doing as individuals.

Assignments: The best CoT assignments have clear connections with the work of teachers; such assignments often result in products that naturally find their way into our Portfolios. Even when organizing themes and major assignments have been constructed through group deliberation, individuals will not find every assignment equally useful. In some cases, we may have already completed a similar activity, or we may see it as inappropriate to our circumstances. Ideally, we should negotiate an alternative that does fit our current stage of development at such times.

Most recent revision and approval: April 9, 2003
A Word About Rubrics

CoT’s rubrics have been developed to enable CoT faculty, Mentor Teachers, and CoT Seminar colleagues to provide constructive feedback and ultimately to determine a teacher candidate’s readiness to enter the profession (and apply for licensure). Rubrics represent a framework for evaluating a teacher candidate’s evidence as it is presented in a Portfolio. Equally important, they become a useful mechanism for communicating the standards of the program to those outside the CoT community, including the Indiana Professional Standards Board, which determines whether we should be allowed to grant teaching licenses in Indiana, and the National Association of Colleges of Teacher Education, the national accrediting body which must approve our programs.

Evidence is evaluated across three dimensions: Sources of Evidence, Context, and Coherence and Reflection.

- **Sources of Evidence** are experiences, compiled artifacts, comments captured from others, and personal statements. Who or what is telling us about events that have occurred and how credible a source of information is it?

- **Contexts** are places where the experiences occur which lead to evidence. Some contexts, for example teaching that you are doing in a middle school or high school, are much more convincing places to collect evidence. Less convincing contexts would be places such as non-school settings, mentoring another person, formal presentations or participation at a meeting, and class assignments or presentations within a university course.

- **Coherence and Reflection** addresses two related ideas. Coherence is the sense of connectedness of one's experiences and evidence within an Expectation and across the Portfolio. Reflection is the thoughtfulness about elements of one’s teaching. Together, the two ideas enable the reader of the Portfolio to build a picture of the teacher candidate.

CoT rubrics contain three levels of performance: Formative, Substantial Progress, and Ready to Teach. They represent the stages of a journey or progression, aiming to capture the developmental process of a teacher candidate as they engage in the portfolio process.

A CoT teacher candidate will be recommended for licensure when all 16 Program Expectations are evaluated as being at least at the “Ready to Teach” level on each of the three dimensions of the rubric.
<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Context of the Evidence</th>
<th>Coherence and Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Compelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Community of Teachers Evaluating Evidence for the Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-evident products such as videotapes, term papers (for verbal communication).</td>
<td>Real experience in actual school settings with real kids where you are in charge.</td>
<td>Reflecting in substantive essays that present your views on each of the Expectations.</td>
</tr>
<tr>
<td>Moderate Compelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spontaneous events that are captured in some credible manner that connotes a successful response.</td>
<td>College teaching where you are in charge.</td>
<td>Providing a narrative of your development as a teacher.</td>
</tr>
<tr>
<td>More Compelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricula or materials that you develop and use in a school, including an evaluation of how it worked.</td>
<td>Other teaching-related settings with adolescents in groups (coaching, church work, camp work, etc.).</td>
<td>Providing some sort of overview of yourself as a teacher, something similar to a professional profile.</td>
</tr>
<tr>
<td>Curricula or materials that you develop but never try out in a school.</td>
<td>Helping experiences with one child or adolescent.</td>
<td>Providing a clear summary of the major activities and projects which you have developed or participated in as a part of your teaching.</td>
</tr>
<tr>
<td>Unsolicited comments (notes, letters, email messages) from teachers and school administrators.</td>
<td>Other teaching-related settings with children in groups (camp counseling, day care, etc.).</td>
<td>Providing an effective, consistently-formatted introduction to each Expectation that goes beyond a simple list of the contents of the folder; it explains why this information fits this Expectation.</td>
</tr>
<tr>
<td>Solicited Mentor Teacher’s testimonials.</td>
<td>Helping experiences with one younger child (but probably not babysitting).</td>
<td>Incorporating an effective system for cross-referencing evidence that supports more than one Expectation.</td>
</tr>
<tr>
<td>Unsolicited comments (notes, letters, email messages) from professors and instructors.</td>
<td>Long term participation in a professional association.</td>
<td>Organizing all of your evidence into a consistent, easy to use (from the reader’s perspective) format.</td>
</tr>
<tr>
<td>Your Seminar leader’s comments about your work.</td>
<td>Formal presentations at professional meetings (conferences, workshops, etc.)</td>
<td>Developing a clear, consistent organization of evidence throughout the Portfolio that clearly delineates each Expectation, and perhaps each of the ten categories of Expectations.</td>
</tr>
<tr>
<td>Unsolicited comments (notes, letters, email messages) from other CoTers.</td>
<td>Formal presentations at non-professional meetings.</td>
<td></td>
</tr>
<tr>
<td>Your narrative of an activity, accompanied by someone else’s evaluation of how well it worked.</td>
<td>Products of on-campus assignments (except for Subject Matter).</td>
<td></td>
</tr>
<tr>
<td>A reflective essay on a topic</td>
<td>Attendance only at professional meetings, workshops, lectures, etc.</td>
<td></td>
</tr>
<tr>
<td>Your narrative of an activity, accompanied by evidence that it actually happened (e.g., photos, materials).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Designing the Portfolio

CoTers develop design ideas for their Portfolios in many ways, certainly through the feedback they get from CoT Seminar colleagues and faculty coordinators on some of their early submissions and from examining the Portfolios of more experienced CoTers. As you design your Portfolio, we recommend that you consider how best to respond to four central issues: who your audience will be, what form will best communicate who you are as a teacher to that audience, the level of clarity you can develop to communicate your ideas, and the submission procedures the faculty asks that you follow at several points during your tenure in CoT.

Audience

Your Portfolio is your Portfolio but it also needs to communicate who you are and what you have accomplished to others. CoTers sometimes assume that their faculty coordinator is their only audience. That person will probably come to know you better than anyone else in the School of Education; consequently, the burden of portraying your capabilities to that person is small. Your Seminar leader also knows the program and its concept of a Portfolio very well. Others who may read your Portfolio do not have that perspective. We recommend that you consider at least two and possibly four other audiences as you present your information:

- **The Second Reader.** Once your faculty coordinator approves all 16 of your Expectations he or she will forward the Portfolio to another faculty coordinator who will act as a second reader. (Both faculty members must approve the Portfolio for you to be licensed.) The second reader obviously knows the program quite well but may not know you. Present your materials in a manner that allows another person to get to know you.

- **A School Principal or Hiring Committee.** We recommend that you consider making your Portfolio available to someone who is considering hiring you as a teacher. Some CoTers develop a condensed version of their whole Portfolio—what is often called a presentation portfolio—for this purpose. Assume that these people not only do not know you, but also do not know the program. CoT itself has been a major selling point for many CoTers when they have interviewed for teaching positions. People who don’t know the program need to know more about an Expectation than just its title. (More on this point below.)

Form

CoTers have presented their evidence in a number of forms. The faculty asks that you consider the transportability of your Portfolio in your design. Please design it so that it may be carried in one hand. Please try to keep the weight below 25 pounds. We recommend that you avoid plastic sleeves, except for odd-sized items or valued materials that you wish to protect. (Extensive use of sleeves is both environmentally damaging and doubles the weight of the Portfolio.) Please do not include textbooks, manuals, journals, or curriculum guides unless you are the author. Please label video and audio tapes, and cue them to the proper place for viewing or listening. Please put your name on the outside of your Portfolio. Try to keep all pages of a single piece of evidence together by stapling them (minimize the use of paper clips).

The forms that have been used include:

- **The “box.”** The most popular form by far has been the hanging file box, containing 30 (or a few more) hanging file folders, each labeled for a specific Expectation.
• Loose leaf notebook(s). Students have used from one to five. One, even if it is a large one, seems
to get overstuffed and becomes very hard to manipulate. Several reduce the Portfolio’s capability
of being carried in one hand.

• Many students are now completing an e-portfolio. The CoT program created an e-portfolio
template to enable this process for students (follow the CoT Important Documents link to access
directions for setting up an e-portfolio) Please consult with your seminar leader about their
Individual expectations for this online portfolio.

Level of Clarity

The friendlier that you can make the reading of your Portfolio the more favorable the impression it will
make on your various audiences.

• Particularly for readers who are strangers to the program, please develop a standardized format for
an introductory page to each of your Expectations. The number and title of the Expectation, its
statement, and its rationale are all basic information that will help an outside evaluator understand
the context of your evidence. We also recommend that the format allows you to list and annotate
the evidence you’re offering, the context in which it was acquired, and why you think it is
appropriate to this Expectation. We can provide you with an electronic file of a format like this if
you’d like a starting place from which you can adapt your own page, or you are free to develop a
format on your own.

• Evidence is sometimes used for more than one Expectation. If it consists of a page or two, simply
providing a second copy under the second Expectation works just fine. For bulkier items a
common procedure is to cross-reference the material in the second folder. In such cases, we
recommend that you add the cross-referencing information to the annotated list on your
introductory page. For example, in the section that contains the evidence you might write, “Also
used as evidence in N:n: Expectation 2.” Then, in the annotated list for N.n: Expectation 2, you
can write, “This evidence will be found under N.n: Expectation 1.”

Procedural Matters

• You need to have completed at least 5 Expectations at substantial progress level to register for
student teaching.

• You need to have completed at least 10 Expectations before commencing student teaching. These
expectations should be at least at the substantial progress level.

• Portfolios can be submitted at any time for faculty evaluation with the exception of August.
August is Portfolio-free month. Feedback may take as much as three weeks.

• When you are resubmitting your Portfolio, please make clear which Expectations you have
changed since your last submission so that faculty can evaluate the changes and respond
appropriately.

• When you submit your hard copy Portfolio, for what may be the final evaluation, please include an
extra, full set of the summary pages for all 16 Expectations. We will keep these in our files and
make them available to state auditors when they inspect the program for re-accreditation.
Optional Expectations

Currently there exist 16 expectations within the CoT handbook. However, students may choose between Extracurricular Activities or Equity & School Law when completing the portfolio.

Tips for Completing Portfolio Expectations

Items to consider when writing your reflections for each portfolio expectation:

- **WHAT?**
  Discuss the rationale for the evidence you include and how it relates to the expectation. Provide a description of the evidence. What is this expectation about to you?

- **SO WHAT?**
  What does this evidence mean? Why is it important? What have you learned from it? How is it connected to learning to teach?

- **NOW WHAT?**
  Build from the “so what” to consider what you might do with this information or knowledge. What does the future look like related to this topic, issue, or skill you discuss in your reflection? How might it impact your future teaching and/or life? collaborative relationships? choices? approach to curriculum development?

Planning When to Complete Expectations

- Consider your future course work as you plan to complete portfolio expectations. If you have a course on instructional strategies next semester you may want to hold off on expectations that relate to this topic.

- Consider what evidence you already have from accomplishments or experiences in your life. Plan to complete expectations that are built around these accomplishments. Even things you did while in high school can count!

Save EVERYTHING! Create a file system to keep track of possible evidence you could include in a portfolio expectation. File the evidence in a folder and begin to work on expectations that have a few pieces of evidence collected.

Since the new portfolio evaluation system reflects a more developmental approach toward completing the portfolio, you may want to work on a few expectations at a time and plan for how you might gather more evidence during your mentorship and student teaching.
Expectation 1: Subject Matter

Our teacher candidates will demonstrate their knowledge of and commitment to subject matter through their teaching.

Rationale

Teachers must know what they teach and they must strive to convey their excitement about their subject matter and demonstrate its relevance to students’ lives. To do so, teachers should know their subject matter, new developments in their field, and ways to connect their subject matter to their students’ lives. They should value their content area openly, displaying their own excitement of its possibilities and applications. Finally, they should be able to relate their subject matter to other disciplines, perhaps by teaching in thematic or interdisciplinary contexts with colleagues in other content areas.

Elaboration

What This Expectation Is

- A place to make the case that you “know your stuff” as a mathematician, chemist, special educator or artist.
- A way to show how you maintain current knowledge of your subject area.
- An opportunity to demonstrate that you can think flexibly about the concepts and practices of your discipline when creating dynamic curricular units and learning engagements.
- An opportunity to demonstrate that you can respond to student needs and interests while remaining true to your subject area.
- A vehicle by which you can show your passion for teaching and learning about your subject.

What This Expectation Is Not

- A place to demonstrate how well you teach your subject.

Outcomes

What You Should Know

- You should know your major subject area in-depth.
- You should know something of your area’s history and its development as a separate discipline.
- You should know the major methods of inquiry that are regularly used to answer questions raised by your discipline.
- You should know the latest research and developments within your field.
- You must understand the foundation of the field, including history, policy and major concepts related to disability. (Special Education)

What You Should Value

- You should value your subject area and be energized by its ideas.
- You should value unique methods and opportunities for relating your subject matter to your students.
- You should value how your subject area impacts your students.

What You Should Be Able to Do

- You should be able to convey excitement of your subject matter to your students and make
learning meaningful.

- You should be able to explain to your students why your area is important to you.
- You should be able to help your students establish their own appreciation of your subject area and why it is important to them.
- You should be able to relate your subject matter to contemporary life outside the covers of a textbook and the confines of the classroom.

**Strategies**

- Watch others teach your subject. Try to analyze what it is that engages students in learning.
- Think about how you first became excited about your subject matter and ask other CoTers in your major area the same question.
- Seek ways to make expertise in your subject more evident; make it more than a set of impressive grades on a transcript.
- Practice your subject area in your own life.
- Learn about career opportunities related to your subject area.
- Explore practical applications of your subject area that encourage your students' involvement in their community.
- Continue to learn about your subject area beyond your formal education.
- Attend conferences, workshops, and professional development opportunities related to your subject area.
- Obtain a copy of district and state standards for your subject matter.
- Join professional organizations and listservs in your discipline.

**Evidence for the Portfolio**

- A summary or topical listing of your resource file.
- A short position paper in which you take a strong stand for how and why your subject should be taught and what you think are its essential materials.
- A written testimonial from your Mentor Teacher or another colleague describing your depth of understanding of your subject area.
- Summaries of your students’ anonymous written evaluations of your teaching.
- Samples of instructional materials that convey unusual ways in which you have taught your subject.
- Samples of personal work within your subject area accomplished outside of the classroom arena (examples may be photographs from a gallery exhibit, journal articles, community service activities, etc.)
- Academic transcripts and samples of your own academic work in your subject area, preferably with instructor’s comments included.
- An annotated bibliography of books and articles you have read in your subject area.
- An annotated list of conferences and workshops attended in your subject area.
- Samples of student work which reflect their growing interest the subject area.
- Demonstrations that show your understanding of your district’s curriculum framework and state standards for your subject area.
Suggested Readings


Suggested journals and websites:

- Common Core State Standards Initiative: http://www.corestandards.org/
- National Council of Teachers of Mathematics: http://www.nctm.org/
- United Federation of Teachers: http://www.uft.org/committees/atss
**Rubric for Expectation 1: Subject Matter.** Our teacher candidates will demonstrate their knowledge of and commitment to subject matter through their teaching.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Source(s) of the Evidence Offered</th>
<th>Context(s) in Which the Performances Occur</th>
<th>Coherence and Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready to Teach:</strong> The evidence suggests that performance on this Expectation matches or exceeds that of a strong beginning teacher.</td>
<td>Evidence from the teacher candidates teaching and the accounts of others indicate that she has a command of her subject area. People with expertise in the field evaluate her work favorably. She may even already be involved within her field of study (e.g. attending conferences, joining organizations).</td>
<td>The evidence is collected primarily in a school setting. It indicates that students learn from the teacher candidate’s expertise and that she conveys enthusiasm for her field to her students.</td>
<td>The teacher candidate’s reflection on his field of study and its importance is evident; he presents clear ideas about how her subject matter should be taught to adolescents and consistently integrates these ideas into his teaching. These themes are evident in other places within the Portfolio.</td>
</tr>
<tr>
<td><strong>Substantial Progress:</strong> The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>Evidence comes largely from university courses in the teacher candidate’s area of concentration. It indicates enthusiasm for and an increasingly strong grasp of her subject area.</td>
<td>The evidence was collected primarily in the context of university courses but may be supported by work in a school setting.</td>
<td>The teacher candidate displays some reflection on the importance of her field of study and is increasingly insightful about how her subject area should be taught.</td>
</tr>
<tr>
<td><strong>Formative:</strong> The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>Evidence is mostly anecdotal and is not sufficiently supported by the teacher candidate’s teaching or substantial accounts from others. There is doubt as to the teacher candidate’s grasp of her subject area or her overall enthusiasm for it as something more than simply the subject she teaches.</td>
<td>The evidence was collected almost exclusively in the context of university courses, and there is insufficient support from the school setting or other non-school settings.</td>
<td>The teacher candidate’s own knowledge of and convictions about her field of study are not adequately communicated. It is unclear that she has thought sufficiently about how to teach her discipline in a way that makes her students enthusiastic about its relevance.</td>
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</tbody>
</table>
Expectation 2S: Teaching Reading and Writing

Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

Rationale

Language is an important medium of teaching and learning. By interacting with students and encouraging them to interact with one another through reading, writing, speaking, and listening, teachers are able to analyze how students learn and help them to communicate more effectively. Through engagement in reading and writing activities, students have to reflect on the content of their activities. As facilitators of this reflective interaction, teachers should know the theories and research findings that indicate that activities involving reading, writing, and critical thinking promote better understanding and encourage students to improve these skills. They should value the importance of reinforcing reading, writing, and critical thinking, thereby helping their students to pursue their own individual interests. They should be able to provide students with opportunities to engage in reading, writing, and thinking about stimulating subject matter in their day-to-day activities.

Elaboration

What This Expectation Is

- This Expectation requires you to provide evidence that demonstrates how you help students use strategies to read the texts of your courses. You are expected to show how reading and writing enhance or are essential to learning in your classroom and how your instructional approaches will ultimately improve your students' reading and writing.

What this Expectation Is Not

- This Expectation is not the place to demonstrate how well you communicate verbally.

Outcomes

What You Should Know

- You should know and understand the reading process and how it works.
- You should know the key models or theories of reading instruction.
- You should know the relationship between reading and writing.
- You should know a variety of available print materials, including textbooks and trade books.
- You should know a variety of strategies for evaluating your students' performance and diagnosing their abilities in reading and writing.
- You should know the impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities. (Special Education)

What You Should Value

- You should value reading and writing as skills so central to everyday activities that all teachers must help students master these skills.
- You should value the integral connection between reading and writing instruction for all content areas.

What You Should Be Able to Do
• You should be able to promote lifelong, efficient and enthusiastic reading through content area literacy instruction.
• You should be able to plan thematic units that integrate reading and writing.
• You should be able to communicate to your students the integral connection between reading and writing to promote lifelong learning.
• You should be able to help a student with a reading or writing problem in a manner that doesn’t embarrass or demean him or her.
• You should be able to identify and teach essential concepts, vocabulary and spelling, and content across the general curriculum. (Special Education)
• You should be able to implement systematic instruction to teach accuracy, fluency and comprehension in content area reading and written language. (Special Education)

**Strategies**

• Take M464 or L517, negotiating with your instructor to complete as much as possible of the course’s requirements in your field setting.
• Plan a unit of instruction in which reading and writing play major roles; incorporate into the unit several ways to help students improve their skills in these areas.
• Identify one student who has skill deficiencies in reading or writing and jointly design a way to help that student improve.
• Identify a situation in which you have taught others to read and write more effectively.
• Identify a situation in which you uncovered a person's joy in reading and writing and thus facilitated their lifelong learning.

**Evidence for the Portfolio**

• Journal entries of your work to help a student’s reading and writing improve.
• A video of you helping students with their reading or writing.
• Documentation of your helping children improve their reading and writing by assisting them with homework or other school assignments.
• Documentation of your helping adults improve their reading and writing by tutoring in a community literacy program.
• A short paper explaining your position on the teaching of reading in your content area.
• Summaries of curriculum materials that incorporate reading and writing which you have developed.
• Statements from your students regarding their confidence in their own writing abilities.

**Suggested Reading**

another as readers and disciplinary insiders. *Journal of Adolescent & Adult Literacy, 47*(1), 24-37.


**Suggested journals and websites:**

- Read Write Think (International reading association: access to high quality practices in language arts instruction): [http://www.readwritethink.org/about/](http://www.readwritethink.org/about/)
**Rubric for 2S: Teaching Reading and Writing.** Our teacher candidates will be able to demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day secondary instruction.

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<td><strong>Ready to Teach:</strong> The evidence suggests that performance on this Expectation matches or exceeds that of a strong beginning teacher.</td>
<td>Evidence from the teacher candidate’s teaching and the accounts of others who have observed her teaching indicate that she blends reading and writing instruction with her content area and communicates this connection to her students.</td>
<td>Much of the evidence of reading and writing instruction in the teacher candidate’s content area was collected in secondary schools.</td>
<td>The teacher candidate reflects on the effectiveness of her reading and writing instruction and makes some effort to adjust this instruction on the basis of individual student’s performance.</td>
</tr>
<tr>
<td><strong>Substantial Progress:</strong> The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>The teacher candidate’s own accounts of her teaching, supported in part by accounts of others and artifacts from her teaching, suggest some successful reading and writing instruction in her subject area.</td>
<td>Much of the evidence of including reading and writing in the content area is from non-secondary school settings, but it is supported by some evidence collected during the teacher candidate’s teaching in a middle or high school.</td>
<td>Some reflection on the teacher candidate’s practice is evident. Experience seems to have informed her teaching and she has attempted to put into practice her beliefs about teaching reading and writing.</td>
</tr>
<tr>
<td><strong>Formative:</strong> The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>The evidence is vague and there is little or no reference by others to the teacher candidate’s efforts or ability to include reading and writing instruction in the teaching of her subject.</td>
<td>The evidence of including reading and writing instruction in the teacher candidate’s subject area is sparse, and what exists is drawn almost exclusively from settings other than secondary schools.</td>
<td>The teacher candidate has thought about the importance of teaching reading and writing, but her beliefs are not clearly communicated and it is unclear how she plans to incorporate reading and writing instruction into her subject area.</td>
</tr>
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**Expectation 2E: Teaching Reading and Writing**

Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

**Rationale**

Language is an important medium of teaching and learning. By interacting with students and encouraging them to interact with each other through reading, writing, speaking, and listening, teachers are able to analyze how students learn and help them to communicate more effectively. Through engagement in reading and writing activities, students have to reflect on the content of their activities. As facilitators of this reflective interaction, teachers should know the theories and research findings that indicate that activities involving reading, writing, and critical thinking promote better understanding and encourage students to improve these skills. They should value the importance of reinforcing reading, writing, and critical thinking, thereby helping their students to pursue their own individual interests. They should be able to provide students with opportunities to engage in reading, writing, and thinking about stimulating subject matter in their day-to-day activities.

**Elaboration**

**What This Expectation Is**

- This Expectation requires you to provide evidence that demonstrates how you help students use strategies to read the texts of your courses. You are expected to show how reading and writing enhance or are essential to learning in your classroom and how your instructional approaches will ultimately improve your students' reading and writing.

**What this Expectation Is Not**

- This Expectation is not the place to demonstrate how well you communicate verbally.; other Expectations—6.1: Verbal Communication, for example—maybe be more appropriate locations for that evidence.

**Outcomes**

**What You Should Know**

- You should know and understand the reading process and how it works.
- You should know strategies that incorporate explicit instruction of reading components, including but not limited to: Reading Comprehension, Vocabulary, Phonemic Awareness, Phonics, and Fluency.
- You should know strategies that incorporate explicit instruction of writing components, including but not limited to: Genres of writing, the Writing Process, and Grammar and Usage.
- You should know the key models or theories of reading instruction.
- You should know the relationship between reading and writing.
- You should know a variety of available print materials, including textbooks and trade books.
- You should know a variety of strategies for evaluating your students' performance and diagnosing their abilities in reading and writing.
- You should know the impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities. (Special Education).
What You Should Value

- You should value reading and writing as skills so central to everyday activities that all teachers must help students master these skills.
- You should value the integral connection between reading and writing instruction for all content areas.
- You should value different approaches to reading and writing, including implicit and explicit instruction.

What You Should Be Able to Do

- You should be able to promote lifelong, efficient and enthusiastic reading through content area literacy instruction.
- You should be able to plan thematic units that integrate reading and writing.
- You should be able to communicate to your students the integral connection between reading and writing to promote lifelong learning.
- You should be able to help a student with a reading or writing problem in a manner that doesn’t embarrass or demean him or her.
- You should be able to understand content within the general education curriculum, and identify specific concepts and strategies related to reading and writing to meet the needs of all learners. (Special Education)
- You should be able to implement direct instruction to teach accuracy, fluency and comprehension in content area reading and written language. (Special Education)

Strategies

- Take M464 or L517, negotiating with your instructor to complete as much as possible of the course’s requirements in your field setting.
- Plan a unit of instruction in which reading and writing play major roles; incorporate into the unit several ways to help students improve their skills in these areas.
- Identify one student who is struggling in the area of reading or writing and design an intervention utilizing explicit instruction to help that student improve.
- Identify a situation in which you have taught others to read and write more effectively.
- Identify a situation in which you uncovered a person's joy in reading and writing and thus facilitated their lifelong learning.

Evidence for the Portfolio

- Journal entries of your work that incorporates the use of explicit instruction, to help a student’s reading and writing improve.
- A video of you helping students with their reading or writing.
- Documentation of your helping children improve their reading and writing by assisting them with homework or other school assignments.
- Documentation of your helping adults improve their reading and writing by tutoring in a community literacy program.
- A short paper explaining your position on the teaching of reading in your content area.
- Summaries of curriculum materials that incorporate reading and writing which you have developed.
• Statements from your students regarding their confidence in their own writing abilities.
• Summary of an intervention used to teach a small or large group of students.

**Suggested Reading**


**Suggested journals and websites:**

- Reading Teacher (Journal): http://kg6ek7cq2b.search.serialssolutions.com/?V=1.0&N=100&tab=ALL&L=KG6EK7CQ2B&S=A_T_B&C=reading+teacher
- Read Write Think (International reading association: access to high quality practices in language arts instruction): http://www.readwritethink.org/about/
Rubric for Expectation 2E: Teaching Reading and Writing. Our teacher candidates will demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

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<td>Evidence from the teacher candidate’s teaching and the accounts of others who have observed her teaching indicate that she blends reading and writing instruction with her content area and communicates this connection to her students.</td>
<td>Much of the evidence of reading and writing instruction in the teacher candidate’s content area was collected in elementary schools.</td>
<td>The teacher candidate reflects on the effectiveness of her reading and writing instruction and makes some effort to adjust this instruction on the basis of individual student’s performance.</td>
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<td><strong>Substantial Progress:</strong> The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>The teacher candidate’s own accounts of her teaching, supported in part by accounts of others and artifacts from her teaching, suggest some successful reading and writing instruction in her subject area.</td>
<td>Much of the evidence of including reading and writing in the content area is from non-secondary school settings, but it is supported by some evidence collected during the teacher candidate’s teaching in an elementary school.</td>
<td>Some reflection on the teacher candidate’s practice is evident. Experience seems to have informed her teaching and she has attempted to put into practice her beliefs about teaching reading and writing.</td>
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<td><strong>Formative:</strong> The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>The evidence is vague and there is little or no reference by others to the teacher candidate’s efforts or ability to include reading and writing instruction in the teaching of her subject.</td>
<td>The evidence of including reading and writing instruction in the teacher candidate’s subject area is sparse, and what exists is drawn almost exclusively from settings other than elementary schools.</td>
<td>The teacher candidate has thought about the importance of teaching reading and writing, but her beliefs are not clearly communicated and it is unclear how she plans to incorporate reading and writing instruction into her subject area.</td>
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Expectation 3: Individual Development

Our teacher candidates will demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students’ development.

Rationale
Theory is an important guide to practice. Teachers should know several theories of child and adolescent development and understand the influence of developmental characteristics on behavior. To be effective, a teacher must understand and acknowledge the uniqueness of each student and value their individuality, how they differ physically, cognitively, socially, and emotionally. A teacher must be able to identify the level of each student’s self-esteem and his or her need for psychological and social support.

Elaboration

What this Expectation Is
- An opportunity to demonstrate that you know what makes students “tick.”
- An opportunity to demonstrate that you have the knowledge and expertise to adapt your teaching to an individual student’s interests, needs and even fears about performing in school.

What this Expectation Is Not
- An opportunity simply to tell stories of student behavior without describing appropriate responses and interventions.
- An opportunity to discuss your own professional development. (The appropriate place for this is Expectation 14: Professional Growth).

Outcomes

What You Should Know
- You should know the emotional and physical changes associated with puberty.
- You should know the changing patterns of social interaction of childhood and adolescence.
- You should know the various learning styles.
- You should know the various personality types.
- You should know various influential theories of child and adolescent development, including moral and cognitive development theories.
- You should know different frameworks for individualizing education.
- You should know and identify self-destructive behavior (e.g., eating disorders, depression, suicide, etc.).

What You Should Value
- You should value each individual’s unique efforts to achieve and be successful.
- You should value all students as interesting challenges that can lead to a better understanding of yourself as a teacher and a human being.
- You should value and respect the student’s cultural heritage and his or her sense of self-worth.

What You Should Be Able to Do
- You should be able to identify your students’ respective levels of physical, cognitive, social, and moral development.
• You should be able to help students understand their individual and unique needs as well as their own strengths and weaknesses.
• You should be able to help students strike a healthy balance between obstinate self-indulgence and unquestioning conformity.
• You should be able to develop, ideally in concert with a student, individualized instructional approaches to his or her specific learning experiences.
• You should be able to empower students to find appropriate ways to satisfy unmet individual needs.

Strategies
• Build a profile of one willing student; describe the student’s development across various dimensions. The profile may include learning style preferences, personality type, interests, etc.
• Conduct a case study on one or two students who are posing a substantial challenge to your Mentor Teacher and discuss how they function as students and coach them on more constructive ways to function in school.
• With the guidance of your Mentor Teacher, design an individualized activity that can be implemented with one student.
• Be a good listener; take advantage of any opportunity to informally collect a student’s view of how his/her education could be modified to better fit needs and interests.
• Get involved with students in informal settings (sports, clubs, trips, etc.) where you can get to know them as individuals.
• Discuss with your Mentor Teacher the problem of meeting individual needs; volunteer to provide increased attention and instruction to the students who have specific needs in each class.
• Examine a variety of assessment instruments that are designed to measure individual characteristics.

Evidence for the Portfolio
• Journal entries that describe how an individual student has developed.
• A short paper describing a teaching experience which was tailored to individual students.
• A written testimonial from a Mentor Teacher who has seen you respond effectively to individual differences.
• Summaries of individualized curriculum materials which you have developed.
• Samples of instructional materials that you have created that adapt to individual students.
• A written statement of your philosophy regarding individualized education.
• A paper analyzing one area of child or adolescent development.

Suggested Reading


Suggested journals and websites:
• Child Development Perspective: http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1750-8606
• RTI Action Network:
**Rubric for Expectation 3: Individual Development.** Our teacher candidates will demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students’ development.

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<td>Ready to Teach: The evidence suggests that performance on this Expectation matches or exceeds that of a strong beginning teacher.</td>
<td>Evidence of the teacher candidate’s teaching and some accounts of others who have observed her demonstrate knowledge of the developmental forces of childhood and adolescence. One or more in-depth interactions with children or adolescents are present in the evidence.</td>
<td>Evidence from the school setting demonstrates that the teacher candidate has had one or more rich interactions with children and adolescents. Other examples are provided from informal settings where children may be freer to be themselves than is possible in classrooms.</td>
<td>The teacher candidate’s reflection on the conditions of childhood or adolescence is insightful and is reminiscent of what one might expect of a thoughtful teacher. Her understanding of the complexity of child development increasingly informs her teaching.</td>
</tr>
<tr>
<td>Substantial Progress: The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>Direct work with children or adolescents facing developmental challenges may be scant but the teacher candidate clearly understands developmental issues from university course work, and she and others have recognized how she is beginning to integrate this knowledge into her teaching.</td>
<td>The evidence was collected primarily in the context of university courses and other non-school settings, but it is supported by some of the teacher candidate’s work in a classroom setting.</td>
<td>The teacher candidate’s reflection on the conditions of childhood or adolescence is evident but her thinking is still being developed, particularly in regard to how her understanding will inform her teaching.</td>
</tr>
<tr>
<td>Formative: The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>Evidence is largely anecdotal and not sufficiently supported by the teacher candidate’s teaching or accounts of others who have observed her teaching.</td>
<td>The evidence was collected almost exclusively in the context of university courses, with little or no supporting evidence school settings or other informal contexts with children or adolescents. Sufficient knowledge of developmental issues is not clearly demonstrated.</td>
<td>The teacher candidate has not demonstrated sufficient reflection or understanding of child development, and her ideas and beliefs about the issues and complexities of child development are not adequately communicated.</td>
</tr>
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Expectation 4: Curriculum Development

Our teacher candidates will demonstrate that they can critically review learning materials and develop curricula appropriate for their students.

Rationale
Curricula that teachers receive are not tailored to the needs and interests of their particular students. Good teachers develop the ability to adapt what is given—what may even be required of them—so that it makes sense and is of value to their students. They must, at times, also seek additional resources to enrich their teaching, particularly given the diversity of students in our public schools. Teachers should know how to develop (and revise) their own curriculum units and learning materials, thinking carefully about their class as a whole, the individual needs of their students, and the culture of their school community. And, in all their classroom-, department-, and school-work, they should value mastering content as opposed to covering content—emphasizing depth of understanding over breadth of coverage. They should be able to connect curricula and materials to previous learning experiences, to individual student needs and interests, to other disciplines and real-world contexts, and to meet state and national standards. Therefore, teachers should be able to modify existing curricula, to use textbooks and other instructional materials meaningfully, and to align their curricula to state and national standards.

Elaboration
What This Expectation Is
- Evidence should show that you are aware of students’ previous learning experiences and can connect your curricula to it. Students should be able to make the connection between past learning experiences and current lessons.
- An opportunity to build interdisciplinary approaches to teaching and learning.
- An opportunity to show you are aware of the diverse learning needs and styles of students and can adapt curricular plans to support this diversity in the classroom.
- An opportunity to demonstrate you can develop a coherent sequence of lesson plans for a unit of study.
- An opportunity to demonstrate that you have knowledge of the kinds of materials that are available in your teaching area.
- An opportunity to demonstrate that you can create your own materials.
- An opportunity to demonstrate that you can select from and/or adapt others’ materials.

What This Expectation Is Not
- Ensure that your Portfolio is not a resources file; be selective about how much of the work of others you include in this Expectation.
- This Expectation is not a place for curriculum materials developed or adapted by others for your use.

Outcomes
What You Should Know
- You should know a variety of sources that are available in your teaching area that regularly contain information about up-to-date materials, for example those materials that might supplement a textbook.
- You should know the kinds of materials that engage diverse learners in their learning process and how to find and develop them for specific activities.
- You should know that curriculum can be defined at several levels, including what you plan, what you teach, and what students learn.
- You should know that all curricula convey both implicit and explicit messages to students and that
what gets left out of a curriculum and its standard materials (e.g., textbooks) may be as important—and perhaps more interesting—than what is included.

- You should know the range of different purposes that a curriculum can serve: helping students develop cognitive skills, transmitting cultural heritage, fostering personal meaning, developing life skills, preparing them for their lives outside of the classroom, etc.
- You should know how unit plans of various kinds are constructed.
- You should know that the textbook is not the curriculum.
- You should know the state and national standards for your subject areas, and you should know ways to align your own teaching objectives and content to those standards.
- You should know how to enrich your curriculum for all students and not limit yourself to just “covering” the standards.
- You should know the skills students must possess to pass high-stakes tests.

What You Should Value
- You should value “real world” activities and materials that can be rich supplements to more standard printed materials.
- You should value non-textbook or multi-text approaches as useful methods of instruction.
- You should value a healthy skepticism of packaged materials.
- You should value innovation, questioning what is routine or often unquestioned.
- You should value the development of interdisciplinary approaches, particularly those that help your students encounter real-world circumstances. You should value your own teaching objectives, as well as student-driven learning objectives, and state and national standards.
- You should value the diverse ways teachers design and implement curriculum and the opportunity to learn from those teachers.
- You should value depth of understanding over breadth of coverage.

What You Should Be Able to Do
- You should be able to draw upon a variety of materials that represent various forms of media and/or learning styles.
- You should be able to design your own curriculum unit from scratch without the use of adopted texts or other “canned” curricula.
- You should be able to design and write a complete and coherent set of lesson plans that others could use if needed.
- You should be able to evaluate the educational significance of your curriculum and other learning materials.
- You should be able to adapt existing learning materials to your students’ individual learning needs and develop new engaging and meaningful materials to fit those needs.
- You should be able to connect your curricula and learning materials to students’ previous learning experiences so that they easily make connection between past and current lessons.
- You should be able to seek your students’ input on a unit plan that you are developing.
- You should be able to work with other teachers to develop learning experiences that integrate and connect your respective disciplines and to develop the scope and sequence of your curriculum.

Strategies
- Look for and attend workshops that introduce teachers to free and inexpensive materials and that offer suggestions on how to use such materials in the classroom.
- Ask your Mentor or colleagues where supplementary materials can be found.
- Plan your lessons so that your instruction extends beyond simply going over the textbook.
- Consider your students or their families as possible sources of materials that have the
potential to make strong connections between your subject and your local community.

- Participate on a textbook adoption committee either at the building or district level and seek other opportunities to work on curriculum development at your field site and beyond.
- Ask your Mentor and/or other colleagues where to find appropriate leveled instructional materials for students with special needs.
- Locate catalogues and contact sources for innovative instructional materials from educational vendors.
- Locate sites appropriate for field trips and experiential learning.
- Design, write, and implement a curricular unit at your field site and have your students evaluate it and give you input on how to tailor it to their own needs and interests.
- Suggest to your Mentor Teacher that you share the responsibilities of developing a curriculum unit that will be used in your classes. Document your share of the work on the unit, perhaps through a testimonial letter from your Mentor Teacher.
- Seek permission of instructors of your special methods and reading methods courses to shape assignments related to this Expectation so that they might provide more powerful evidence for your Portfolio.
- Attend how-to sessions on curriculum development at professional meetings.
- Critique how well the description of a course you will teach at your field site aligns with state and national standards and to your own learning objectives. (Write a course description if one does not exist.)
- Critique how useful the syllabus for a course you will be teaching is to students, parents, and you. (Write the syllabus if one does not exist.)
- Collaborate with another teacher and someone in the community to develop a service learning activity (see also Expectation 10: Collaboration).
- Observe and critique other teachers’ approaches to curriculum development.

**Evidence for the Portfolio**

- Index card files or electronic databases of sources for curricular materials.
- Sample lesson plans in which you use a variety of instructional materials, both adapted and created.
- A letter from building or district administrator indicating your participation in a textbook adoption process.
- Develop a list of materials that you find appropriate for students with special needs and demonstrate how these materials were used in educational settings.
- Annotated list of internet sites used in lesson development which encouraged independent work.
- Have a colleague or Mentor observe you teaching using new learning materials with students.
- Take a field trip with students to a public or college library and discuss the different features and resource types these libraries offer. Students may obtain library cards.
- Make a “wish list” of instructional materials you would like to use in your classroom along with rationales for their use.
- Actual curriculum units and learning materials you have adapted or developed; include evaluations of their effectiveness from students and your summary and reflections on those evaluations.
- Your written adaptations of others’ curricular materials along with rationales.
- A journal of your thoughts and reflections as you’ve worked with others—teachers and/or your students—to develop a common unit.
- Written testimonials of those who have collaborated with you in developing curricula and your summaries and reflections of these collaborative efforts.
A critique of how well a course you teach aligns with state and national standards and your learning objectives.

Video of student learning of a unit you designed with an explanation and reflection.

Authentic Assessment of student performance.

**Suggested Reading**


**Suggested journals and websites:**

- Journal of Curriculum Studies: http://www.tandfonline.com/loi/tcus20
- Center for research on learning and teaching: http://www.crlt.umich.edu/assessment/curriculumdesign
Rubric for Expectation 4: Curriculum Development. Our teacher candidates will demonstrate that they can critically review learning materials and develop curricula appropriate for their students.

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<td><strong>Ready to Teach:</strong></td>
<td>Evidence from the teacher candidate’s teaching and accounts from her Mentor teacher and perhaps others who have observed her teaching demonstrate that she has a solid grasp of curriculum design and alignment and is skilled at selecting, adapting, and designing learning materials for diverse learners.</td>
<td>Much evidence is collected in the school setting and is augmented by evidence from the teacher candidate’s university courses and other out-of-school experiences. The teacher candidate has had at least some opportunities to use a variety of learning materials in the school setting and may have even shared these materials with colleagues.</td>
<td>The teacher candidate is consistently reflective about how curriculum and the effectiveness of learning materials in actual instructional settings. Her learning materials are sufficiently adapted to diverse learners and they connect well with students’ experiences and interests. She has clear and solid understanding about how curriculum influences learning. These themes appear consistently in the Portfolio.</td>
</tr>
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<td><strong>Substantial Progress:</strong> The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>Products from the teacher candidate’s university courses, along with artifacts from her work with students and perhaps some accounts from her Mentor teacher, indicate that she has the ability to design curricula. It also suggests that she is developing the ability to select and design engaging and appropriate learning materials.</td>
<td>Evidence comes primarily from university courses and out-of-school experiences, but there are examples of the teacher candidate implementing short units or lesson plans in the school setting when the opportunity has arisen.</td>
<td>The teacher candidate reflects on the importance of the interface between curriculum and learning and she clearly recognizes and thinks about the importance becoming increasingly competent in developing a variety of learning materials appropriate for her students.</td>
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<td><strong>Formative:</strong> The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>Evidence is largely anecdotal or may include some products from the teacher candidate’s university courses. It leave some doubt as to whether the teacher candidate is developing sufficient ability to design curricula and it suggests an over-reliance on “teacher proof” learning materials or a textbook.</td>
<td>Sufficient evidence from the school settings is lacking, and even evidence from the teacher candidate’s university courses or other out-of-school experiences is vague and leaves doubt as to her ability to develop curricula and appropriate learning materials.</td>
<td>The teacher candidate demonstrates that she has done some reflecting about the relationship between curriculum and learning and some thinking about the development of learning material. But the level and degree of reflection and thought are insufficient and her ideas and beliefs are not adequately communicated.</td>
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**Expectation 5: Instructional Strategies**

Our teacher candidates will demonstrate that they can employ a variety of instructional approaches in developing their students’ critical thinking, problem-solving, and inquiry abilities and that they understand how to integrate technology effectively into their instruction.

**Rationale**

Teachers must recognize that each learner differs in regard to learning styles, strengths, and needs. Teachers, therefore, should be able to employ a variety of instructional approaches, including those that use technology to adapt the educational environment to individual students’ diverse learning needs. Teachers should also recognize that their students are active, critical processors of information and co-creators of knowledge. Accordingly, teachers should know instructional strategies that help to foster active learners and a life-long love of learning. Teachers should know the dynamics of fostering critical thinking and problem-solving processes in their students and know how to help students make connections to the subject area being studied. Teachers should value a good question as much as a good answer and work to develop a climate of inquiry in their classrooms, connecting learning to real world problems in their larger communities.

**Elaboration**

**What This Expectation Is**

- An opportunity to show that you know a variety of instructional strategies which demonstrate various ways to foster student learning and engagement.

- An opportunity to demonstrate that you do not simply follow one classroom routine and that several kinds of activities occur in a given class period.

- One way to build evidence for this Expectation may be to engage your students in solving real world problems outside of the classroom and the textbook. Placing them in circumstances in the community in which they must function much as adults are highly appropriate activities for this Expectation.

- Another way to build evidence for this Expectation is to describe situations in which you have taught individuals to solve real world problems.

- An opportunity to demonstrate powerful ways to use technology in the classroom to foster students learning.

**What This Expectation Is Not**

- Activities in which students primarily answer recall and comprehension questions and use lower-level thinking skills will not provide appropriate evidence for satisfying this Expectation.

  - **This is not a repository for materials that have been developed by others.**

- A mere listing of web sites used to gather lesson plans, course materials, and tests for use in the classroom.

**Outcomes**

**What You Should Know**

- You should know the relationship between instructional strategies and students’ learning styles.

- You should know a wide variety of instructional approaches, understand the strengths and weaknesses of each, and recognize how to use them effectively.
• You should know basic technological concepts and operations and how to integrate them into instructional strategies.
• You should know general problem-solving models and key theories of inquiry approaches (i.e., Socratic seminar, debate, etc).
• You should know several standard sources of ideas for posing problem situations to individual students or to groups of students.

What You Should Value
• You should value the importance of individualized instructional approaches and the idea that it is the teacher’s responsibility to reach all students by using instructional approaches appropriate to their needs and abilities.
• You should value rigorous standards but multiple ways to achieve them.
• You should value giving students more control of their learning as they gain knowledge and experience. You should value real-world problem situations as learning opportunities.
• You should value process as much as content.
• You should value information technologies as powerful allies in your effort to bring information and students together.
• You should value the appropriate use of technology and strive to model its use.
• You should value opportunities for collaborative learning projects via the Internet and distance education.

What You Should Be Able to Do
• You should be able to identify students’ learning styles and capabilities in order to match them with appropriate instructional strategies.
• You should be able to assess the needs and achievements of individuals and groups in order to present them with relevant and personal learning experiences.
• You should be able to help students translate their ideas into action.
• You should be able to devise problem situations that are centrally situated in your subject matter and that integrate knowledge and skills from several of the curriculum’s traditional disciplines.
• You should be able to recognize students’ confusion as they encounter new ideas and thought processes.
• You should be able to identify students’ learning styles and capabilities in order to match them with appropriate instructional strategies.
• You should be able to collect and utilize existing materials and develop and revise new materials that will complement your instructional strategies and aid your development of students’ critical thinking, problem-solving, and inquiry abilities.
• You should be able to use technology in a variety of teaching contexts and toward the creation of a variety of educational experiences.
• You should be able to introduce your students to new ways of accessing and critically evaluating information.

Strategies
• Exploit and teach to your students’ passions. Figure out a way to present students with problems that take advantage of their natural need to know more.
• Collect from various sources problems that you can adapt to your subject matter area and organize them as a resource file.
• Be ready to “fill” leftover portions of class time with various kinds of mind-teasers or puzzles; the students need not solve the problem in class; let them take the question away
• Get your students involved in community service projects in which they think critically about and try to solve community problems.
• Design a curriculum unit that addresses a current social or environmental issue.
• Continually challenge yourself by adding new activities for your students (e.g., small groups, one-on-one, large settings) that focus on higher order thinking and reasoning. Document these different strategies.
• Review relevant literature on current research on instructional approaches.
• Take a general methods course or attend a professional development seminar.
• Design a curriculum unit for a class demonstrating appropriate use of various instructional strategies.
• Teach a unit in which you match students’ learning style preferences (e.g., concrete sequential) with appropriate instructional strategies.
• Observe and participate in a variety of school settings that use varying teaching approaches.
• Observe several teachers’ use of different learning strategies and styles.
• Become a proficient user of technology yourself; make it a familiar part of the ways in which you deal with information.
• Incorporate technology into your teaching. For example, create electronic forums for class discussions, email assignments to students and have them submit their work through email, create and use a webpage for your class or subject area, encourage the use of technology in student projects, etc.

Evidence for the Portfolio

• A list of the problems you’ve encountered and developed into a resource file.
• A written testimonial from a colleague or Mentor Teacher who has seen you design and effectively lead an inquiry activity.
• Documentation of you teaching in real settings outside the school.
• A list of student-generated inquiries with explanations and reflections.
• A reflective essay describing a situation from your past work experiences in which you led a team in solving a work-related problem.
• A curriculum unit you implemented that addresses current social or environmental issues and evidence of student products from this unit.
• A reflective summary of instructional approaches that you have actually used with students.
• Samples of instructional materials that you have created which incorporate many different instructional approaches.
• Student evaluations that demonstrate that you offer a wide variety of approaches in your teaching.
• Observational feedback from administrators, department heads, colleagues, your Mentor Teacher, or a student’s family member that comment on the variety of materials and methods you use.
• A log of the variety of ways in which you have used technology in your various teaching opportunities.
• Electronic files of all your Portfolio entries so that you can easily revise them as your presentation skills increase and your standards for your own work become more rigorous.
• Samples of students’ work that are technology based.
• Examples of your incorporation of technology into your instruction, assignments, etc. and reflections from both you and your students on the value of technology to students’ learning.
• Locations of lesson plan websites that are most beneficial to your teaching.

Suggested Reading


Suggested journals and websites:

• K-12 Internet resource center: http://www.k12irc.org/

• Teaching channel (great teaching, inspiring classrooms): https://www.teachingchannel.org/videos?landing_page=General+Teacher+Videos+Landing+Page&gclid=COjQlpXu37cCFWJIlMgodSVwAVA

• CEC Evidence-based resources: http://www.cec.sped.org/Standards/Evidence-Based-Practice-Resources-Original?sc_lang=en

• CAST (Universal design for learning): http://www.cast.org/udl/

• National Center on Accessible Instructional Materials: http://aim.cast.org/learn/e-resources/accessibility_resources

• International Society for Technology in Education: http://www.iste.org/learn/resources

• Intervention in School and Clinic: http://isc.sagepub.com/
- Teaching First (Beginning teacher helps): http://www.teachingfirst.net/BegTeacher.htm
**Rubric for Expectation 5: Instructional Strategies.** Our teacher candidates will demonstrate that they can employ a variety of instructional approaches in developing their students’ critical thinking, problem-solving, and inquiry abilities and that they understand how to integrate technology effectively into their instruction.

<table>
<thead>
<tr>
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<th>Coherence and Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready to Teach:</strong> The evidence suggests that performance on this Expectation matches or exceeds that of a strong beginning teacher.</td>
<td>Evidence of the teacher candidate’s teaching, accounts from students and her Mentor Teacher indicate that she successfully employs various instructional strategies to meet her students’ needs and develops her students’ critical thinking, problem-solving, and inquiry abilities. Her teaching includes appropriate and effective uses of technology.</td>
<td>Evidence is collected primarily in the school setting but may be supported by the teacher candidate’s work in university courses and other experiences outside of the school, including the wider community.</td>
<td>The teacher candidate reflects on and effectively revises her instructional strategies and her efforts to develop her students’ critical thinking, problem-solving, and inquiry abilities. She is a thoughtful and engaged teacher who presents clear ideas on how she intends to teach. These qualities are demonstrated consistently across the Portfolio.</td>
</tr>
<tr>
<td><strong>Substantial Progress:</strong> The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>Evidence is largely from products from the teacher candidate’s university courses, but it is supplemented by artifacts from the teacher candidate’s teaching and some accounts from others. It suggests that she is developing the ability to recognize her students’ individual needs and attempting to vary instructional methods to meet these needs and to encourage critical thinking, problem-solving, and inquiry in relation to the curriculum content. Attempts at including technology are also evidenced.</td>
<td>Evidence is collected primarily from the context of university courses or experiences outside the classroom, but it is supplemented by some of the teacher candidate’s work in the school setting.</td>
<td>The teacher candidate regularly thinks about and reflects on her teaching and is beginning to recognize how to revise and employ better her instructional strategies. She is also reflecting on and improving her efforts to develop critical thinking, problem-solving and inquiry abilities in relation to curriculum content.</td>
</tr>
<tr>
<td><strong>Formative:</strong> The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>The evidence is largely anecdotal. There is reason to worry that the teacher candidate is tending toward the adoption of routinized, predictable forms of instruction and there are doubts about her ability to recognize individual student’s needs and to promote students’ critical thinking, problem-solving, and inquiry abilities.</td>
<td>Evidence is sparse overall, and what there is comes almost exclusively from university courses and experiences outside the classroom.</td>
<td>The teacher candidate displays some reflection on her teaching, but it is not yet clear that she understands the importance of a variety of instructional strategies or how she might employ them effectively in the classroom. Nor does the teacher candidate demonstrate clearly an ability to engage students in critical thinking, problem-solving, and inquiry exercises.</td>
</tr>
</tbody>
</table>
Expectation 6: Self-Directed Learning

Our teacher candidates will demonstrate that they can help students take responsibility for their own learning and develop a sense of influence in the world around them.

Rationale
A major tenet of a democratic society is the belief that people can and should be trusted to make those decisions that directly affect them and that they can act collectively to shape their society. Education should prepare students for this critical role. In order for it to do so, teachers must prepare and empower their students to make those decisions that most affect their school lives and to take responsibility for consequences arising from those decisions. They should value democratic processes and the importance of having students practice them regularly, and they should be able to empower students to come together to accept responsibility for their learning. Further, teachers should value independent thinking and behavior and help their students recognize that it is not the agenda of teachers or society alone that count in schools. Often, this requires teachers to give up some of the authority that they and administrators often deem necessary. Finally, teachers should know how to foster a measure of independence and self-direction in their students that enables them to structure their own learning activities to the degree commensurate with their development.

Elaboration
What this Expectation Is
- This expectation may include learning activities that students design for themselves or implement largely on their own.
- This Expectation requires that you give up some of the authority that many teachers and administrators deem necessary.
- Activities outside of the school such as a service-learning project designed by the students can provide evidence of self-directed learning and student empowerment.

What this Expectation Is Not
- Students’ learning activities that result from your direction are not appropriate evidence here. Ask yourself, how has the student designed and carried out the project? Simply allowing students to pick the topic for an assignment is not sufficient as evidence for this Expectation.
- Merely offering students choices but still dictating what is to be done does not produce evidence appropriate to this Expectation. Letting students determine (with the teacher functioning as a facilitator) the best way to learn is the key.

Outcomes
What You Should Know
- You should know how self-directed learning can be promoted in schools and through various curricular approaches, while also being aware of the implications and possible objections to its promotion in schools.
- You should know different ways of providing students with opportunities to make decisions in the classroom and in other settings.
- You should know different ways of fostering independent behavior in your students, while still providing them with enough structure and direction to do so.
- You should know pedagogical approaches that help empower students to influence the world around them.

What You Should Value
- You should value the empowerment of students and the task of fostering their independence of
thought and behavior.

- You should value the ideas and approaches prominent in a self-directed learning environment.
- You should value the risk inherent to students in designing their own learning opportunities and support their successes as well as their failures.
- You should value professional development opportunities that deal with self-directed learning and empowering students.
- You should value democratic processes and the importance of providing students with opportunities to practice them regularly.
- You should value supporting your students as co-facilitators as their levels of responsibility develop.

What You Should Be Able to Do

- You should be able to judge when an individual student is best served by independently solving his or her own problems and when it is necessary to provide needed assistance.
- You should be able to thoughtfully and tactfully articulate the rationale behind the development of self-directed learning experiences to all interested parties.
- You should be able to evaluate when self-directed learning is not meeting the students’ educational needs and, in such instances, seek other ways to empower students.
- You should be able to help students make responsible decisions as contributing members of their school community.
- You should be able to help students remove barriers that prevent them from making legitimate decisions, acting upon those decisions, and accepting responsibility for their own actions.
- You should be able to view students as capable, valuable, and responsible citizens, and allow them to provide input concerning their learning.

Strategies

- Discuss the topic of student-structured activities with your Mentor Teacher; what has worked for him or her in the past?
- Seek out one or more students who are ready to strike out on their own and ask your mentor’s permission to help them devise individual projects that allow them to learn more about their individual interests.
- Seek out a students who appears disengaged and find out what his or her out-of-school interests are and whether he or she would like to learn more about the topic; ask your mentor’s permission to help the student devise an individual project that allows her or him to learn more about that interest; be sure to follow up regularly to make sure that the student hasn't stalled because of some obstacle.
- Provide a wide variety of learning experiences to allow students to grasp (and perhaps adapt) some of the possibilities available to them. In so doing, help students understand more about what empowers their learning and how to build upon their learning styles.
- Promote a problem-based learning environment that allows students wide leeway in determining the best approach to solve the problem and getting the most out of the learning experience.
- Discuss the possibilities of student involvement in decision-making with your Mentor Teacher.
- Develop a curriculum unit in which your students are involved in decision-making at all
levels of the planning.

- Help your students form governance committees or councils responsible for democratic decision-making in the classroom regarding issues such as rules, assignments, content and celebrations.
- Once trust has been established, encourage students to bring problems to the group and find ways to solve them.

**Evidence for the Portfolio**

- Journal entries in which you reflect on one or more efforts to encourage your students to direct their own learning.
- A written testimonial from a student who feels more empowered because of his or her work with you.
- Samples of curriculum materials or assignments which you and/or your students have developed which encouraged self-directed learning and effectively empowered your students.
- End-of-project student evaluations that identify the strengths and weaknesses of the project and your summary of and reflections on these evaluations.
- Mentor’s evaluation of self-directed learning activities observed in your classroom.
- Feedback from parents regarding students’ progress and achievement as a result of their self-directed activities.
- Journal entries that document students’ feelings about empowerment.
- An anecdotal description of you engaging your students in a project that empowered them to function effectively and responsibly in improving a social condition in their school or community.
- A written testimonial from a Mentor Teacher who has seen you effectively empower your students.
- Photographs or video of a student or group of students engaged in a project, for example, a service learning project along with critical reflections about its outcomes.
- Summaries of appropriate curricular materials which you have developed that encourage students to extend their influence and perhaps fulfill more mature, responsible roles.
- A reflection on facilitating a student’s IEP or transition meeting, focusing on the student’s role and responsibility in the process.

**Suggested Reading**


Suggested Websites:
- National Service Learning Clearinghouse: http://www.servicelearning.org/slice
**Rubric for Expectation 6: Self-Directed Learning.** Our teacher candidates will demonstrate that they can help students take responsibility for their own learning and develop a sense of influence in the world around them.

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<tr>
<td><strong>Ready to Teach:</strong></td>
<td>Evidence from the teacher candidate’s teaching and some accounts of others who have observed her teaching, including some accounts of students, indicate that she facilitates her students’ interest in developing self-directed learning experiences and that the empowerment of students is an important component of her instructional plans.</td>
<td>Evidence is collected largely in the school setting, and perhaps even in the wider community, where the teacher candidate has supported her students’ engagement in self-directed learning experiences and developed strategies for empowering students. This evidence is supported by artifacts from the teacher candidate’s university courses.</td>
<td>The teacher candidate recognizes and values the importance of initiating self-directed learning activities and empowering her students. She has demonstrated the ability to integrate strategies for empowerment and self-directed learning into her teaching. These things are reflected in other parts of the Portfolio as well.</td>
</tr>
<tr>
<td><strong>Substantial Progress:</strong></td>
<td>The teacher’s own accounts from her teaching, supported in part by some accounts of others who have observed her teaching, indicate that she has an interest in incorporating self-directed learning into her teaching practice and that she is cognizant of the value of empowering students in their learning.</td>
<td>Much evidence comes from the teacher candidate’s university courses, but it is supported and augmented by some work in the school setting. It demonstrates that she has the ability to design materials and strategies that initiate self-directed learning experiences and support student empowerment.</td>
<td>The teacher candidate has given sustained thought to how she can develop activities that will allow students to pursue self-directed learning and how she can utilize strategies to empower her students. It is clear that she values these things and thinks them important to her teaching and her students’ development.</td>
</tr>
<tr>
<td><strong>Formative:</strong></td>
<td>Evidence is largely anecdotal and not sufficiently supported by artifacts. There is little or no commentary by others about the teacher candidate’s efforts to introduce self-directed learning strategies to students or her concern for student empowerment.</td>
<td>Little evidence exists, and what is present comes almost exclusively from the teacher candidate’s university courses or other non-school contexts. It does not adequately demonstrate sustained inquiry into self-directed learning strategies or democratic principles, nor does it suggest that the ability to integrate these into her teaching has developed sufficiently.</td>
<td>The teacher candidate has expressed some willingness to incorporate self-directed learning into her classroom and some interest in empowering her students, but there is little evidence to suggest she has thought sufficiently about these things and how they might be integrated into her teaching and her students’ learning experiences.</td>
</tr>
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Expectation 7: Diverse Learners

Our teacher candidates will demonstrate an ability to work effectively with students who have diverse abilities and/or special needs, and to personalize their students’ learning by working with them and their families to develop individually meaningful learning programs.

Rationale
The reality of today’s typical public school classroom is that it contains students with diverse abilities and learning needs. Society’s aspirations for integration, inclusion, and equal access place complex demands on teachers. While few schools achieve the goal of individualizing the learning of all their students, many teachers develop individualized modes of instruction in their own classrooms. Yet, teachers must also work to personalize, and not just to individualize, a student’s education. This takes learning a step further by helping a student to design ways of learning that can carry great meaning for him or her. Teachers should know how personalization differs from individualizing and how different structures enable students to emphasize their interests and use their strengths. Teachers should value their students’ preferences and strengths as determinants of what will be learned and how to engage in this learning. They should be able to help their students develop personal, meaningful, and appropriate ways of learning. In many instances, such personalization of students’ education will mean dealing effectively with and giving special attention to those students who are formally defined as students with disabilities or other special needs.

Elaboration
What this Expectation Is
- This Expectation is related to Expectation 2: Individual Development; both require you to adapt to individual students; a teaching activity will sometimes provide good evidence for both Expectations.
- This is an opportunity to share your expertise and experiences in working with or teaching students with disabilities and other special needs.
- This is an opportunity to demonstrate your ability to identify and meet the needs of students with different intelligences and learning styles.
- An opportunity to respond to the individual differences noted in your students.
- An opportunity to involve parents in personalizing the learning of their children.
- An opportunity to go beyond individualizing instruction or altering the pace of instruction for different students. It typically entails understanding the personal experiences, unique interests, learning strengths and weaknesses of an individual student.

What this Expectation Is Not
- This Expectation is not solely a matter of working with students identified as having disabilities or other special needs.
- Provision of a variety of approaches to instruction for all students, which is more appropriately the domain of Expectation 5: Instructional Strategies.

Outcomes
What You Should Know
- You should know federal and state laws requiring free and appropriate instruction for all students, especially those with disabilities.
- You should know what an Individual Education Plan (IEP) is and how it is used.
You should know how to recognize the diversity of learning needs and styles and match instructional approaches to these in ways that increase access to the curriculum for all.

You should know that students differ in vision, hearing, speech, coordination, talents, language, culture, emotions, and sexual orientation.

You should know strategies to modify or adapt instruction to increase access to curriculum for all.

You should know ways to reduce negative aspects of labeling and stereotyping.

You should know your limitations in meeting individual needs and how to ask for help.

from/collaborate with school professionals and parents to provide for personalized learning opportunities.

You should know how current research on intelligence and brain function affect pedagogy.

You should know a variety of mechanisms for gathering information from and about your students (interviews, observations, conversations with family members and other school personnel).

You should know several constructs for differentiating learning style preferences and personality types.

You should know your role in the development and implementation of IEPs. In addition, you should know how to use this information to assist in personalizing the learning of a student with an IEP.

You should know the forms of individualization and personalization of learning that are being used at your field-site and that are used in schools generally. In addition, you should have ideas for how to adapt/expand on these to address a specific student’s needs and preferences.

What You Should Value

- You should value the strengths and potential each student brings to the classroom and the advantages of including students with diverse abilities and backgrounds into the ongoing life of the classroom.
- You should value each student’s right and ability to learn.
- You should value personalized educational settings enough to be willing to expend the considerable effort that is required to foster them in schools dominated by large-group instruction.
- You should value family members’ input as an integral part of personalizing their child's education.

What You Should Be Able To Do

- You should be able to assess the various learning styles and needs of your students, as well as their interests, strengths and weaknesses, and to modify your instructional approaches to meet these.
- You should be able to set goals for individual students.
- You should be able to recognize differences in vision, hearing, behaviors, and attention span, and make modifications in room arrangements, seating plans, and lesson planning and implementation.
- You should be able to engage students in peer coaching or buddy systems that enable students to mentor classmates.
- You should be able to design instruction to promote awareness and acceptance of diversity and disabilities and other special learning needs.
• You should be able to develop strategies that allow individualized (direct) and personalized instruction within a heterogeneous classroom.
• You should be able to access colleagues who can provide assistance when needed.
• You should be able to break free of standard textbook approaches and allow your students to pursue projects appropriate to your subject that are of high interest to them.

Strategies

• Work intensely with one student to create a program tailored to his or her needs.
• Assist a teacher in an inclusion or self-contained setting that includes students with widely differing abilities.
• Develop a curriculum unit that is tailored to students with widely differing abilities.
• Take a course related to special needs, such as sign language.
• Review relevant literature concerning diverse learners and make a presentation to your colleagues (in the school setting or your Seminar) on the topic.
• Develop a resource file.
• Produce a drama that deals with the lives of persons with disabilities and other special needs.
• Volunteer to work with persons with disabilities and other special needs in a community setting.
• Interview and observe teachers who are adapting their lessons to the diversity in their classroom.
• Attend conferences/workshops/seminars related to diverse learners and ways of individualizing and personalizing their learning.
• Give a learning style inventory to select students and design a lesson for these students.
• Design an enrichment activity for students to discover new and expand their existing interests and hobbies.
• Provide opportunities for students of different cultures and backgrounds to enrich the classroom experience.
• Discuss with your Mentor Teacher (or another colleague) his or her experiences with individualizing and personalizing instruction.
• Propose to your Mentor Teacher that you jointly develop a major project that enables each student to pursue information in your content area that is of particular interest to him.
• Develop a field-site strategy in which each student works on an individual part of a project and you are the primary consultant to each student. Document the results.
• Collaborate and develop a plan for teaching in a personalized format the same material that a colleague is teaching through group instruction. Discuss and document the results with your mentor and colleague.
• Audit or take for credit course J511: Methods of Individualizing Instruction.
• Participate in the development of a student's Individualized Education Plan (IEP).

Evidence for the Portfolio

• Journal entries that describe your day-to-day progress in working with a student with particular learning needs.
• A video of you teaching students with widely differing needs and abilities and/or a written testimonial from a cooperating teacher who has seen you work effectively with students with
widely differing needs and abilities.
- A short paper describing an appropriate teaching experience.
- Photographs or video of you teaching students in an inclusion classroom.
- Samples of curriculum/instructional materials that you have created or adapted for students with differing needs or abilities
- Reflections on strategies used with diverse students including a discussion of outcomes and changes you would make in the future.
- Journal entries that reflect on your experiences personalizing your students' learning.
- A Unit Plan that individualizes the teaching of your subject.
- A short paper describing an experience you had when employing personalized approaches to instruction.
- A written testimonial from a Mentor Teacher, colleague, or parent who has seen you personalize some element of your instruction.
- Samples of instructional materials that you have created for individual students.
- Summaries of resource materials that incorporate personalized learning into the school environment along with your reflection on how you might use this information.
- A testimonial from a Special Education teacher indicating your level of involvement in the development of an IEP.
- An anonymous sample of an IEP on which you collaborated with others to develop and implement.

Suggested Reading

Suggested websites:
• Teaching Exceptional Children: http://journals.cec.sped.org/tec/
• Learning Styles: http://www.learning-styles-online.com/inventory/
• Support linguistically and culturally diverse learners (National Council of Teachers of English): http://www.ncte.org/cee/positions/diverselearnersineee
• Center for Research on Education, Diversity & Excellence (CREDE): http://www-bcf.usc.edu/~cmmr/crede.html
**Rubric for Expectation 7: Diverse Learners.** Our teacher candidates will demonstrate an ability to work effectively with students who have diverse abilities and/or special needs, and to personalize their students’ learning by working with them and their families to develop individually meaningful learning programs.

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<tr>
<td><strong>Ready to Teach:</strong></td>
<td>Evidence is from the teacher candidate’s teaching and the accounts of others who have observed her teaching. It demonstrates a commitment to the unique learning needs of each student—including those with different abilities or special needs—and an ability to tailor her curriculum and instruction to those needs.</td>
<td>Evidence comes primarily from the school setting and may include instances in which the teacher candidate’s contacts with her students (and their families) have helped her understand and meet students’ unique learning needs or successfully engage diverse students in meaningful learning experiences.</td>
<td>There is strong indication that the teacher candidate values each student’s individual learning needs and interests; she is aware of the diversity among students and works to address their different and special learning needs. These are themes that are evident in other places across the Portfolio.</td>
</tr>
<tr>
<td><strong>Substantial Progress:</strong></td>
<td>Evidence comes largely from accounts from the teacher candidate and is in part supported by those who have observed her. It indicates the teacher candidate’s emerging ability to personalize learning and her propensity to incorporate and provide learning experiences for students with different abilities or special needs.</td>
<td>Much evidence comes from university courses, but it is supported by some evidence from the school setting that shows how the teacher candidate has been able to accommodate the learning needs of diverse and special learners in a secondary school.</td>
<td>The teacher candidate is reflective about the importance of personalizing learning and is sensitive to the diversity of students. Some examples show that she has succeeded at times in addressing the different and special learning needs of her students and developing some strategies for personalizing learning.</td>
</tr>
<tr>
<td><strong>Formative:</strong></td>
<td>Evidence is largely anecdotal; support from artifacts of the teacher candidate’s teaching or accounts from others are lacking or unsubstantial. There is insufficient evidence to suggest that the teacher recognizes how to personalize learning for diverse learners or that she understands clearly how to provide appropriate learning experiences for students with special needs.</td>
<td>Little evidence exists that the teacher candidate has developed working methods for getting to know her students’ unique and special learning needs and personalizing their learning. The evidence that does exist is primarily from the teacher candidate’s university courses and does not clearly communicate her understanding or ability related to this Expectation.</td>
<td>The teacher candidate has thought about the diversity of her students and their individual learning needs and interests. However, the evidence does not show clearly how she feels about or might approach teaching diverse students or how she might personalize their learning.</td>
</tr>
</tbody>
</table>
Expectation 8: Classroom Management and Community

Our teacher candidates will demonstrate that they can effectively employ a variety of approaches in designing and managing daily classroom routines and fostering a sense of community among their students.

Rationale

Classroom management and community building continue to be major tasks for teachers in most schools today. It is important that teachers have information about how to organize and manage today’s diverse classrooms so as to maximize productive student learning and behavior and, just as importantly, to foster a community of which all students feel like meaningful, participating members. It’s equally critical that teachers reflect and understand the values they hold around “managing” or “facilitating” a classroom and understand how to translate their personal philosophies into a plan to effectively activate learning in their classroom. Teachers should be able to see the connections between their curricular and pedagogical approach and the level of engagement or disengagement students maintain in the classroom. Teachers should know how to determine students’ personal, psychological, and learning needs and how this translates into organizational, management, and community-building plans for the classroom. Teachers should value establishing positive teacher, student, and peer relationships that help meet student needs and build a community from which all members feel support and to which they feel responsibility. They should be able to build communities out of the collection of students with which they work, in part by responding effectively to inappropriate student behavior and by encouraging students to examine their behavior in itself and in relation to the community.

Elaboration

What this Expectation Is

- An opportunity to demonstrate that you can develop students who define and accept their own roles as contributing members of a classroom/school community.
- An opportunity to demonstrate the ability to foster relationships with students and between students.
- An opportunity to demonstrate knowledge of how effective lesson planning and teaching methods contribute to a sense of community and/or student engagement.
- A way to illustrate your knowledge and experience in creating a positive classroom environment and community.
- A way to demonstrate your knowledge and understanding of classroom procedures and rules and how these contribute to the functioning of the classroom.
- An opportunity for you to analyze the ways in which your Community of Teachers experience has informed your thinking about fostering classroom community.

What this Expectation Is Not

- A “play-book” of how to respond to misbehaviors.

Outcomes

What You Should Know

- You should know how your values and beliefs about teaching and learning affect your views and actions around classroom management.
- You should know basic classroom management theories and strategies for all students, with and without disabilities.
• You should know how classroom behavior is influenced by the effectiveness of curriculum and pedagogy.
• You should know the ways in which you and your students can turn your classrooms into learning communities.
• You should know the features that distinguish a community of learners from other classroom communities.
• You should know the values that should be shared by the teacher and students to make a community possible.
• You should know teambuilding techniques.
• You should know activities that help to foster positive relationships in the classroom.
• You should know theories of reinforcement techniques for all students’ successful participation in the classroom environment.
• You should know models and theories of deviance and behavior problems for students with disabilities. (Special Education)
• You should know strategies for crisis prevention and intervention.

What You Should Value
• You should value classroom settings that are comfortable, relaxed, caring, and safe places in which students feel a sense of acceptance, belonging, and responsibility.
• You should value the differences represented by individuals within the community and how those differences can strengthen a community.
• You should value empowering students to understand and be actively involved in classroom management.
• You should value the importance of supporting students’ social skill development.

What You Should Be Able To Do
• You should be able to develop and maintain a relaxed, caring, and safe environment in which students are encouraged to take risks and turn failures into learning experiences.
• You should be able to identify (and maximize) the extent to which your students experience a sense of community or belonging in your teaching setting.
• You should be able to promote a sense of community or belonging in which your students are committed to the learning community and its values.
• You should be able to provide physical and emotional support to your students.
• You should be able to identify and promote shared beliefs and values that give your group a unique identity.
• You should be able to recognize—and help your students to recognize—that their classrooms are learning communities that take time and effort to develop.
• You should be able to modify the learning environment to foster positive, prosocial behaviors.
• You should be able to use effective and varied behavior management strategies.
• You should be able to design and manage daily consistent classroom routines for individuals with and without disabilities.
• You should be able to collaborate with other colleagues and parents to foster positive prosocial behaviors in struggling students.
• You should be able to plan and use the least intensive behavior management strategy and environmental modifications consistent with the needs of the individual with exceptional learning
needs. (Special Education)

- You should be able to design and implement a functional behavior assessment for any student who requires that level of intervention. (Special Education)

**Strategies**

- Reflect on your philosophical beliefs about teaching and learning and how these relate to your approach to classroom management and community building.
- Read opposing texts on classroom management and creating a sense of community in the classroom. Write a position paper that articulates your convictions about management or community building.
- Help your Mentor Teacher to design and implement a classroom management system that exhibits respect for individual difference, encourages cooperation, creates a sense of belonging, empowers students, and raises positive expectations.
- Involve students in decision-making and in sharing responsibility for the conduct of the class’s activities; consider, for example, developing a lesson plan with your Mentor Teacher that involves students in the creation of rules and procedures for the classroom.
- Engage students in skill instruction and activities to address social needs of individuals, small groups, or the classroom at large.
- Work with other teachers and students in small groups to establish learning communities in which members collaborate to conduct research, complete projects, or teach others in the class.
- Reflect on a situation in which you were a member of a heterogeneous group, yet you felt you were a member of a community.
- Invite students’ families and other community members to participate in classroom activities and student activities when appropriate and possible.
- Engage students in team-building activities (e.g., a challenge or ropes course) and examine carefully the impact these activities have on the classroom environment and functioning.
- Analyze your classroom arrangements or those of your mentors and reflect on how the arrangement helps to support the functioning of the classroom. Consider drawing a diagram that redesigns the classroom based on your ideal set up for your future classroom.

**Evidence for the Portfolio**

- Reflective journal entries describing your participation in classroom management strategy use and/or your own classroom management plan for your current or future classroom.
- A lesson plan around developing rules in the classroom, including a reflection on its implementation in the classroom.
- Classroom artifacts (e.g. classroom rules/procedures, lesson plans) that illustrate the construction and implementation of the classroom management plan.
- A video of your students functioning as a positive classroom unit.
- A written testimonial from a Mentor Teacher who has seen you foster a strong sense of community and self-management in a group of students.
- Summaries of teaching or group-building activities which you have developed or adapted and the procedures you foster in these activities to enhance the classroom’s functioning and cohesiveness.
- Documentation of participation in some form of behavior assessment for one or more students.
- Reflective journal entries describing your connection to a community.
- A video of your students functioning as a collaborative group.
• Documentation of a community partnership you have established with your class and community members.
• Completion of a service learning project that benefits a neighborhood or community.

Suggested Reading

Suggested websites:
• Super Teacher Tools: http://www.superteachertools.com/
• The Teacher’s Guide: http://www.theteachersguide.com/classroommanagement.htm
• Teacher Net: http://teachers.net/mentors/classroom_management/
Rubric for Expectation 8: Classroom Management and Community. Our teacher candidates will demonstrate that they can effectively employ a variety of approaches in designing and managing daily classroom routines and fostering a sense of community among their students.

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<th>Coherence and Reflection (Does the evidence connect well to the larger Portfolio? Does it portray a thoughtful, competent teacher?)</th>
</tr>
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<tbody>
<tr>
<td><strong>Ready to Teach:</strong></td>
<td>Evidence of solid classroom management and community-building in the teacher candidate’s classroom comes largely from testimonials from colleagues and students. The evidence demonstrates the high importance the teacher candidate places on development a well-managed classroom community.</td>
<td>The teacher candidate provides evidence to demonstrate her efforts at creating a positive classroom community that engages students in decision-making and encourages responsibility-sharing. This work in the school setting is supported by evidence from the teacher candidate’s work in non-school settings.</td>
<td>The teacher candidate is reflective about the importance of classroom management and community-building and the value she places on these things is increasingly integrated into her teaching. These themes are evident in other aspects of the Portfolio.</td>
</tr>
<tr>
<td><strong>Substantial Progress:</strong></td>
<td>The teacher candidate’s own accounts of her teaching, supported in part by the accounts of others who have observed her, demonstrate an awareness of classroom management and community-building strategies. Some artifacts suggest that the teacher candidate has employed these strategies in her classroom.</td>
<td>Much evidence is collected in the school setting, but it relies significantly on reports of others and augmentation from the teacher candidate’s work in her university courses and other non-school settings.</td>
<td>The teacher candidate’s thinking about classroom management and community-building are clear. She presents some solid ideas on how these things will and should inform her work in the school setting, and there are some examples to suggest that they have already done so.</td>
</tr>
<tr>
<td><strong>Formative:</strong></td>
<td>Evidence is largely anecdotal and it is not substantiated sufficiently either by artifacts from the teacher candidate’s teaching or the accounts of others who have observed her teaching. There is some cause for doubting the teacher candidate’s development of appropriate and applicable classroom management and community-building techniques.</td>
<td>Evidence from the school setting is lacking, and even evidence from non-school settings fails to demonstrate clearly the teacher candidate’s understanding of effective classroom management and community-building.</td>
<td>The teacher candidate is generally aware of the task of managing a classroom and building a community, but how she feels about these aspects of teaching and how they will inform her work in the school setting are not adequately communicated.</td>
</tr>
</tbody>
</table>
Expectation 9: Learning from Others

Our teacher candidates will demonstrate that they can facilitate their students’ learning in a variety of group situations.

Rationale
In American society today, individuals are often expected to work with others in groups. Teachers should be able to provide their students with appropriate opportunities to learn from one another. Such an orientation requires changing their traditional teaching role from instructor to facilitator. Therefore, teachers should know a variety of effective techniques for teaching students in small groups. They should value the educational and social importance of completing common tasks through cooperative effort. They should be able to use teaching and learning techniques that develop and enhance their students’ collaborative efforts.

Elaboration

What this Expectation Is
- Demonstrating that you know how to teach students to study together and produce a collaborative product.
- Showing that you can engage students in teaching, tutoring, or mentoring other students with similar interests, or students with special instructional needs.
- Demonstrating that in most cases, “Two heads are better than one.”

What this Expectation Is Not
- This Expectation is not the place for evidence that you learn effectively from others. **Expectation 13: Collaboration** is the more appropriate placement for that.

Outcomes

What You Should Know
- You should know a variety of techniques for facilitating groups.
- You should know the elements of group dynamics.

What You Should Value
- You should appreciate the importance of teaching students skills that enable them to complete common tasks in a group.
- You should value your role as a facilitator assisting the group in designing and accomplishing clear and attainable short and long term goals.

What You Should Be Able to Do
- You should be able to structure tasks and contexts where students work in groups to complete common goals.
- You should be able to foster students' sensitivity to the needs of others in a group.
- You should be able to monitor several small groups, working simultaneously.

Strategies
- Review relevant literature on designing group work for classroom use.
- Design a short unit of study that relies heavily (and appropriately) on group work activities (e.g., peer teaching and collaborative research) in which cooperative norms are established and all students are given a part to play.
- Attend a workshop on cooperative learning techniques.
• Help a group of students design and implement a project through shared decision-making.
• Facilitate discussion groups.

Evidence for the Portfolio

• Journal entries in which you reflect on your efforts to design and carry out learning activities in small groups.
• A video and/or photographs of you effectively leading a small group activity.
• A resource file of group techniques.
• A written testimonial from a Mentor Teacher who has seen you work effectively with small groups.
• Summaries of curricula materials which you have developed that rely on student collaboration.
• Samples of instructional materials that you have created that enhance peer teaching or tutoring.
• An evaluation of a group project by a colleague, parent, or third party observer.
• Student evaluations of group projects in which they have participated, along with your summaries and reflections on those evaluations.
• Documentation of your experiences facilitating cooperative group activities, peer teaching or collaborative learning projects.

Suggested Reading


Suggested websites:

• Teaching Tips: cooperative learning strategies http://ethemes.missouri.edu/themes/1746
• Laura Candler’s cooperative learning resources http://www.lauracandler.com/strategies/co-op.php
• CEC webinar on peer support for meaningful inclusion: http://oldsite.ccc.sped.org/ScriptContent/Custom/events/zip_files/unzipped_files/WEB1211/lib/playback.html
Rubric for Expectation 9: Learning from Others. Our teacher candidates will demonstrate that they can facilitate their students’ learning in a variety of group situations.

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<tr>
<td><strong>Ready to Teach:</strong></td>
<td>Evidence of the teacher candidate’s teaching and the accounts of others demonstrate her ability to design, implement, and facilitate small group instruction.</td>
<td>The evidence was collected primarily in the school setting where the teacher candidate has successfully engaged her students in more than one collaborative learning project.</td>
<td>The teacher candidate reflects on the importance of small collaborative work groups as means to enhancing student learning. This theme appears elsewhere in the Portfolio.</td>
</tr>
<tr>
<td></td>
<td>The evidence is largely anecdotal and does not demonstrate sufficiently that the teacher candidate has attempted to provide opportunities for her students to learn in small groups or that she is capable of doing so successfully.</td>
<td>The evidence is sparse and collected almost exclusively in the context of university courses. There is little or not supporting evidence from the teacher candidate’s work in the school setting.</td>
<td>The teacher candidate does not demonstrate clearly that she has given sufficient thought to how she might design and implement small group instruction. The value she places on this form of instruction is not clearly communicated.</td>
</tr>
<tr>
<td><strong>Substantial Progress:</strong></td>
<td>The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>Much of the evidence was collected in the context of university courses, but it includes some examples of collaborative small group activity in school settings.</td>
<td>The teacher candidate is thoughtful about designing small group instruction and expresses the value she places on this form of student learning. She may not yet have had sufficient opportunities to implement her plans in the school setting.</td>
</tr>
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<td></td>
<td>The evidence is largely anecdotal and does not demonstrate sufficiently that the teacher candidate has attempted to provide opportunities for her students to learn in small groups or that she is capable of doing so successfully.</td>
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<td>The teacher candidate does not demonstrate clearly that she has given sufficient thought to how she might design and implement small group instruction. The value she places on this form of instruction is not clearly communicated.</td>
</tr>
<tr>
<td><strong>Formative:</strong></td>
<td>The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>The evidence is largely anecdotal and does not demonstrate sufficiently that the teacher candidate has attempted to provide opportunities for her students to learn in small groups or that she is capable of doing so successfully.</td>
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Expectation 10: Multicultural Understanding

Our teacher candidates will demonstrate that they can function effectively in multicultural settings.

Rationale
In contemporary American society, multicultural education strives to free individuals from discrimination based on race, ethnicity, gender, socioeconomic class, age, ability, sexual orientation, and religion. Teachers should recognize cultural diversity and affirm it as a valuable resource to be preserved and extended. Therefore, teachers should know about the historical points of view, contributions, and experiences of different groups and their lack of equal opportunities to learn. They should value the importance of a multicultural environment which is free of prejudice and stereotypes and in which social justice for all groups is guaranteed. They should be able to help their students develop more positive attitudes toward those who are culturally different.

Elaboration

What this Expectation Is
- An opportunity to relate your experiences with cultures other than your own.
- An opportunity to demonstrate that you’ve promoted multicultural acceptance and understanding with your students.
- An opportunity to reflect upon learning experiences (e.g., travel, college courses) that have broadened your understanding of discrimination, historically or in the present.

What this Expectation Is Not
- This Expectation is distinct from Expectation 7: Diverse Learners in that this Expectation addresses groups of learners and not individual learning styles and needs.
- A listing of cultural experiences without personal reflections.

Outcomes

What You Should Know
- You should understand that discrimination against different groups results in the lack of equal opportunities in education.
- You should recognize practices that oppress different groups, e.g., ethnic, social, gender, sexual orientation, and people with disabilities.
- You should recognize practices that value all ethnic, social, gender, sexual orientation, and disability groups in the classroom setting as well as in society.
- You should have experience in other cultures and understand how and why people in those cultures believe as they do, to maximize their learning in the classroom setting.

What You Should Value
- You should value the importance of recognizing and addressing your own cultural blind spots and misunderstandings
- You should value the importance of a prejudice- and discrimination-free environment in which all students have an equal opportunity to learn.
- You should value all cultural groups and their contributions to society, your classroom, and your students’ learning experiences.

What You Should Be Able to Do
- You should be able to model and/or celebrate multiculturalism (e.g., getting all cultural groups to work together for the common good of the class and community).
• You should be able to design a curriculum that allows students to analyze their own cultural identity by relating it to their lives and connecting it to broader social issues.

**Strategies**

• Design a curriculum that models and celebrates multiculturalism and creates a classroom environment that practices democracy.
• Involve students in activities that encourage social action, such as community service, writing letters of advocacy, and distributing letters about social problems.
• Take a class on multicultural and/or global education; try to shape the assignments you do for the class so that they will make good evidence for the Portfolio.
• Review literature to identify representation and/or omission of disadvantaged groups and evidence of racial, social, sexual orientation, gender, religious and disability bias.
• Volunteer to work with an organization dealing with the protection of equal opportunity (i.e., Habitat for Humanity, a battered women's shelter, a community kitchen).
• Immerse yourself in an unfamiliar cultural setting and reflect on your experience.
• Interview persons who have experienced discrimination and oppression as a result of their ethnicity, race, sexual orientation, socio-economic status, gender, religion or disability.
• Visit a setting that separates people based on group identity (i.e., Indiana School for the Deaf).
• Research movements and laws that led to progress in multicultural understanding.
• Recount a vocational experience you have had in other cultures or with people from other cultures.

**Evidence for the Portfolio**

• Journal entries.
• A video or photographs of you teaching or working in racially and ethnically-mixed situations; include your explanation and reflection.
• A short paper describing a teaching experience that speaks to this Expectation.
• A written testimonial from a Mentor Teacher who has seen you work effectively with students from cultural backgrounds other than your own.
• Samples of instructional materials that you have created that promote multicultural understanding and acceptance in your students.

**Suggested Reading**


Suggested Websites:

• National Association for Multicultural Education: http://nameorg.org/
Rubric for Expectation 10: Multicultural Understanding. Our teacher candidates will demonstrate that they can function effectively in multicultural settings.

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<tr>
<td><strong>Ready to Teach:</strong></td>
<td>Evidence of the teacher candidate’s teaching and the accounts from others demonstrate her ability to implement instructional activities in the classroom that promote multicultural understanding and respect for differences.</td>
<td>Evidence demonstrates that the teacher candidate has designed and implemented multicultural activities and provided multicultural experiences to her students in the school setting.</td>
<td>The evidence suggests a growing commitment to the promotion of multicultural awareness and educational equity. The teacher candidate is reflective about how these commitments can be incorporated into her teaching.</td>
</tr>
<tr>
<td><strong>Substantial Progress:</strong></td>
<td>Evidence from the teacher candidate’s teaching, supported by some account from the Mentor Teacher, suggests that the teacher candidate has attempted to increase students’ multicultural understanding or their sense of social justice.</td>
<td>Evidence is mostly from university courses, but it is supported by one or more examples of the teacher candidate implementing multicultural activities in a school setting.</td>
<td>The teacher candidate is developing a strong sense of multicultural awareness and educational equity, and she thinks about how these things might inform her teaching and play an important role in her students’ learning experiences.</td>
</tr>
<tr>
<td><strong>Formative:</strong></td>
<td>Evidence is largely anecdotal, coming mostly from the teacher candidate’s own accounts of her teaching. It is not sufficiently supported by artifacts from her teaching or the accounts of others.</td>
<td>Evidence that exists comes almost exclusively from university courses. It is not clear how well the candidate will integrate multicultural activities into her teaching.</td>
<td>The teacher candidate does not appear to give sufficient attention or thought to issues concerning multiculturalism and equity, and she does not clearly communicate how she feels about these things or how they might inform her teaching.</td>
</tr>
</tbody>
</table>
Expectation 11: Evaluating Students’ Learning

Our teacher candidates will demonstrate that they can systematically and intelligently gather and analyze information regarding their students’ performance in school and that they can employ a variety of assessment tools and strategies to evaluate their students' work.

Rationale

Evaluation and assessment strategies have far-reaching implications for students’ learning. The assessment strategies that teachers employ shape the quality of the students’ learning experiences and can affect their learning processes. Different strategies achieve different outcomes; while traditional forms of assessment—various kinds of examinations, for example—are useful in some circumstances, more novel approaches to assessment are also appropriate. Teachers should know how to select and develop assessment techniques that are part of the instructional process, as well as a culminating event. They should value fairness, a constructive tone, and student involvement in the assessment process. And they should be able to specify clearly the criteria by which their students’ performances will be evaluated, to connect evaluation with learning objectives and standards, and to communicate their criteria to students and their families. Further, teachers should recognize that developing appropriate evaluation and assessment strategies requires that they know a wide array of formal and informal means by which to collect information about students (e.g. from parents, school specialists, test scores, student’s files, and so on). Teachers should be able to understand, interpret and weigh information about their students so as to assess their educational growth accordingly. They must, at the same time, avoid the temptation to perceive students in stereotypical ways and remain cognizant of the fact that information about a student is not reflective of the person the student has the potential to become.

Elaboration

What This Expectation Is

- An opportunity to show that you have reflected upon assessment as a teaching tool, not just a means of ascertaining a grade, and can communicate methods, set up a grade book, etc.

- An opportunity to show that you select assessment strategies appropriate to your students’ needs and abilities as well as to your teaching methods and objectives. Assessment strategies should attend to student process and progress as well as curricular content.

What this Expectation Is Not

- Remember that evaluation is different than grading; evidence that involves the issue of grading and how you've accommodated those demands may work here, but only to the extent that it results in useful ways of evaluating students' learning.

- This Expectation is not just about giving a test and assigning a grade.

Outcomes

What You Should Know

- You should understand how assessment and evaluation affect student motivation and self-confidence.

- You should know how to construct teacher-made tests incorporating standard question formats, e.g., true-false, multiple-choice, fill in the blank, matching, and essay. In addition, teachers should know and be able to teach strategies that prepare students to study for and take tests.

- You should know how to weigh and calculate student work fairly and appropriately.
• You should know how to construct projects that both engage students and assess their performance.
• You should know how to assess your students’ learning in formal and informal settings and how to help students evaluate their own learning.
• You should know laws and policies regarding referral and placement procedures for students with disabilities as well as basic terminology used in assessment. (Special Education)
• You should know various standardized and non-standardized approaches to assessing performance—for example, achievement and aptitude tests, observation, anecdotal records—as well as the advantages and disadvantages of each.
• You should know the various ways that standardized tests yield scores—for example, raw scores, means or averages, etc.
• You should know about research that relates test scores and teachers’ expectations.
• You should know the location, purposes and content of students’ cumulative files within a school system and whom to approach for clarification.
• You should know the effects of medications on individuals with exceptional learning needs. (Special Education)
• You should know and respect privacy laws, with regard to who has the right to view student files and you should recognize the penalties of violating such laws and the harm that doing so can bring to a student and his/her family.
• You should know performance assessment terminology.
• You should know how to use assessment information to inform your teaching strategy and to assess your effectiveness as a teacher.
• You should know that, no matter how objective we try to be, evaluation is inherently subjective.
• You should know that your grade book is the ultimate legal documentation of student performance.
• You should know what a rubric is and how to develop and use rubrics to enhance instruction and assessment.

What You Should Value
• You should value assessment as a major channel of communication between you, your students, their parents, and other stakeholders (e.g., colleges, probation officers, coaches, etc).
• You should value student performance that occurs in authentic contexts.
• You should value performance assessments as additional sources to aid in the teaching-learning process, but not as an indicator of student worth or merit.
• You should value the data collected in a student’s file and adhere to professional standards of confidentiality.
• You should value the input of family members and other professionals regarding student performance.

What You Should Be Able to Do
• You should be able to create effective teacher-made tests and authentic performance opportunities (e.g., real-world projects, portfolios, writing assignments, etc.).
• You should be able to evaluate major elements of your students’ performance through your day-
to-day interactions with them.

- You should be able to effectively communicate and defend your grading system to students, parents, and administrators.
- You should be able to document your students’ progress.
- You should be able to use an equitable system for calculating grades.
- You should be able to use and interpret diagnostic tests appropriate to your students and your teaching area.
- You should be able to conduct task analyses to evaluate and instruct students. (Special education)
- You should be able to implement procedures for assessing and reporting both appropriate and problematic social behaviors for persons with disabilities. (Special Education)
- You should be able to articulate the purposes for a particular standardized performance assessment and describe a student’s performance in relation to those purposes.
- You should be able to compare and contrast a student's performance with other students who are comparable either in age or grade level.
- You should be able to assess a student’s performance through connecting and interpreting observational data, anecdotal records, and student products or self-reports.

**Strategies**

- Create a sample test for a class that your Mentor Teacher has taught and ask him or her to evaluate its merits.
- Create a rubric for an assignment you have developed and taught. Have your Mentor Teacher and students evaluate it.
- Devise an non-traditional approach to assessment for a group of students with whom you have been working; for example, you might encourage students to engage in reflective self-evaluations.
- Devise adaptive strategies for assessing students who should not be assessed by traditional methods (e.g., special needs students).
- Interview several teachers in your area about their approaches to and viewpoints about assessment and evaluation.
- Reflect on the ways in which you have been evaluated in the past (employer reviews, school tests, etc.) and write a critique of the methods of evaluation used, the accuracy of the evaluation, and the effect it had on your performance.
- Design several different kinds of assessment instruments.
- Design an assessment that will inform you of where a new student fits academically.
- Make a practice of maintaining walking journals with your students. Ask them to document their personal views of themselves as students and their performance in various classes.
- Ask to sit in on parent conferences, conducted either by your Mentor Teacher or other school officials, that involve your students (see **Expectation 13: Collaboration**).
- If some of your students receive special education services, ask to sit in on the conferences when their Individual Education Plans (IEPs) are developed (see **Expectation 7: Diverse Learners**).
- Observe a student while she or he is producing a product related to her performance. Describe the student's strengths and needs.
- Identify a standardized assessment instrument with which you have had some personal
involvement (e.g., the SAT or ACT). Prepare a brief description of its properties and purposes that you could share with a high school student.

- Keep a log about a particular student’s performance for a two-week period. Write a summary and share your reflections on it with the student.
- Ask your students to fill out information cards about their interests, likes, dislikes and any other pertinent information.
- Collect information about your students’ past experiences with school.
- Make parents and school specialists valuable assets in gathering information about their student.

Evidence for the Portfolio

- Sample tests and rubrics that you have created.
- Excerpts that comment on your evaluation strategies from students’ evaluations of your teaching.
- Curriculum materials or assignments that you have developed which encourage students to perform in authentic ways.
- Summaries of evaluation procedures which you have developed (e.g., rubrics you have developed and used).
- An academic profile of a student based upon diagnostic and other assessment tools and the design of a remediation program you created. Include a follow-up on the effectiveness of your remediation program.
- Audio or video documentation of your informal assessment strategies and your conferences with students regarding their performance.
- Documentation you maintain on your students’ performance.
- Copies of reports given to counselors, parents, other schools, etc.
- A letter of recommendation you have written for a student.
- A sample portfolio or major project done by one of your students.
- An annotated list of diagnostic tests you have used or might use.
- Documentation of and a reflection on a time when you have proctored a standardized performance test (ISTEP, NAEP, SAT, etc.).
- Journal entries about your experiences working with other professionals to solve a problem that you are having with a student.
- A short paper summarizing the purposes of a standardized performance test.
- A summary of a student’s performance in a particular area.
- A written testimonial from your mentor teacher who has reviewed your analysis of a student’s performance.
- Samples of student journal entries describing their personal views of themselves as students and their performance.
- A case study conducted on a student who is posing a substantial challenge to your Mentor Teacher.

Suggested Reading


Suggested websites:

- National Association of Special Education Teachers (NASET): Assessment in Special Education Series [http://www.naset.org/2876.0.html](http://www.naset.org/2876.0.html)
- National Center on Student Progress Monitoring: [http://www.studentprogress.org/](http://www.studentprogress.org/)
Rubric for Expectation 11: Evaluating Students’ Learning. Our teacher candidates will demonstrate that they can systematically and intelligently gather and analyze information regarding their students’ performance in school and that they can employ a variety of assessment tools and strategies to evaluate their students' work.

<table>
<thead>
<tr>
<th>Level of Performance</th>
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<th>Context(s) in Which the Performances Occur</th>
<th>Coherence and Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready to Teach:</td>
<td>Evidence of the teacher candidate’s teaching and the accounts of others who have observed her indicate clearly that the teacher candidate has used a variety of evaluation strategies successfully in her teaching and has developed a systematic approach to collecting a wide range of information about students.</td>
<td>Evidence from the school setting indicates that the teacher has developed and employs a wide repertoire of evaluation strategies in her teaching. Her teaching and evaluation of students makes clear use of student information that has been collected from the school setting, from both formal and informal sources.</td>
<td>The teacher candidate is reflective about the important role that assessment plays in learning and about the importance of gathering student information from a wide range of sources. These are things the teacher candidate values, and their influence on her teaching is evident across other aspects of the Portfolio.</td>
</tr>
<tr>
<td>Substantial Progress:</td>
<td>Those who have observed the teacher candidate indicate that she knows a variety of evaluation strategies and is beginning to use them with some success in her teaching. Evidence from methods courses and the CoT Seminar indicates that the teacher candidate is developing strategies to collect information about students.</td>
<td>Much evidence is collected from non-school and university settings. But it is significantly supported by some evidence collected from the school setting, where the teacher candidate has demonstrated knowledge of different evaluation strategies appropriate to school settings and the ability to collect student information.</td>
<td>The teacher candidate clearly thinks about the importance of evaluation as part of the learning cycle and how gathering student information can enhance learning outcomes, but the nature of her direct classroom experience may not yet be fully congruent with her thinking.</td>
</tr>
<tr>
<td>Formative:</td>
<td>The evidence is largely anecdotal and is insufficiently supported by evidence from the teacher candidate’s teaching or from testimonials from others. There is some doubt as to the teacher candidate’s ability to collect and understand information about students and her knowledge/application of appropriate evaluation strategies.</td>
<td>What evidence exists comes almost exclusively from non-school and university settings. It raises doubts about the teacher candidate’s understanding of the importance of collecting student information and her ability to employ evaluation strategies beyond traditional forms (e.g., tests).</td>
<td>Some knowledge and consideration of various evaluation approaches and information-collecting strategies may be evident. But there is little to suggest that the teacher candidate is thoughtful and reflective about these things and her feelings about their importance are not adequately communicated.</td>
</tr>
</tbody>
</table>
Expectation 12: School and Community Specialists

Our teacher candidates will demonstrate responsiveness to their students' specific needs by seeking the help of school specialists and community resources when appropriate.

Rationale

Teachers often face dilemmas while working with students who have especially challenging academic or interpersonal problems. Occasionally a student picks a teacher as the person to confide in with personal dilemmas/situations. When it is possible for her to do so, that teacher is morally and ethically obligated to attend to that student’s need. However, though they should value their own personal and professional capabilities, teachers also need to know their limits and to be able to judge when a student is best served by confiding in them or by developing a new relationship with a skilled school or community specialist. Teachers must understand and value the knowledge, talents and skills that each school or community specialist brings to the school experience and what each has to offer to their students. They need to be able to evaluate the severity of each student's situation and, when necessary, to help a student develop a new relationship with a fellow professional who, for the moment, is a stranger to the student.

Elaboration

What This Expectation Is

- An opportunity to demonstrate that you are familiar with the roles of the various school and community specialists.
- An opportunity to document the experiences you have had working with specialists and to define your approach to using specialists to help students.
- An opportunity to provide descriptions of students or situations that you have observed which may require involving specialist(s).
- An opportunity to involve the community in the school culture.

What This Expectation Is Not

- It is not the place to describe your efforts to help individual students with needs beyond your area of expertise.
- A list of community resources without connection to how they are to be used to enhance learning.

Outcomes

What You Should Know

- You should know your limits in dealing with any student’s unique or unusually challenging dilemma or behavior.
- You should know the array of special services and individuals available to teachers, students, and parents within your school system and in your community; you should recognize that they offer a wide variety of experiences and perspectives that are valuable to adolescents.
- You should know the procedures and policies for contacting school and community specialists and you should know how to communicate with such specialists to decide if a referral is appropriate for an individual student’s needs.
- You should know how to collaborate with specialists in ways that benefit your students but also ensure their confidentiality.
- You should be well-versed in the legal, moral, and ethical obligations to protect the student in his
or her particular situation.

- You should know ways to encourage students to express their unique needs to you, but at the same time, be able to inform them that there may be others who are more qualified to assist them in their pursuit of solutions.
- You should be able to identify and express to students, parents, and others the reasons for referral to specialists.
- You should know how to promote student involvement in community activities.

**What You Should Value**

- You should come to value your role as a resource and guide for students and recognize the opportunities you have to link students with the services they might need.
- You should come to value the array of community professionals, available to you, your students, and their families who have the special training and interests to assist in meeting the unique needs of your students.
- You should value the variety of learning experiences available to students outside school.
- You should value the idea that the school is not an isolated institution, but is part of local and global communities.

**What You Should Be Able to Do**

- You should be able to intervene on behalf of a student to facilitate and ease contact between that student and an appropriate specialist.
- You should be able to maintain and protect the confidentiality of a student.
- You should be able to support and encourage a student at the same time he or she is being served by a specialist.
- You should be able to professionally maintain your teaching role with a student at the same time that she or he is receiving special services from another professional.
- You should be able to analyze and critically evaluate the character, strengths, and weaknesses of the community in which you teach.
- You should be able to work to change school policies and practices that inhibit school community interactions.
- You should be able to make professional judgments about how best to engage your students in extended learning and service experiences in the community.

**Strategies**

- Interview several specialists in your school and larger community. Develop brief descriptions of how each of these people work with teachers and students.
- Arrange to attend one or more staffing sessions where one or more specialists develop an Individualize Education Plan (IEP) for a student. Observe the ways in which they collaborate.
- Locate or develop a resource directory (file) identifying personnel with brief descriptions of their specialties, procedures for contacting them, and availability.
- Attend a conference or workshop session designed for specialists (guidance people, counselors, social workers, pastoral counselors, etc.) on the topic of how they work with their clients.
- Review relevant literature on the topic of ethics, referrals, and confidentiality.
- Interview your Mentor Teacher to identify the range of challenging needs his or her students represent; try to gather a repertoire of effective responses to these situations.
- Discuss with your Mentor and other teachers their responses to situations you have observed in
the school environment; summarize and reflect on these discussions.

- Develop a clear understanding of the legal requirements and ramifications regarding referrals to school and community specialists.
- Work with a community agency that provides services to young people.
- Invite community professionals to student presentations, lunches, field trips, etc.; enlist people from the community as guest teachers in your classroom, or organize some event that involves community members.
- Develop a governance unit and invite government officials to participate in the process.
- Organize a career day, either for your classes or the building. (Chambers of Commerce can sometimes help you organize such an event.) Ask professionals from the community to come in and explain what they do for a living. Make it an exciting, hands-on experience (e.g., a nurse might bring in a nurse’s equipment).
- Organize a community project or activity that gets your students out into the larger community and exposes them to various resources and professionals.

Evidence for the Portfolio

- Written descriptions of specialists’ roles.
- A personal statement reflecting your responsibilities as a teacher including the identification of those areas which are outside the realm of instruction.
- A community and/or school resource directory or file of personnel, roles, and methods for contacting them (that you have developed or compiled).
- A short paper describing one or more instances in which you have worked successfully with special personnel in your school.
- A written testimonial from a school specialist with whom you have worked.
- A summary of the implications for you of a “specialist’s” conference in which you participated. What knowledge did you gain from the experience?
- A critique or summary of a professional article on ethics and confidentiality.
- A plan you developed in collaboration with a school or community specialist to assist a student.
- An adaptation of a lesson to meet the particular needs and circumstances of a particular student.
- A reflective statement discussing the difficulties and/or successes associated with the accommodations made to meet the needs of an individual student.
- A personal anecdote about a situation outside of school that illustrates your willingness and ability to deal with an unusual or difficult circumstance and to enlist the help of others when appropriate.
- A copy of a letter to community leaders inviting them to visit your classroom or building.
- An evaluation from your students of an activity you have hosted that facilitated interactions and connections between students and school or community specialists.
- A written testimonial from your Mentor Teacher who has seen you involve community people in effective ways.
- An annotated list of committees, boards, and advisory councils on which you serve.
- Lesson plans that include a community service project or other activities that link the school to the community.

Suggested Reading


Suggested websites:
• American Network of Community Options and Resources (ANCOR): http://www.ancor.org/
• National Alliance for Direct Support Professionals: https://www.nadsp.org/
• The Substance Abuse and Mental Health Services Administration, http://www.samhsa.gov/
Rubric for Expectation 12: School and Community Specialists. Our teacher candidates will demonstrate responsiveness to their students' specific needs by seeking the help of school specialists and community resources when appropriate.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Source(s) of the Evidence Offered (Does someone else evaluate or describe the performance and/or does the teacher candidate?)</th>
<th>Context(s) in Which the Performances Occur (Did the acts occur in your apprenticeship, on campus, and/or in another setting?)</th>
<th>Coherence and Reflection (Does the evidence connect well to the larger Portfolio? Does it portray a thoughtful, competent teacher?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready to Teach:</td>
<td>Evidence of the teacher candidate’s teaching and the accounts/documentation of others demonstrate that she has collaborated with school and community specialists to address student needs and that these collaborations have come consistently to inform her own interactions with students.</td>
<td>Evidence is collected largely in the context of the school setting and from interactions the teacher candidate has had with school and community specialists focused on student intervention or provisions (though the student may not have documentation from student outcomes from interventions or additional services).</td>
<td>The teacher candidate has solid knowledge about school and community specialists available to her and the procedures through which they can assist her with students’ needs. She values these specialists as resources, and makes efforts to utilize them effectively. These themes are present in other aspects of the Portfolio.</td>
</tr>
<tr>
<td>Substantial Progress:</td>
<td>Accounts from the teacher candidate and from others indicate that she has initiated conversations with school and community specialists and that she is beginning to incorporate these resources regularly into her teaching and other dealings with students.</td>
<td>Evidence is primarily from university courses and other non-school contexts (though it may be supported by some examples from the school setting). It suggests that the teacher candidate is developing an understanding of the school and community services/specialists available to her and a sense of how to utilize such resources in the school setting if and when the opportunities arise.</td>
<td>The teacher candidate demonstrates a developing awareness and appreciation of the school and community specialists available to assist her. She increasingly values them as resources.</td>
</tr>
<tr>
<td>Formative:</td>
<td>Evidence is largely anecdotal, and supported by little or no evidence from the teacher candidate’s work or accounts from others. It suggests some interactions with school and community specialists, but these are not initiated by the teacher candidate and are not clearly informing her teaching in any substantial way.</td>
<td>Even evidence from the university courses is vague, and there is little or no supporting evidence from the school setting. There are doubts as to the teacher candidate’s knowledge of school and community specialists available and on her ability to draw on these resources appropriately and effectively for student intervention or provisions in the school setting.</td>
<td>The evidence does not suggest that the teacher candidate has adequate understanding or appreciation of the value of school and community specialists. How the teacher candidate feels about these specialists and how they might assist her in her work with students is not clearly communicated.</td>
</tr>
</tbody>
</table>
Expectation 13: Collaboration

Our teacher candidates will demonstrate that they have interpersonal skills related to working with other key stakeholders (e.g. parents, colleagues, and members of the larger community) in the education of their students.

Rationale

Collaboration between a teacher and colleagues, parents, and the broader community help promote students’ learning. A teacher should know how to work with colleagues in a variety of collaborative settings; she should value working with others and be able to deal effectively with the give-and-take of collaborative work settings. Relationships with parents provide the framework for communication and collaboration aimed at promoting children’s learning, fostering an understanding of the value systems of families, and encouraging the involvement of parents in the support of their children’s education. Therefore, teachers should know the kinds of activities that can foster family-school partnerships. They should value the contributions that families can make to a student’s education, as well as the opportunities to make connections between the school and families. Special educators, in particular, should value parents as partners in the development and implementation of individualized education plans (IEPs). Inevitably, disagreements will arise in collaborative relationships. When they do, teachers should be able to advance their positions, ideas, and concerns in ways that do not alienate others and that expand discussions rather than stifle them. They should also be able to engage effectively with opposing attitudes, positions, and behaviors, and to reconcile misunderstandings.

Elaboration

What This Expectation Is

- The best evidence here describes collaborative activities that you engage in with teachers and other professionals at your field site. Appropriate activities may include team teaching, committee work, and consultation about students. Clearly your work with your Mentor Teacher will likely be a primary source of evidence; the more that you work together as equals the better.

- An opportunity to learn a great deal by inquiring into others’ positions or perspectives you don’t understand.

- An opportunity to illustrate your active participation in the school community and with families. You’re not trying to create strife; you’re trying to deal effectively with conflict situations when they do occur.

- An opportunity to demonstrate that you actively encourage interaction with families and see parents as vital elements of your students’ success in school.

- Developing or implementing a system through which to maintain regular dialogue with family members is ideal evidence for this Expectation.

What This Expectation Is Not

- Simply responding to parents’ questions about their children is typically not sufficient evidence for this Expectation.

- Although collaborating with members of your Seminar is worthwhile to include under this Expectation, it is not a sufficient substitute for real work with other teachers in a real school.
• This is not an Expectation that you can map out ahead of time. You are not creating an adverse situation, but learning from it when it does occur.

• This is not an opportunity for you to appear controlling and demonstrate forceful problem-solving tactics. (Create win-win solutions, not winner-loser competitions.)

Outcomes

What You Should Know

• You should know some basic principles of conflict resolution and productive interpersonal exchange (for example, empathizing, respecting others, honoring your personal beliefs, and communicating in concrete rather than abstract terms).

• You should know how to build on the strengths and values of families in reinforcing and expanding the work of the school.

• You should know that children whose parents are actively interested and involved in their learning do better in school.

• You should recognize that a teacher can be a prime agent in breaking the cycle of failure and discontent with schooling felt by some families.

• You should know that families from different backgrounds will have different values and expectations regarding their children’s education, and that their belief systems should be respected.

• You should know how to initiate conversations with parents about behavior management issues and to collaborate with them to adapt strategies for promoting positive behavior. (Special Education)

• You should know the roles and responsibilities of student service professionals where you teach and you should be aware of the professionals in your community who could collaborate with you in the classroom.

• You should know the formal governance or decision making processes of your school setting and you should know something about the culture and history of staff relations at your school, based on your own observations and the insights of a mentor.

• You should know the role that collaboration with colleagues can play in planning, instruction, and assessment throughout different grade levels and content areas.

What You Should Value

• You should value the relationships that develop from collaborating in a variety of ways with others, including parents, colleagues, non-teaching staff, community members.

• You should value having a clear sense of what you stand for while also recognizing the learning that can be gained from other points of view that differ from yours.

• You should value harmonious relations, but also be able to disagree amicably.

• You should value developing respectful partnerships with parents in order to bridge the gap
between home and school.

**What You Should Be Able To Do**

- You should be able to present your perspective and recognize other perspectives in ways that encourage dialogue and group decision-making and consensus-building.
- You should be able to communicate effectively the results of collaborative efforts with other stakeholders.
- You should be able to effectively organize and initiate collaboration opportunities involving planning, instruction and assessment.
- You should be able to use “I” statements ("I feel…” or “I tried to…”) which tend to clarify your position rather than “you” statements (“You told me…” or “You didn’t do…”) which often sound accusatory and make others defensive.
- You should be able to foresee potential problems before they escalate in order to be proactive instead of reactive.
- You should be able to use principles of effective argumentation.
- You should be able to let go of disagreements once a decision is made.
- You should be able to develop effective means of communicating with parents and family members.
- You should be able to encourage parents’ involvement with their children’s education, including the ability to involve parents in designing instructional activities for their child.
- You should be able to facilitate meaningful parent-teacher interactions and conferences.
- You should be able to initiate social activities that encourage parents, teachers, and students to interact.
- You should be able to ask questions that help you clarify the core of your disagreement with a colleague.
- Develop a long-term plan for involving parents in your work with their children.
- Construct a variety of methods to improve communication with parents, and be sure it includes ways to communicate students’ successes and not just their failures.
- Use contracts to enlist the cooperation and assistance of family members with their children’s educational progress.
- Conduct an inventory of parents’ interests, occupations, and skills, and encourage them to contribute to classroom and school activities, such as being guest teachers, classroom “aides,” or resources for field trips and other learning experiences.
- Develop a unit that involves parents helping teachers in ways that are significant to their children's learning.
- Make sure parents know that they are welcome in your classroom.
- Enlist parents in developing a vision statement for your classroom, and when possible involve them with school reform efforts or work to have them accepted as partners in making school policy decisions.
- Make it widely-known at your field-site that you would like to be involved. For example, ask your Mentor teacher if you can play a role in parent/teacher conferences, volunteer to work with other teachers or groups at the school that are involved with evaluating textbooks, designing curricula, coordinating extra-curricular activities and athletic teams, and so on.
- In some ways, your work with your Mentor Teacher is one long collaboration; consciously develop ways to enhance this element of your relationship with him or her, and consider developing
joint constructional efforts with another teacher if your Mentor is willing.

- Attend formal school-related meetings and analyze the effectiveness of communication among professional staff members and others about educational issues, programs, and decisions.
- Meet with school and community professionals (e.g., guidance, social workers, school nurse, dean of students, probation officers, etc.) to develop a program for a student needing assistance.
- Make efforts to work collaboratively with different colleagues, especially those with whom you usually do not work, and try to make connections with colleagues outside of school settings.
- Talk to your Seminar or Mentor Teacher about strategies for dealing with a problem situation and chronicle the event in your journal as it unfolds.
- Take advantage of professional workshops that address active listening, persuasive speaking techniques, assertiveness, respectful argumentation, and so on, and try to incorporate these skills into role-playing situations in your Seminar or in your actual work in the school.

**Evidence for the Portfolio**

- Journal entries that summarize your contacts with parents and a log of communications you have had with parents. These might include a list of ways in which you have worked with parents to advance educational objectives. For special educators, this might include notes from IEP meetings and/or parent conferences you have attended or observed.
- A video of you teaching in settings where parents are contributing to the learning community.
- Sample correspondence, such as email, between you and parents.
- A written testimonial from your Mentor Teacher describing your work with parents.
- Summaries of curricular materials which you have developed that actively involve parents in their children's learning.
- Any written policies you have created regarding parent communication and involvement in your classroom.
- A video of you co-teaching.
- Samples of group projects you have completed in university classes.
- Samples of instructional materials which you have developed in collaboration with others.
- A log or other products of committee work that you have been involved with at your school.
- Documentation or testimonials from a fellow teacher that demonstrate your contributions to a collaborative endeavor.
- Samples of the collegial communications you initiated.
- Journal entries that reflect your resolution of a problem or conflict.
- Email communications with another member of your Seminar discussing a successful attempt on your part to work through an interpersonal conflict with another CoTer.
- A videotape of you resolving one or more discordant encounters in role-playing sessions.
- Written testimonials from your Mentor Teacher or other colleagues who have seen you work effectively in a difficult interpersonal situation.
- Documentation of the circumstances and outcomes of interpersonal conflicts that have been resolved.
Suggested Reading


Suggested Websites:

- National Education Association (NEA): http://www.nea.org/home/11174.htm
- Council for Exceptional Children (CEC): http://www.cec.sped.org/
- CEC webinar on co-teaching: http://oldsite.cec.sped.org/ScriptContent/Custom/events/zip_files/unzipped_files/WEB1214/lib/playback.html
**Rubric for Expectation 13: Collaboration.** Our teacher candidates will demonstrate that they have interpersonal skills related to working with other key stakeholders (e.g. parents, colleagues, and members of the larger community) in the education of their students.

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<tr>
<td><strong>Ready to Teach:</strong></td>
<td>Evidence of the teacher candidate’s teaching includes some accounts of colleagues and perhaps even her students’ families. It indicates a commitment to on-going collaboration with families and colleagues as means to enhancing the teacher candidate’s teaching and her students’ success. It demonstrates the teacher candidate’s ability to work successfully through interpersonal problems and conflicts.</td>
<td>Evidence from the school setting indicates that the teacher candidate has developed an effective system for communicating and collaborating with families and colleagues and that she integrates their ideas successfully and consistently into her teaching and other work in the school context. She has thoughtfully and capably handled conflicts that have arisen and seems increasingly at ease with interpersonal relations.</td>
<td>Evidence indicates that the teacher candidate values communication and collaboration with families and colleagues and is reflective about this aspect of her teaching and its value in improving her students’ learning. This theme is evidenced consistently in several places in the Portfolio.</td>
</tr>
<tr>
<td><strong>Substantial Progress:</strong></td>
<td>Evidence of the teacher candidate’s teaching is supported in part by the accounts of others. It suggests a willingness by the teacher candidate to engage in and, at times, initiate collaborative relationships. Evidence of resolving interpersonal problems and conflicts comes largely from the testimony of a third, uninvolved party.</td>
<td>Some evidence is collected from the school setting, but much comes from university courses or other relevant but non-school contexts. It suggests that the teacher candidate is developing a system for successful communication and collaboration with families and colleagues and is consistently seeking to use their ideas to improve her teaching and her students’ learning.</td>
<td>Evidence suggests that the teacher candidate is reflective about the value of family involvement and the importance of collaboration with colleagues. These values and skills are not yet being consistently converted into an action plan in the school setting, but the body of evidence shows that she has the ability to work well with others.</td>
</tr>
<tr>
<td><strong>Formative:</strong></td>
<td>Evidence is largely anecdotal with little support from the accounts of others. It suggests some collaboration with families and colleagues, but it is minimal and often initiated by someone other than the teacher candidate. No interpersonal problems and conflicts are documented, but the teacher candidate may have described an observed interpersonal problem or conflict.</td>
<td>Evidence of communication and collaboration with families and colleagues is vague and mostly anecdotal. Examples of any such communication and collaboration and instances of conflict resolution come almost exclusively from the context of university courses or other non-school settings, some of which may be too remote from school teaching to be useful in supporting this Expectation.</td>
<td>Evidence suggests that some thought has been given to the importance of working collaboratively with families and colleagues, but it is not yet clear that the teacher candidate values such collaboration or makes use of it in her teaching.</td>
</tr>
</tbody>
</table>
Expectation 14: Professional Growth

Our teacher candidates will demonstrate that they are committed to ongoing professional growth, asking questions about their teaching and their students’ learning and finding ways to answer those questions.

Rationale

Teachers need to be able to adapt to ever-shifting teaching conditions. To do so, they must develop the habit of continually updating themselves as professional educators. They must find ways to question and reflect on their day-to-day teaching rather than accept current practices as necessarily the best practices. They should encourage students to evaluate their teaching and ask colleagues to observe and evaluate them, and they should recognize how they can adapt and refine their teaching in light of their own processes of reflection and others’ insights into their teaching. They should also know and be able to gain insights from sources of up-to-date information related to evidence-based practices on teaching/learning and their subject area—journals, seminars, professional associations, etc. They should value means available within and outside their schools—workshops, conferences, and advanced coursework—for professional growth. Finally, teachers should recognize that by fostering their own professional growth they will not only improve their teaching and their students’ learning but that they will also set a positive model of life-long learning and enthusiasm for their discipline—as well as other activities and avocations in their lives—which their students can emulate.

Elaboration

What this Expectation Is

- An opportunity to demonstrate that you’re an active, self-directed learner.
- An opportunity to model learning for your students is excellent evidence for this Expectation.
- An opportunity to demonstrate that you are open to learning from your students.
- An opportunity to demonstrate that you can engage in self-reflection and self-evaluation and use these to improve your teaching.
- Professional activities such as a presenting at a workshop or a conference will provide useful evidence for this Expectation.
- This Expectation requires self-reflection as you ask the question, “How am I doing?” of yourself, your students, and their families, your Mentor Teacher, your faculty coordinator, and your CoT colleagues.
- This Expectation requires you to reflect upon the effectiveness of your professional practice and ethics.

What this Expectation Is Not

- Papers and coursework are not appropriate evidence for this Expectation.
- Professional activities that you are required to attend are not good evidence for this Expectation; you’re trying to demonstrate that you actively seek out and participate in professional growth activities.
- This Expectation is not a repository of all student evaluations of your teaching, but typed summaries of all their comments are appropriate.

Outcomes

What You Should Know

- You should know much more about your subject than what’s in traditional textbooks.
• You should know how to teach topics of interest to your students and be actively involved in one or more hobbies or avocations.
• You should know various ways of extending your knowledge and ability to other areas of personal interest to you, as part of a creative and continuously evolving process.
• You should know that good teaching is a creative process in which new information and new perspectives are continuously evolving.
• You should know that a teacher is a “work in progress” and so recognize the limits of your current practice while seeking ways to go beyond those boundaries—for example, by knowing various strategies and opportunities for advancing your professional development.

What You Should Value
• You should value the importance of being a teacher who creates and implements engaging learning experiences with your students.
• You should value the importance of sharing personal passions and new knowledge with others.
• You should value lifelong learning.
• You should value the importance of systematic and reflective inquiry, supported by knowledge of new research and developments in your field, as the underlying professional practice that guides exemplary teachers and schools.
• You should value on going dialogues about your (and other) teaching styles, methods, and rationales from, for example, students and their families, your Mentor Teacher and other professional colleagues, your faculty coordinator, and your CoT colleagues.

What You Should Be Able to Do
• You should be able to allow yourself to be open and honest in new learning situations, perhaps even in the presence of your students (i.e., you should be able to admit that you don’t know). In such instances, you should also be able to use and guide methods of inquiry to solve problems and enhance your students’ learning.
• You should be able to actively seek and shape opportunities for your own learning and growth, both professionally and personally, and so demonstrate a model of lifelong learning for your students.
• You should be able to reflect on and evaluate continually your own teaching competence and use this self-reflection and self-evaluation to improve your practice.
• You should be able to seek out and attend activities and workshops that enhance your changing professional needs.
• You should be able to adapt and put into practice the information gained through professional development opportunities.
• You should be able to access information on exceptionalities and capitalize on professional development opportunities relevant to special education. (Special Education)
• You should be able to create a classroom climate in which students are given the freedom to ask substantive questions.
• You should be able to apply research findings and practices in your classroom.

Strategies
• Remain active in at least one hobby or avocation and generate and continually revise a long-term plan for reaching your own personal and professional goals.
• Seek out and attend one or more in-service workshops for your subject area or for staff development, and attend state or national conferences addressing issues related to your teaching area or more general education topics of interest.
• Subscribe to/read current journals, magazines, research reports, etc. in your subject area as well as in education in general.
• Carry out a self-evaluation in which you outline your training and development needs and goals.
• Engage in an activity with your students in which you are also learning something new; allow students to teach a mini-lesson to you and the class.
• Volunteer to teach in a colleague’s class in their subject area and follow his or her lesson plans for a class period.
• Volunteer to be a student representative on one of the School of Education’s committees.
• Develop a bibliography of all of the reading that you do to learn more about how to teach; include that bibliography in your evidence for this Expectation.
• Arrange to attend all beginning-of-the-year meetings for new and experienced teachers at your school and seek to attend professional development days throughout the academic year.
• Volunteer for or attend meetings of the professional development committee at your school.
• Develop an agreement with your Mentor Teacher whereby each of you observes and critiques the other.
• Write a critical report describing ways you have used research to solve a particular problem in your classroom.
• In collaboration with other teacher candidates or university researchers, engage in a program of inquiry about teaching and learning.
• Form a discussion group with other teachers and/or CoT colleagues to examine teaching practices and consider new ways to solve old problems.
• Periodically ask your students to anonymously evaluate your teaching.

Evidence for the Portfolio
• Journal entries that describe your own learning struggles and triumphs.
• A video/audio, written documentation of you learning something new along with your students.
• An annotated list of high-interest topics (outside of your major) that excite you and which you would feel secure teaching to students.
• Photographs of hobby- or avocation-related projects which you have created.
• An annotated list of journals and other educational literature to which you subscribe.
• Evidence of a time when you shared a personal passion with students, with documentation of how this experience went and what you learned from the experience, and reflection on how the students responded to your sharing of a personal interest with them.
• A reflective paper on your visit to another school or classroom.
• Written or other communication to your students expressing how you felt when they taught you something that you didn’t know.
• A list of things that you want to accomplish in your life and documentation as you complete them.
• Evidence of new strategies learned in workshops and/or course work that you have implemented in your classroom setting.
• Documentation of professional conferences and workshops that you have attended.
• A general description of the types of resource files that you keep and continually update.
• A written testimonial from your Mentor Teacher about your general stance toward professional development.
• A summary of professional conferences and workshops you attended and/or took part in.
• Your reflections and notes from local or school committee meetings you attend.
• Written reflections/papers about your research into professional development and its role in teaching, about research you’ve conducted into your teaching, or about the current state of your teaching and the kind of teacher you aspire to become.
• Journal entries in which you critically analyze and review your professional development.
• Journal entries in which you demonstrate an awareness of your strengths as a teacher and those things upon which you need to improve; these entries should demonstrate your ability to engage in self-evaluation and self-critique and to develop strategies for improvement in self-identified areas.
• Summaries of students’ evaluations of your teaching and/or unsolicited comments and notes from your students about your teaching and you as a teacher.
• Evaluations from your Mentor Teacher of curriculum units you've developed and implemented in your classroom.
• A written testimonial from your Mentor describing how you have collaborated with him or her to answer questions about your teaching and learning.
• A case report of an individual student or group of students who you interviewed and/or observed in order to understand how to adjust your teaching to their particular needs.
• Audio/video/written documentation of you reflecting on your teaching during your fieldwork.
• Excerpts of email dialogues between you and your faculty coordinator, Mentor Teacher, or other teaching colleagues related to your and others’ teaching practices, strategies, and rationales.

Suggested Reading

Suggested Journals and Websites:
• Journal of Teacher Education: http://jte.sagepub.com/
• Phi Delta Kappan (articles on education practice, research, policy, issues, and trends): http://www.jstor.org/action/showPublication?journalCode=phideltkapp
• American Educational Research Association (AERA): http://www.aera.net/
• Council for Exceptional Children (CEC): http://www.cec.sped.org/
• U.S. Department of Education (Professional Development) http://www2.ed.gov/teachers/dev/contedu/edpicks.jhtml
Rubric for Expectation 14: Professional Growth. Our teacher candidates will demonstrate that they are committed to ongoing professional growth, asking questions about their teaching and their students’ learning and finding ways to answer those questions.

<table>
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<tr>
<td>Ready to Teach:</td>
<td>Evidence from the teacher candidate’s learning activities and accounts from others demonstrates her commitment to professional development opportunities within, and perhaps even outside, the school and her attempts to utilize knowledge gained from various sources. Artifacts from her teaching or the accounts of others suggest that she seeks information about her teaching and reflects on it.</td>
<td>The teacher candidate has been an active participant in professional development opportunities within her school and has sought at least some opportunities in professional organizations outside the school. Evidence of the teacher candidate’s inquiry into her own practice was collected in the school setting, and there are several artifacts presented.</td>
<td>The teacher candidate is reflective about the relationship between professional development and teaching expertise. Professional development, insights from others and her own examination of her practice already inform her teaching. She demonstrates a clear tendency toward active, life-long learning. Much of the Portfolio reflects these themes.</td>
</tr>
<tr>
<td>Substantial Progress: The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>The teacher candidate demonstrates an emerging interest in and commitment to seeking opportunities for professional development. She also provides accounts from her teaching, partly supported by the accounts of others, suggesting that she welcomes information about her teaching and her students’ learning.</td>
<td>The teacher candidate attends professional development opportunities within the school and has shown interest in professional organizations outside the school. She is increasingly aware of the relationship between professional development opportunities and teaching expertise. Much evidence of her inquiry into her own practice was collected in the school setting, and at least one artifact is presented.</td>
<td>The teacher candidate’s reflection indicates an understanding of the importance of professional development for an emerging teacher. There is evidence that she considers and attempts thoughtfully to apply others insights into her teaching and to engage in self-examination of her own teaching. These themes appear in other parts of the Portfolio as well.</td>
</tr>
<tr>
<td>Formative: The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>The teacher candidate expresses some interest in pursuing professional development opportunities and seems receptive to information from others concerning her teaching. However, evidence is largely anecdotal and not well-supported by artifacts from the teacher candidate’s teaching or the accounts of others. The evidence suggests little active learning outside the formal roles of a college student.</td>
<td>There is anecdotal evidence that suggests some intention on the part of the teacher candidate to attend professional development opportunities within her school, but she has yet to follow through consistently. She has not yet communicated clearly that she understands the relationship between professional development and teaching expertise. There is little evidence that she has conducted meaningful inquiry into her teaching practices, and what evidence there is was collected in settings other than the school.</td>
<td>The teacher candidate displays some reflection on the importance of professional development to teaching expertise, but her feelings about the role of professional development in her own improvement as a teacher are not clearly communicated. There has been some reflection on and inquiry into her own practice, but these are limited and appear only in this section of the Portfolio if at all.</td>
</tr>
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</table>
Expectation 15: Expressing Convictions

Our teacher candidates will demonstrate that they support human rights, can participate in salient debates on major social issues and can respond thoughtfully and appropriately when controversial issues arise in the classroom. They will also demonstrate that they are able to create a classroom climate that encourages similar behavior in their students.

Rationale
Teachers should develop, in themselves and their students, the skills and understanding needed to live in a democratic society. Philosopher of education Nel Noddings observes that students learn critical thinking by thinking about issues that are critical to them and learning to express their concerns in an open, safe forum. Such topics will often be controversial in nature, ranging from issues of human rights and hotly contested social issues to existential questions about life’s meaning and purpose. Teachers need to develop both judgment and skill in helping students engage in controversial discussions. Teachers should pay special heed to the exercise and denial of human rights in schools and in the society, as public schools have an obligation to provide equal educational access and opportunity to all children regardless of their race, national origin, gender, religion, or special needs. Teachers should know when and how to foster open discussion of controversial issues and when and how to create opportunities for students to explore them in other ways. Further, teachers should not stand apart from this process of engaging with controversial issues. Students will profit not only from teachers’ encouragement to think through and take stands on issues, but also from observing teachers’ willingness to do the same. To do so effectively, teachers need to have a clearly-defined philosophy of education that enables them to balance the pedagogical challenge of expressing their convictions while providing appropriate space for students to develop their own.

Elaboration

What this Expectation Is

- An opportunity to demonstrate your sensitivity to students’ learning needs and development as well as your commitment to helping them engage thoughtfully with important questions of value, purpose, and meaning.
- An opportunity to look deeply at issues that are important to the students and to find ways to enable students to confront challenging issues that matter to them.
- While often emerging in the context of formal classroom activities, controversial issues can arise in the broader school environment and local community as well, and your evidence and analysis can reflect this broader context.
- Work that you perform with many social action agencies or even political campaigns can be very useful evidence for this Expectation.
- This expectation is about fostering a climate in which your students can do take a stand about an issue that is important to them.

What this Expectation Is Not

- This Expectation focuses particularly on the teacher’s role working with students in a school context. While evidence demonstrating one’s capacity to deal with controversial issues in other settings—friends, family, broader society—can be useful as a supplement, the bulk of evidence should focus on the especially complicated dynamic of the school context.
- This Expectation is not about dealing with controversial issues that are important to the
teacher. Rather, it is about helping and supporting students in their exploration and awareness of issues that are important to them.

- This is not just a forum to express your beliefs about human rights; should be able to demonstrate how you have acted upon your convictions regarding human rights by creating a classroom that reflects your beliefs.

Outcomes

What You Should Know

- You should know education law and policies related to First Amendment freedoms of speech, religion, and expression.
- You should know about teachers’ ethical responsibilities.
- You should know what issues are important to students and how they relate to the major issues and social movements that currently affect the social fabric.
- You should know various ways to build curriculum opportunities to explore controversial issues, whether through individual, small group, or whole group instruction.
- You should know how individuals’ cultural backgrounds influence their responses to controversial issues.
- You should know and have a clearly-defined philosophy of education as a foundation to draw upon when expressing one’s own convictions and when incorporating salient debates into classroom activities.
- You should know the nature of human rights and the responsibilities associated with the exercise of these, as well as the laws that protect the rights of students.
- You should know the challenges of an individual or group whose basic human rights are denied or violated by others.
- You should know the dangers inherent in violations of human rights.
- You should know practices that promote or violate specific human rights of individuals or groups in the classroom and in the society.
- You should know laws, policies and ethical principles regarding behavior management planning and implementation and how these relate to human rights of individuals. (Special Education)

What You Should Value

- You should value teachers’ inevitable roles as moral exemplars but also be committed to avoiding indoctrination of students.
- You should value the impact of a teacher in helping students learn to engage thoughtfully and respectfully with different perspectives and value systems.
- You should value responses to controversial issues that are different from your own.
- You should value people who have the courage to act on their convictions and who can critically examine the foundations of their beliefs.
- You should value democratic principles and practices in your day-to-day dealings with students, parents, other teachers, and administrators.
- You should value universal human rights, but recognize when the rights of one group of people may conflict with the rights of another group and the difficulty of reaching equitable
You should value diversity.

What You Should Be Able to Do

- You should be able to design learning experiences that connect your formal curriculum with issues of profound importance to students.
- You should be able to use a variety of formats for reflection—individual, small groups, whole class—to help students articulate their own positions and engage with others’.
- You should be able to establish social norms in the classroom that make it a “safe place” for students both to express their beliefs and to deliberate, question, and disagree.
- You should be able to engage students productively in respectful dialogue around controversial issues.
- You should be able to facilitate fun and open discussion of controversial issues in a safe and orderly environment in which students feel protected against physical, mental, and social abuse by peers and adults.
- You should be able to foster respect for the ways different cultures respond to controversial issues.
- You should be able to express your ideas, beliefs, values, and positions clearly and debate issues with students without “pulling rank.”
- You should be able to identify and use existing resources as well as develop your own resources and learning experiences which increase your students’ understanding of the meaning and implications of human rights.
- You should be able to promote a respect for the rights of others.

Strategies

- Ask students what controversial issues are important to them, pay special attention to issues that emerge in day-to-day interactions and be able to help make connections to human rights when applicable.
- Design an activity that will encourage students to consider the variety of viewpoints the class holds about a controversial issue and that will help them examine these various viewpoints and its relationship to human rights.
- Ask students to evaluate your openness to exploring controversial issues, and your willingness to make questions of purpose and meaning part of your curriculum.
- Analyze curricula aimed at exploring controversial issues and examine case studies and research about addressing these issues in the classroom.
- Survey your teaching colleagues’ attitudes and approaches toward dealing with controversial issues in the classroom and observe them addressing such issues in their classrooms.
- Write your personal philosophy of education thinking carefully about expressing convictions and human rights; consider it a work in progress that you can revise and refine from time to time.
- Offer to lead a discussion or debate on a controversial issue either in the Seminar, or in the classroom after careful planning, consideration, and discussion with your Mentor Teacher.
- Write an editorial to your local newspaper responding to an issue in education.
- Volunteer at soup kitchens, Habitat for Humanity, the Red Cross, clothing banks, AIDS awareness, American Breast Cancer Society, and other social service agencies.
- Analyze your local community for evidence of violations or protection of human rights.
• Read and analyze case studies or court cases involving human rights.
• Review literature and textbooks to identify omissions about minority groups and evidence of racial, ethnic, gender, or religious bias and develop a resource file.
• Volunteer to work with an organization dealing with the protection of human rights.
• Develop a curriculum unit that aims to support human rights in your classroom and in the society.
• Seek interactions—socially and in formal organizations—with people who are different from you in background, beliefs, etc.
• Read literature (both fiction and nonfiction) by and about people that are different from you in background, beliefs, etc.

Evidence for the Portfolio
• Curricular plans and instructional materials—and post-lesson reflections—that you have created which are designed to engage students in exploration of controversial issues and support their thinking and questioning of social or global conditions.
• A narrative written by a third party who has observed a time in your classroom when you helped students engage with a controversial issue.
• Journal entries or a reflective essay that describe how you responded when controversial issues arose in your classroom or school.
• Reflection on student work that addresses controversial issues and human rights.
• A short paper expressing your philosophy of education, including a part that addresses the challenge of dealing with controversial issues and human rights in the classroom.
• A video or other documentation of you engaging in social action activities and/or of you and your students engaging in social action—for example, community service projects—along with reflections on the outcomes of such projects.
• An interview with your Mentor Teacher about his or her philosophy of education, with special attention to how it has or has not changed over time.
• Annotated lists of readings or presentations by authors or speakers who express different viewpoints and perspectives from your own.
• A transcript of a dialogue with children depicting their efforts to understand what human rights mean for them and their classroom.
• Copies of proposals, position papers, and/or correspondence from previous educational or vocational settings that address a social issue.
• A video of a discussion or debate you led in your school or Seminar.
• Documentation of your work with a human rights or other type of volunteer organization.
• Samples of curriculum materials you developed for teaching and exercising human rights.
• A paper describing a real situation you witnessed in your own community in which human rights were violated or protected.
• Reflective writings on fictional and nonfictional literature you have read about human rights or democratic principles or your interactions with people who are different from you in background, beliefs, etc.

Suggested Reading

Suggested journals and websites:

• Preventing School Failure (Journal): http://kg6ek7cq2b.search.serialssolutions.com/?V=1.0&L=KG6EK7CQ2B&S=JCs&C=P REVSCHFAI&T=marc
Rubric for Expectation 15: Expressing Convictions. Our teacher candidates will demonstrate that they support human rights, can participate in salient debates on major social issues and can respond thoughtfully and appropriately when controversial issues arise in the classroom. They will also demonstrate that they are able to create a classroom climate that encourages similar behavior in their students.

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<tr>
<td>Ready to Teach:</td>
<td>Evidence from the teacher candidate’s teaching, including teaching materials and other artifacts, along with the accounts of others who have observed her teaching indicate that she is concerned about issues of social justice and human rights and that this concern influences her teaching. It shows, too, that she holds and can express firm convictions on controversial issues and that she works to engage her students in dialogue around such issues.</td>
<td>Evidence was collected primarily in the school setting and may include evaluations from students or others who have observed the teacher candidate. The teacher candidate’s classroom is a comfortable and safe place for discussions of controversial issues and she has taken a stand in the school setting, and perhaps even the wider community, about an issue that is important to her.</td>
<td>The teacher candidate clearly reflects on the importance of actively working to improve human rights and raising the consciousness of her students in this regard. She is also reflective about her own convictions and the role of controversial issues discussions in her classroom, and she communicates (and may have already utilized) ways to include such issues in her teaching. These themes are evident in other sections of the Portfolio.</td>
</tr>
<tr>
<td>Substantial Progress:</td>
<td>Some evidence from the teacher candidate’s teaching, perhaps supported by some accounts of others, suggests that the teacher candidate is concerned with human rights and attempts to create an awareness of human rights in her classroom. Evidence suggests that she is increasingly comfortable with engaging in discussions around controversial issues and is developing the ability to facilitate such discussions among students.</td>
<td>Some evidence is from the school setting and is supported by evidence from outside the school. It demonstrates the teacher candidate’s awareness of human rights issues and her willingness to act on her convictions regarding issues of importance to her. There is at least strong anecdotal evidence suggesting that the teacher candidate is becoming secure and comfortable in her facilitation of controversial issues discussions, and this may be supported by some artifacts from the teacher candidate’s teaching.</td>
<td>The teacher candidate has thought about the importance of justice and human rights and reflects on her own convictions about controversial issues with an eye toward refining and shoring up these convictions. She understands the importance of human rights and controversial issues in her teaching—as demonstrated in some other parts of the Portfolio as well—and is developing coherent ideas about how they will consistently inform her actual practice.</td>
</tr>
<tr>
<td>Formative:</td>
<td>Evidence is only anecdotal and not well supported by artifacts, and there is little or no commentary by others to suggest that the human rights are a concern of the teacher candidate or that they influence how she thinks about teaching. The teacher candidate’s own convictions may sometimes be expressed, but there is no pattern to suggest that she has clarified these convictions or that she can effectively engage students in discussion of controversial issues.</td>
<td>What evidence does exist is vague, largely anecdotal and collected in contexts outside the school setting. There may be evidence suggesting some (largely inconsistent) convictions and some awareness of human rights and controversial issues, but it is not enough evidence to suggest how these things will influence the teacher candidate’s work in the school setting.</td>
<td>The teacher candidate’s personal awareness of human rights issues and her own convictions on controversial issues are apparent but inconsistently communicated and lacking clarity. There is little evidence of sustained and effective self-reflection on these issues or how they might concretely inform the teacher candidate’s teaching.</td>
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(Does someone else evaluate or describe the performance and/or does the teacher candidate?)

(Did the acts occur in your apprenticeship, on campus, and/or in another setting?)

(Does the evidence connect well to the larger Portfolio? Does it portray a thoughtful, competent teacher?)
Expectation 16a: Extracurricular Activities

Our teacher candidates will demonstrate their dedication to roles and responsibilities outside the instructional school day.

Rationale

The “school day” encompasses much more than the hours and classes of instructional time. Extracurricular activities are often an avenue of expression for students, as they allow for peer interaction and student-led initiatives performed outside the typical school day. The teachers’ roles and responsibilities are manifested through extracurricular involvement. This occurs through the coaching or sponsorship of clubs and activities, but also in planning, organizing and actively participating with their students in activities such as the school newspaper and interschool sports program. Teachers should know the various opportunities for extracurricular involvement and the expectations of their school and community. They should value the educational and social importance of extracurricular activities and how they continue to academics. They should be able to foster and demonstrate personal commitment, team building and community building skills that extracurricular activities and involvement can produce both inside and outside of the academic classroom.

Elaboration

What this Expectation Is

- A demonstration of your extracurricular involvement and how it is evidenced in your classroom teaching and professional development.
- An opportunity to gather information and make connections with students that can contribute to your work with them in a classroom setting.
- Demonstration of personal and collaborative learning, creativity and organization, that occurs beyond the instructional time of the school day, and is necessary for enriching the school day.

What this Expectation is Not

- A list of your extracurricular involvement as a student.
- ONLY examples of sponsoring or volunteering in extracurricular activities.

Outcomes

What You Should Know:

- The available extracurricular activities or organizations available within your school or community and how to connect them to the curriculum.
- Your school’s policies on extracurricular activities.
- Different ways of providing students with opportunities, within their interests, outside of the classroom.
- How to relate what is learned in the classroom to extracurricular activities and the extracurricular activities to the classroom.
- The importance of extracurricular activities to adolescent development and factors that may impede involvement (i.e. disabilities, transportation, socio-economic status, etc.).

What You Should Value:

- Interests and strengths that extracurricular activity involvement can instill in students.
- The variety of learning experiences outside of the academic classroom.
- The importance of inclusion when conducting extracurricular activities.
- Your experience and how they can be used to create and influence professional development opportunities as well as extracurricular activities.
- Your students as co-facilitators and self-directed learners inside and outside of the classroom.
What You Should Be Able to Do:

- Co-facilitate a group or club without being “the teacher”.
- Act as a resource for students.
- Support and encourage students to be self-directed learners.
- Connect their experiences in extracurricular activities with experiences in the classroom and in the real world.

Strategies

- Discuss the topic of sponsoring extracurricular activities with your mentor teacher.
- Research what extracurricular opportunities are available in your school and community.
- Discuss extracurricular involvement with students who do and do not participate in extracurricular activities; summarize and reflect on those discussions.
- Interview students about their extracurricular involvement or lack of involvement and try to understand different patterns that emerge from the interviews.
- Encourage students to share experiences or learning scenarios from their extracurricular activities into the classroom.
- Develop projects that require students to make the connection between the extracurricular activities and the subject matter.
- Watch movies which show how a student’s passion plays out in their life.
- Bring people from the community into the classroom to show students how they can get involved.
- Share your own experience on the importance of extracurricular activities as a way to model the importance of the extracurricular activities for the students.
- Attend student extracurricular events (e.g., student clubs and sporting events) and analyze their value to students and school and community life.

Evidence for the Portfolio

- Sponsor an activity at your school.
- Document the times you are working with your club or organization in a journal.
- A resource file of all extracurricular activities in the school and the community available to students.
- Write a reflection, based on academic research or your observations, on how extracurricular involvement benefits students and the classroom environment.
- Create a lesson plan that incorporates student activities outside of the classroom setting.
- Make a video of you and your group doing a particular project or activity.
- Attend professional development sessions focused on extracurricular involvement and reflect on what was learned.

Suggested Readings

- Guest, A., & Schneider, B. (2003). Adolescents' extracurricular participation in context: The


Suggested websites:
- American Community Garden Association: http://www.communitygarden.org/
- National Service Learning Clearinghouse: http://www.servicelearning.org/
- Future Farmers of America: https://www.ffa.org/Pages/default.aspx
Rubric for 16a: Extracurricular activities. Our teacher candidates will demonstrate their dedication to roles and responsibilities outside the instructional school day.

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<tr>
<td>Ready to Teach: The evidence suggests that performance on this Expectation matches or exceeds that of a strong beginning teacher.</td>
<td>Evidence of the teacher candidate’s activities and the accounts from others who have been a part of those activities demonstrates substantial extracurricular involvement and the ways in which this involvement informs the teacher candidate’s classroom teaching and professional development.</td>
<td>Activities in the school setting demonstrate that the teacher candidate is involved in substantial and meaningful ways with more than one extracurricular activity. Evidence collected from her work in the classroom shows clearly the relationship between her extracurricular involvement and her teaching.</td>
<td>The evidence suggests that the teacher candidate actively seeks to get involved in extracurricular activities available in her school and gives sustained thought to how she can continue to connect them to the curriculum. She values this relationship and is reflective about her past attempts to cultivate it.</td>
</tr>
<tr>
<td>Substantial Progress: The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>Evidence from the teacher candidate’s activities is supported in part by some accounts from others. It indicates some involvement in at least one extracurricular activity and that the teacher is aware of the ways that extracurricular involvement can inform her classroom teaching, and vice versa.</td>
<td>Evidence is collected largely from university courses, but is supported by some examples of the teacher candidate’s work in the school setting. It indicates increasingly involvement and suggests that the teacher candidate is developing the ability to relate what is learned in the classroom with the extracurricular activities and vice versa.</td>
<td>The teacher candidate reflects on the importance of involvement in extracurricular activities and on the ways they can connect to and strengthen her curriculum and improve her students’ learning and development. She attempts to make these connections when possible.</td>
</tr>
<tr>
<td>Formative: The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>Evidence of the teacher candidate’s extracurricular involvement is largely anecdotal and does not indicate clearly any meaningful and substantial extracurricular involvement.</td>
<td>Evidence is collected almost exclusively from the teacher candidate’s university courses. It suggests limited involvement in extracurricular activities and a lack of understanding of the relationship between this involvement and the teacher candidate’s teaching.</td>
<td>The teacher candidate expresses some interest in extracurricular involvement, but it is not clear how she feels about the role of extracurricular activities in her teaching or her students’ educational experiences.</td>
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Expectation 16b: Equity & School Law

Our teacher candidates will demonstrate that they can provide their students with a fair and equitable education based upon their knowledge of school policies as well as state and federal legislation that affects their students’ well-being as individuals within the school system.

Rationale

Teachers must understand the fundamentals of school regulations, policies, and laws related to equity and individual rights. They also must understand how these regulations, policies, and laws directly affect both their teaching and their students. School policies and laws play a crucial role in how teachers formulate and adapt the way they manage and teach in their classrooms in order to provide a fair education to their students. Teachers should know their responsibilities and how each individual student is affected by equity issues, as well as any new regulations, policies, and laws which arise during their time as an educator. Teachers should value school policies and laws that are designed to give all students a high quality education. And teachers should be able to use their knowledge of equity and school law to protect and uphold the rights of students, teachers, and parents/caregivers. By exercising their legal responsibilities, teachers will be able to create fair, equitable, and safe learning environments for their students.

Elaboration

What this Expectation Is

- An opportunity to demonstrate that you are familiar with school legislation (district, state, and federal) and understand the rationale for policies and laws as well as your responsibilities for equal treatment and individual rights.
- An opportunity to show your understanding and knowledge of how school regulations, policies, and laws are designed to ensure that teachers provide their students with a high quality education.
- An opportunity to show that you comprehend your rights as a teacher, your students’ rights, and the rights of caregivers as they are outlined in and protected by regulations, policies, and laws.
- An opportunity to demonstrate that you can apply specific school regulations, policies, and laws to your everyday teaching and incorporate your knowledge of equity policies and laws when relevant.

What this Expectation is Not

- This expectation is not about knowing and memorizing different educational regulations, policies, and laws. You should apply your knowledge to help create a fair, equitable, and safe learning environment for your students.
- This expectation is not about your blind obedience to existing school policies and legislation; it is about respect for your student and for the policies created in their interest.

Outcomes

What You Should Know

- You should know district, state, and federal regulations, policies, and laws concerning the following topics: athletics, curriculum, employment & labor, English as a Second Language, equity & discrimination, finance, health & nutrition, liability, the No Child Left Behind Act, privatization & choice, religion, school safety, special education and disability, student achievement, student rights and discipline, and technology.
- You should know the laws and policies related to referral and placement procedures for individuals with disabilities. (Special Education)
- You should know how the school regulations, policies, and laws listed above affect the
overall well-being of your students and families as active participants in the school system, and yourself as a teacher.

**What You Should Value**
- You should value school regulations, policies, and laws that exist in order to have the students receive the best education possible and protect the well-being of students.
- You should value the benefits and protection that certain school regulations, policies, and laws provide to you, the teacher.
- You should value the teacher’s and administrator’s responsibility to protect students’ rights to a safe learning environment.
- You should value the ethical principles regarding behavior management planning and implementation. (Special Education)

**What You Should Be Able to Do**
- You should be able to recognize the significant impact that equity regulations, policies, and laws have on the school community.
- You should be able to identify how your school appropriately or inappropriately applies school regulations, policies, and laws.
- You should be able to apply what you know about the various equity regulations, policies, and laws to your own practice as a teacher.
- You should be able to guide and assist appropriately your co-teachers with the knowledge you have of equity policies, laws, and student rights.
- You should be able to search for, and attend, workshops, seminars, and meetings on the subject of equity regulations, policies, and laws that will ultimately enhance your knowledge and fair application of the policies and laws in your practice.

**Strategies**
- Develop an annotated bibliography of all the different readings you have done on different equity regulations, policies, and laws.
- Subscribe to and/or read different articles or journals pertaining to equity policies and laws.
- Try to organize a seminar for teachers in your school on the topic of school legislation and/or student rights.
- Have a discussion with and/or interview your mentor teacher about a time when equity regulations, policies, and laws were either a benefit or problem for them with respect to their teaching.
- Observe different teachers and administrators on how they apply certain equity regulations, policies, and laws within their practice; reflect on these observations.
- Interview the principal or other administrative staff regarding their personal feelings on specific regulations, policies, and laws, and how they see those policies and laws affecting teachers, students, parents and caregivers.
- Research the fair hearing or mediation processes that occur for special educators and their students, students’ family, etc., in your school.
- Attend a workshop, seminar, or other presentation on school legislation; summarize and reflect on what you learned.
- Research specific policies and laws that may require outside support (i.e. child abuse), and lay out the steps an educator would take in dealing with such issues.
Evidence for the Portfolio

- Notes you have taken from any meetings or seminars you have attended on school legislation.
- Documentation of how you have applied certain equity regulations, policies, and laws into your teaching practice.
- An interview with your mentor teacher, other teachers, and/or administrators on how they have effectively applied school regulations, policies, and laws in their practice, and a reflection on what you learned from their experience.
- Observation notes and/or a reflection from attending an IEP meeting in which equity regulations, policies, and laws came into play (include examples).
- Observational feedback from your mentor teacher, administrators, or department heads on how you effectively handled a situation that involved an equity regulation, policy, or law.

Suggested Reading


Suggested websites:

- The Individuals with Disabilities Education Act (IDEA): http://idea.ed.gov/
- Section 504 (U.S. Depart of Education): http://www2.ed.gov/about/offices/list/ocr/504faq.html
- Americans with Disabilities Act (ADA): http://www.ada.gov/
Rubric for Expectation 16b: Equity and School Law. Our teacher candidates will demonstrate that they can provide their students with a fair and equitable education based upon their knowledge of school policies as well as state and federal legislation that affects their students’ well-being as individuals within the school system.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Source(s) of the Evidence Offered</th>
<th>Context(s) in Which the Performances Occur</th>
<th>Coherence and Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready to Teach:</strong> The evidence suggests that performance on this Expectation matches or exceeds that of a strong beginning teacher.</td>
<td>Evidence from the teacher candidate’s teaching and the accounts of others demonstrate the teacher candidate’s broad knowledge of regulations, policies and laws from the local, regional, and national levels. It suggests that she recognizes their impact on her school community and that they inform her teaching.</td>
<td>The teacher candidate’s evidence was collected from a variety of sources, including, but not limited to, school settings, university courses, and independent research.</td>
<td>The teacher candidate engages in reflection that recognizes the value of school law and demonstrates thorough and working knowledge of it. The candidate has clearly thought deeply about this area and how it informs her teaching, and her thinking ties in well with the Portfolio as a whole.</td>
</tr>
<tr>
<td><strong>Substantial Progress:</strong> The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>Evidence from the teacher candidate’s teaching suggests that she is well-informed on issues of equity and school law. The candidate demonstrates a thorough understanding of regulations, policies, and law.</td>
<td>The evidence was collected primarily from university courses but also includes some evidence from a school setting and/or from independent research.</td>
<td>The teacher candidate has reflected to some degree on the importance of equity and school law, and increasingly recognizes how it can and should inform her teaching.</td>
</tr>
<tr>
<td><strong>Formative:</strong> The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>Evidence of the candidate’s knowledge in this area is sparse and largely disconnected from practice. Few artifacts are presented and the evidence suggests that the candidate has not yet become sufficiently acquainted with regulations, policies, and law.</td>
<td>The evidence was collected almost exclusively from work done in university courses and even it is insufficient as a demonstration of the teacher candidate’s knowledge in this area.</td>
<td>The teacher candidate’s evidence does not show enough depth of reflection or it is not adequately communicated. It is not clear how the teacher candidate feels about issues concerning equity and school law and how they might inform her teaching.</td>
</tr>
</tbody>
</table>