BEING A PARTNER
TEACHER
AGENDA

• Welcome and Purpose
• Co-teaching
• Crucial conversations
• Assessment Instruments
DR. JOHN H. LOUNSBURY

• One of the founders of the middle school movement
• Authored many books and articles
• National leader in the National Middle School Association (NMSA), now AMLE
• First Dean of the School of Education
• 1997 named John H. Lounsbury School of Education, 2009 JHL College of Education
• Currently Dean Emeritus and has an office in Kilpatrick Education Center
• Mentor-led field-based teacher education programs with a cohort model.
COHORT MODEL

• Teacher Candidates work together for 1 to 2 years.
• Academic course work and field experiences provide opportunities for collaboration.
• Emphasis is placed on Teacher Candidates reflection of interaction with cohort peers, Mentor Leaders, Partner Teachers and students in field placement.
“Being in a cohort allows you to conquer the final two, most difficult years of college with twenty other people by your side. A cohort is a support system because you have all of your classes with the same people, and everyone understands both the struggles and rewards of being an education major. With a cohort, you have one mentor leader who is there to help you overcome your weaknesses and applaud your strengths. Most importantly, being in a cohort allows you to grow as an individual and as a professional in a positive, collaborative environment with your colleagues.”

Grace Springer, Early Childhood 2016
INITIAL TEACHING CERTIFICATION PROGRAMS

- B.S. in Early Childhood Education
- B. S. in Middle Grades Education
- B. S. in Special Education
- MAT STEM Middle Grades
- MAT Secondary
- MAT Special Education
ACCREDITATIONS

• National Council for Accreditation of Teacher Education (NCATE) accreditation certifies that programs meet and exceed their rigorous standards of excellence.

• John H. Lounsbury programs have been approved by Georgia Professional Standards Commission (GaPSC).
EARLY CHILDHOOD PREK-5

• National recognized by: National Association for the Education of Young Children (NAEYC)
• Ranked 4/425 programs in the nation by teacher.org
• Teacher candidates get content prep in Math, Language Arts, Science, and Social Studies
• Emphasis is placed on child development, family, and community relationships, curriculum development, and assessment
FIELD BASED PROGRAMS

Field placement experiences:
• Sequenced
• Increase in complexity
• Consist of Practicums and Internship (student teaching)

Early Childhood Education programs: 3 grade bands (PK-K, 1-3, 4-5)
• Junior Year (EDEC 3001 & 3002)
• Senior Year (EDEC 4001 & 4960)
EARLY CHILDHOOD FIELD EXPERIENCE
PROGRESSIONS
MIDDLE GRADES 4-8

• Nationally recognized by: Association for Middle Level Education (AMLE)
• Teacher candidates receive certification in two areas of concentration: English Language Arts and their choice of Math, Science, or Social Studies
• Teacher candidates have field experiences in upper elementary and middle school classrooms
FIELD BASED PROGRAMS

Field placement experiences:

• Sequenced

• Increase in complexity

• Consist of Practicums and Internship (student teaching)

Middle Grades Education programs: 2 grade bands (4-5, 6-8)
UNDERGRADUATE MIDDLE GRADES EDUCATION FIELD PROGRESSION
SPECIAL EDUCATION PREK-12

- Nationally recognized by Council for Exceptional Children (CEC)
- Ranked 19/400 programs in the nation by teacher.org
- Teacher candidates gain experience with special education services offered to students with disabilities in classrooms with general curriculum, typically in inclusive classrooms
FIELD BASED PROGRAMS

Field placement experiences:

• Sequenced
• Increase in complexity
• Consist of Practicums and Internship (student teaching)

Programs leading to P-12 certifications: 4 grade bands (PK-2, 3-5, 6-8, 9-12)
MAT SPECIAL EDUCATION FIELD PROGRESSION
SECONDARY EDUCATION
MASTERS OF ARTS IN TEACHING
SECONDARY EDUCATION

• Master’s degree + initial certification
• State approved
• Ranked 17th as the most affordable online masters degree program
• Thirteen concentrations
  – Mathematics, Biology, Chemistry, Physics, English, History, Political Science, and Business Education (6-12 certification)
  – Art, French, Spanish, Music, and Kinesiology (P-12 certification)
FIELD BASED PROGRAMS

Field placement experiences:
• Sequenced
• Increase in complexity
• Consist of a Practicum and Internship (student teaching)

Programs leading to 6-12 certifications:
  2 grade bands (6-8, 9-12)
Programs leading to P-12 certification: 4 grade bands (P-2, 3-5, 6-8, 9-12)
SECONDARY (6-12) MAT PROGRAM
FIELD PROGRESSIONS
THE PARTS OF THE MENTOR-LED FIELD-BASED MODEL
MENTOR LEADERS

GC COE Faculty who:

• Teach
• Coach
• Supervise
• Professionally “Parent”
• Help place Teacher Candidates
• Assess Teacher Candidates performance
• Work with Partner Teachers
• Assign grades to Teacher Candidates
UNIVERSITY SUPERVISORS

Faculty who are responsible for supervising Teacher Candidates in field placements:

• Work closely with Mentor Leaders, Partner Teachers, and other faculty
• Complete assessments of the Teacher Candidates
• Make visits to schools where Teachers are placed
WHAT TO EXPECT FROM YOUR TEACHER CANDIDATE
WHAT TEACHER CANDIDATES CAN NOT DO

• CANNOT disclose educational records to other school district employees who do not have a legitimate educational interest in the education records for the purpose of their authorized duties.

• CANNOT disclose education records to college-level student teachers, consultants, or authorized community volunteers who do not have a legitimate educational interest in the education records for the purpose of their authorized duties.

• CANNOT disclose education records to persons who are not school district employees, college-level student teachers, or authorized community volunteers, unless authorized by the principal.

• CANNOT disclose education records to other students.

• CANNOT post students’ grades, final grade point average or give access to the teacher’s grade book.

• CANNOT be left alone in the classroom for extended periods of time.

• CANNOT serve as the substitute teacher.
WHAT TEACHER CANDIDATES CAN DO

• CAN check with the building administration to determine what FERPA records have been designated as “directory information” at that particular school. Directory information such as student names, sports participation and awards is eligible for disclosure through the school's office.

• CAN disclose educational records to school district employees, college level students, consultants, authorized community volunteers who have a legitimate educational interest in the records for the purposes of carrying out their authorized duties.

• CAN direct or allow students to grade, edit, and/or correct each other’s work as a learning opportunity. The teacher may use the results for consideration in assigning 15 student grades as long as the teacher maintains a class environment that respects the dignity of all students.

• CAN allow any student assistant or student volunteer to grade, edit, and/or correct student work and provide the results to the teacher if they are in compliance with district policy.

• CAN display work with the students’ name and grades before grades have been entered into a grade book.

• CAN display anonymous student work showing a grade, corrections, or other markings. The teacher may use student identification markers as long as there is a reasonable effort to maintain anonymity.
“I FEEL VERY CONFIDENT IN BEING A FIRST YEAR TEACHER.”
What do partner teachers do?

Partner Teachers

- Lead
- Model
- Coach
- Collaborate
Co-Teaching

Two teachers (cooperating together with groups of students—sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of the instruction.
HOW DOES THIS LOOK IN A CLASSROOM?

• One Teach, One Assist
• One Teach, One Observe
• Station Teaching
• Parallel Teaching
• Alternative (Differentiated) Instruction
• Team Teaching
BEFORE YOU CAN CO-TEACH, YOU HAVE TO CO-PLAN!

• Give each group member a clearly-defined set of responsibilities according to individual strengths
• Keep co-planning meetings on track with a planning template and an effective leader
• Collaborate more efficiently with the cloud
• Share the burden for photocopying, laminating, and other material preparation
• Make the best of whatever your co-planners offer and consider their lessons a framework
• Create your own separate co-planning strategies apart from your grade level team
• Other tips
“As a result of the placement of these students I have been challenged to work harder and my students have been pushed to learn more. All of my students were excited to work with the student teachers, and as a result of that excitement they have learned more than they would have.”

-Marde Ray (Partner Teacher)
“IT’S LIKE A VENDING MACHINE. TO GET SOMETHING OUT, YOU HAVE TO PUT SOMETHING IN.”
CRUCIAL CONVERSATIONS
Ms. Smith and Ms. Brown are having a conversation about their junior practicum students. Ms. Smith thinks her student lacks initiative and dresses borderline inappropriately. However, she feels a kinship with her as she reminds her of herself in college. When it’s time to assess, Ms. Smith tells Ms. Brown she is giving the student the benefit of the doubt by scoring based on what she knows she is capable of doing. Discuss this scenario with an elbow partner exploring what Ms. Smith might have done differently and the role Ms. Brown might have played.
SCENARIO 2

The students are at PE and it’s planning time for Ms. Smith and her senior teacher candidate. It is obvious the candidate has been upset all morning. She asks Ms. Smith if they can talk and begins to tell a very personal story that involves her volatile relationship with her boyfriend. Does Ms. Smith continue to be a listening ear? Why or why not? Discuss this among your table.
SCENARIO 3

Recently, Ms. Brown’s teacher candidate had an embarrassing moment when she fell in front of the students in class. Since that time some of the children began to tease her. The teacher candidate went along with it trying to be cool. Now several of the children have been treating her with disrespect even as she tries to teach. Ms. Brown has stepped in to correct students while the candidate regains her composure. Work in small groups to role play the situation and how it might best be handled.
SCENARIO 4

A junior practicum student is in her first placement and loves how easy her placement feels. She gets along well with her partner teacher and the students are great. She has heard that some of her fellow cohort members are already leading small groups and helping students one on one. She is grading papers and laminating activities which is fine with her since she is pretty terrified to be in front of the class. Working in a small group, compare and contrast these placements. Talk through what a junior first placement might look like compared to the final student teaching internship. How might those differences be reflected in an assessment completed by a partner teacher?
SCENARIO 5

A teacher candidate is teaching social studies content and misrepresents a historical event. Although the entire lesson is not a bust, the partner teacher is aware that students will walk away with misinformation. How might this situation be addressed? Talk with an elbow partner about the steps the partner teacher might take.
SCENARIO 6

At the end of the school day, Ms. Smith and Mr. Jones and their practicum students have finished a planning meeting and are just chatting. After a student comes back in the room to grab a book and leaves, Mr. Jones turns to Ms. Smith and recounts a story about his behavior that day. He adds that this boy is from a family of trouble makers and is part of the reason he is ready to retire next year. Ms. Smith adds to the discussion saying that parents just don’t care anymore- especially his parents who have had marital trouble recently after his mom had an affair. Discuss this scenario and its implications.
CANDIDATE ASSESSMENT ON PERFORMANCE STANDARDS
INTER-RATER RELIABILITY
CAPS

Adapted from Dr. Kristy Brown, Augusta State University
INTER-RATER TRAINING

Tasks

– Read Instructional Context and Planning
– Watch the video using Atlas 20
– Read Analysis and Reflection
– Individually rate the teacher using all artifacts.
– At your table, compare scores and explain your rationale for each item and answer these questions:
  • On which of the competencies did everyone in your table group agree?
  • On which of the proficiencies did your table disagree by more than one proficiency level?
BUILD CONSENSUS

On basis of shared values, I object and block. I will work to propose a solution that moves me at least to a “1.”

I dislike this decision, but deferring to the wisdom of the group, I will not to sabotage the decision.

I am uncomfortable with this decision, but can live with it.

This decision is okay with me.

I support this decision.

I strongly support this decision.
CRITERIA

• Professional Knowledge
• Instructional Planning
• Instructional Strategies
• Differentiated Instruction
• Assessment Strategies
• Assessment Uses
• Positive Learning Environment
• Academically Challenging Environment
• Professionalism
• Communication
**Performance Standard 1: Professional Knowledge**

The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

**Performance Indicators at the Proficient Level**

1.1 Addresses appropriate curriculum standards and integrates key content elements.
1.2 Facilitates students’ use of higher-level thinking skills in instruction.
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

**Performance Rubrics**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
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<tbody>
<tr>
<td>The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</td>
<td>The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.</td>
<td>The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.</td>
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</table>
• 1.1 Addresses appropriate curriculum standards and integrates key content elements.
• 1.2 Facilitates students’ use of higher-level thinking skills in instruction.
• 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
• 1.4 Demonstrates accurate, deep, and current knowledge of subject matter.
• 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
• 1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
• 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

InTASC 4—Content Knowledge
• CK.1 Uses accurate, comprehensive, and useful resources/visuals
• CK.2 Uses curricular materials that are accurate and appropriate
• CK.3 Recognizes and addresses potential content misunderstandings
• CK.4 Creates opportunities for learners to learn, practice and master content vocabulary
• CK.5 Engages learners in questioning and analyzing ideas from diverse perspectives

InTASC 5—Application of Content Knowledge
• AC.1 Integrates content knowledge and skills with other subjects
**INSTRUCTIONAL PLANNING**

**Performance Standard 2: Instructional Planning**

The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.

**Performance Indicators at the Proficient Level**

2.1 Analyzes and uses student learning data to inform planning
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
2.3 Plans instruction effectively for content mastery, pacing, and transitions.
2.4 Plans for instruction to meet the needs of all students.
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

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<td>The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.</td>
<td>The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</td>
<td>The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.</td>
<td>The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.</td>
<td></td>
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INSTRUCTIONAL PLANNING

• 2.1 Analyzes and uses student learning data to inform planning
• 2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
  – Plans instruction effectively for content mastery, pacing, and transitions.
• 2.4 Plans for instruction to meet the needs of all students.
• 2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
• 2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

• InTASC 1—Learner Development
  • L1.1 Instructional plans takes into account learner development, differences, languages, and cultural assets
  • L1.2 Pre-assesses student thinking and experiences
• InTASC 2—Learner Differences
  • L2.4 Makes provisions for exceptional learning differences/needs
• InTASC 5—Application of Content Knowledge
  • AC.2 Collaborates with another colleague in another discipline to engage learners in interdisciplinary themes
  • AC.3 Engages learners in using communication and literacy skills relevant to the content area
  • AC.4 Facilitates opportunity for learners to independently identify issues or problems of interest in or across the content area
  • AC.5 Fosters learner independence in identifying and accessing local and global resources to help address questions or issues
INSTRUCTIONAL STRATEGIES

Performance Standard 3: Instructional Strategies

The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.

Performance Indicators at the Proficient Level

3.1 Engages students in active learning and maintains interest.
3.2 Builds upon students’ existing knowledge and skills.
3.3 Reinforces learning goals consistently throughout the lesson.
3.4 Uses a variety of research-based instructional strategies and resources.
3.5 Effectively uses appropriate instructional technology to enhance student learning.
3.6Communicates and presents material clearly, and checks for understanding.
3.7Develops higher-order thinking through questioning and problem-solving activities.
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Performance Rubrics

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<tbody>
<tr>
<td>1</td>
<td>The teacher candidate continually facilitates students’ engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students’ acquisition of key skills.</td>
</tr>
<tr>
<td>2</td>
<td>The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.</td>
<td>The teacher candidate does not use research-based instructional strategies; nor are instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.</td>
</tr>
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</table>

- ☐ Exemplary
- ☐ Proficient
- ☐ Needs Development
- ☐ Ineffective
INSTRUCTIONAL STRATEGIES

• 3.1 Engages students in active learning and maintains interest.
• 3.2 Builds upon students’ existing knowledge and skills.
• 3.3 Reinforces learning goals consistently throughout the lesson.
• 3.4 Uses a variety of research-based instructional strategies and resources.
• 3.5 Effectively uses appropriate instructional technology to enhance student learning.
• 3.6 Communicates and presents material clearly, and checks for understanding.
• 3.7 Develops higher-order thinking through questioning and problem-solving activities.
• 3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

InTASC 8—Instructional Strategies
• IS.1 Uses appropriate wait time for questions and encourages learner reflection
• IS.2 Provides clear, posted instructions
• IS.3 Transitions smoothly
• IS.4 Begins with an intro/motivational “grabber”
• IS.5 collaborates with learners to create higher order learning experiences rooted in personal, cultural, and community assets
• IS.6 Scaffolds student learning of academic language
• IS.7 Supports students’ communication skills
**DIFFERENTIATED INSTRUCTION**

**Performance Standard 4: Differentiated Instruction**

The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

**Performance Indicators at the Proficient Level**

4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.

4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.

4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.

4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.

4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

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<tr>
<td>The teacher candidate continually facilitates each student’s opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.</td>
<td>The teacher candidate consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.</td>
<td>The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.</td>
<td>The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.</td>
</tr>
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DIFFERENTIATED INSTRUCTION

• 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
• 4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.
• 4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
• 4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
• 4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
• 4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

• InTASC 1—Learner Development
  • L1.3 Monitors group and individual performance to modify instruction to meet learners’ needs
  • L1.4 Instruction takes into account learner development, differences, languages, and cultural assets

• InTASC 2—Learner Differences
  • L2.1 Provides specific, individualized supports
  • L2.2 Provides language supports for different learning needs and/or language acquisition
  • L2.3 Facilitates learners in taking responsibility for choosing approaches to a learning task to become independent learners
# Performance Standard 5: Assessment Strategies

The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

## Performance Indicators at the Proficient Level

5.1 Aligns student assessment with the established curriculum and benchmarks.
5.2 Involves students in setting learning goals and monitoring their own progress.
5.3 Varies and modifies assessments to determine individual student needs and progress.
5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.
5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.
5.6 Uses assessment techniques that are appropriate for the developmental level of students.
5.7 Collaborates with others to develop common assessments, when appropriate.

## Performance Rubrics

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<tr>
<td>The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</td>
<td>The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.</td>
<td>The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.</td>
</tr>
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ASSESSMENT STRATEGIES

• 5.1 Aligns student assessment with the established curriculum and benchmarks.
• 5.2 Involves students in setting learning goals and monitoring their own progress.
• 5.3 Varies and modifies assessments to determine individual student needs and progress.
• 5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.
• 5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.
• 5.6 Uses assessment techniques that are appropriate for the developmental level of students.
• 5.7 Collaborates with others to develop common assessments, when appropriate.

• InTASC 6—Assessment
  • A.1 Engages learners in understanding and identifying quality work
  • A.2 Uses technology in meaningful and appropriate ways to support assessment and engage learners in assessment
**Performance Standard 6: Assessment Uses**

The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

**Performance Indicators at the Proficient Level**

6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
6.5 Shares accurate results of student progress with students, parents, and key school personnel.
6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.
6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

**Performance Rubrics**

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<tr>
<td></td>
<td>The teacher candidate continually demonstrates expertise in using data to</td>
<td>The teacher candidate systematically and consistently gathers, analyzes,</td>
<td>The teacher candidate inconsistently gathers, analyzes, or uses relevant data</td>
<td>The teacher candidate does not gather, analyze, or use relevant data to</td>
</tr>
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<td></td>
<td>measure student progress and leads others in the effective use of data to</td>
<td>and uses relevant data to measure student progress, to inform instructional</td>
<td>to inform instructional content and delivery methods, and to provide timely and</td>
<td>measure student progress, to inform instructional content and delivery</td>
</tr>
<tr>
<td></td>
<td>inform instructional decisions. (Teacher candidates rated as Exemplary</td>
<td>content and delivery methods, and to provide timely and constructive</td>
<td>feedback to both students and parents.</td>
<td>methods, or to provide feedback in a constructive or timely manner.</td>
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<tr>
<td></td>
<td>continually seek ways to serve as role models or teacher leaders.)</td>
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ASSESSMENT USES

• 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
• 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
• 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
• 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
• 6.5 Shares accurate results of student progress with students, parents, and key school personnel.
• 6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.
• 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

• InTASC 6—Assessment
• A.3 Provides means for students to act on assessment feedback
**Performance Standard 7: Positive Learning Environment**

The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

**Performance Indicators at the Proficient Level**

- 7.1 Responds to disruptions in a timely, appropriate manner.
- 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- 7.3 Models caring, fairness, respect, and enthusiasm for learning.
- 7.4 Promotes a climate of trust and teamwork within the classroom.
- 7.5 Promotes respect for and understanding of students' diversity, including — but not limited to — race, color, religion, sex, national origin, or disability.
- 7.6 Actively listens and pays attention to students' needs and responses.
- 7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
- 7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

**Performance Rubrics**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</td>
<td>The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</td>
<td>The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.</td>
</tr>
</tbody>
</table>
POSITIVE LEARNING ENVIRONMENT

• 7.1 Responds to disruptions in a timely, appropriate manner.
• 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
• 7.3 Models caring, fairness, respect, and enthusiasm for learning.
• 7.4 Promotes a climate of trust and teamwork within the classroom.
• 7.5 Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
• 7.6 Actively listens and pays attention to students’ needs and responses.
• 7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
• 7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

InTASC 3 – Learning Environments
• LE.1 Uses effective management strategies to engage students
• LE.2 Maintains a democratic community in which students assume responsibilities
**Performance Standard 8: Academically Challenging Environment**

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

### Performance Indicators at the Proficient Level

8.1 Maximizes instructional time.
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
8.4 Provides transitions that minimize loss of instructional time.
8.5 Communicates high, but reasonable, expectations for student learning.
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
8.7 Encourages students to explore new ideas and take academic risks.

### Performance Rubrics

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</td>
<td>The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.</td>
<td>The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.</td>
</tr>
</tbody>
</table>
ACADEMICALLY CHALLENGING ENVIRONMENT

- 8.1 Maximizes instructional time.
- 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
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- 8.4 Provides transitions that minimize loss of instructional time.
- 8.5 Communicates high, but reasonable, expectations for student learning.
- 8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
- 8.7 Encourages students to explore new ideas and take academic risks.

InTASC 3 – Learning Environments
- LE.3 Provides for collaborative and individual learning
- LE.4 Provides scaffolding for self-directed learning or there is evidence of students successfully directing their own learning
- LE.5 Keeps students actively engaged
- LE.6 Motivates students to learn and/or acknowledges effort
# Performance Standard 9: Professionalism

The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

## Performance Indicators at the Proficient Level

9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.

9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).

9.3 Respects and maintains confidentiality.

9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.

9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.

9.6 Demonstrates flexibility in adapting to school change.

9.7 Engages in activities outside the classroom intended for school and student enhancement.

9.8 **Maintains appropriate interactions with students, parents, faculty, and staff.**

9.9 **Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.**
PROFESSIONALISM

• 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
• 9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
• 9.3 Respects and maintains confidentiality.
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• 9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
• 9.6 Demonstrates flexibility in adapting to school change.
• 9.7 Engages in activities outside the classroom intended for school and student enhancement
• 9.8 Maintains appropriate interactions with students, parents, faculty, and staff.
• 9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.

• InTASC 9 – Professional Learning and Ethical Practice
  • PL.1 Accepts, uses, and responds to feedback
  • PL.2 Maintains consistent attendance and punctuality
  • PL.3 Dresses appropriately for the position
• InTASC 10 – Leadership and Collaboration
  • LC.1 Improves practice through research
**Performance Standard 10: Communication**

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

**Performance Indicators at the Proficient Level**

10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.

10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.

10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.

10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.

10.6 Adheres to school and district policies regarding communication of student information.

10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.

10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

10.9 Uses modes of communication that are appropriate for a given situation.

10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.
COMMUNICATION

• 10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
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• InTASC 10 – Leadership and Collaboration
• LC.2 Uses technology professionally, appropriately, and regularly to develop collaborative relationships with learners, families, colleagues, and the local community
INTER-RATER TRAINING

– Read Instructional Context and Planning
– Watch Atlas 151
– Read Analysis and Reflection
– Individually rate the teacher using all artifacts.
REVIEW AND INTERRATER RELIABILITY

Do the Right Thing

The root of all ethical decisions come from the phrase, "Do the right thing."
DISPOSITIONS
INTER-RATER RELIABILITY

• Read and score scenarios 1 – 5 for the indicators that are addressed, individually
• Come to consensus in your table groups
• Compare with nearby table and come to consensus
• Large group discussion
• Read and score 6 -10, individually. Please do not discuss with others
BUILD CONSENSUS

On basis of shared values, I object and block. I will work to propose a solution that moves me at least to a "1."

I dislike this decision, but deferring to the wisdom of the group, I will not to sabotage the decision.

I am uncomfortable with this decision, but can live with it.

This decision is okay with me.

I support this decision.

I strongly support this decision.
EVALUATION OF TEACHER CANDIDATE PERFORMANCE

Planning
- Building Content Understanding
- Supporting Learning Needs
- Using Knowledge of Students
- Assessments to Monitor Student Learning

Academic Language
- Using Data to inform Instruction
- Justifying Planning Decisions

Assessment
- Analysis of Student Learning
- Providing Feedback
- Supporting Student Use of Feedback

Instruction
- Learning Environment
- Engagement in Learning
- Deepening Thinking
- Subject-Specific Pedagogy

Student Learning
- Analyzing Teaching Academic Language
- Planning
WHAT’S NEXT

• Complete evaluation survey and confirmation of completion form - Electronically
• Watch for an email for links to PPT, other documents, and deadline dates
• Plan your sessions
  – Program overview (candidates and partner teachers)
    • Handbook
    • Code of Ethics
  – Co-teaching (candidates and partner teachers)
  – Crucial conversation (partner teachers)
  – Assessments
    • CAPS (partner teachers)
    • PBDA (partner teachers)
    • EdTPA (candidates and partner teachers)
QUESTIONS?
PARTNERSHIP AND FIELD PLACEMENT DIRECTOR

• Mrs. Claire Garrett
• Phone: 478-445-6205
• Email: claire.garrett@gcsu.edu