



**School of Education
Master of Arts in Teaching**

**Assessment Handbook
Cohort 7**

2008-09

Candidate Assessment Processes

Background

At each level of the program, you will be expected to demonstrate your knowledge and abilities. The abilities needed for beginning teaching are identified in the Marian College School of Education's 11 Program Principles and the IN DOE ELD Elementary Generalist Standards. This program will measure your progress toward developing those abilities throughout the three blocks of courses. These abilities are the same as outcomes, and the program is designed to help you meet them.

The program seeks ways to make your thinking observable; therefore, it has developed situations and assignments that provide opportunities for you to demonstrate what you know and are able to do. Self-assessment is an integral part of the learning process in the MAT. Your self-awareness of your learning, your mentor's assessment, and your college supervisor's assessment provide the basis for determining achievement. Throughout the program, you will receive feedback on all assessments, an essential part of improving your thinking and learning about teaching. ***It is crucial that you learn from this feedback in order to be successful in the MAT program.***

Assessments throughout the program are based on the following:

- *Subject Knowledge, based on the IPSB Elementary Generalist Standards*
- *Child Development*
- *Diversity, including the IPSB English as a New Language Standards*
- *Instruction*
- *Curriculum and Context*
- *Learning Environment*
- *Communication*
- *Assessment*
- *Reflectivity*
- *Collaboration*
- *Moral Commitment to Others*

Assessment Processes

- The program will assess your knowledge, skills, and dispositions throughout the three curriculum blocks. The program has specific criteria or standards for performance in each block. These are the items you rate yourself on at the beginning and end of each block.
- As a candidate for teaching, you will be evaluated in multiple ways that include the following:
 - Formative assessment at the end of Blocks 1 and 2
 - On going self-assessment and goal-setting
 - Ongoing portfolio assessment, using elementary content and Marian College program standards
 - Analysis of cumulative MAT GPA (minimum 3.0 out of 4.0)
 - Internship Evaluations
 - Documentation of Teaching project in Block 2

- Exit interview (completed online; instructions will be provided)
- Summative Assessment at the end of Block 3
 - Documentation of Teaching project
 - Internship Evaluations
 - Research thesis and presentation
 - PRAXIS II testing required for licensing in Indiana
 - Final program portfolio
 - Analysis of cumulative MAT GPA (minimum 3.0 out of 4.0)
 - Exit interview

Three-Phase Assessment

The three-phase assessment system allows us to evaluate interns' progress at multiple points during the program. We try to identify potential problems as early as possible and work with interns toward solving them. ***If adequate progress toward acquiring the necessary teaching skills is not made during any block, the student will not be permitted to continue in the MAT program.***

1. Phase I
 - a. PRAXIS I tests (completed for admission into the MAT program)
 - b. Evaluation by Marian College Admissions Office and at least two of the following: the MAT Chair, Special Programs Chair, Dean of School of Education, Assistant to the MAT Chair, school principals, mentor teachers, and selected faculty
2. Phase II
 - a. Cumulative MAT GPA minimum of 3.0 out of 4.0
 - b. Minimum grade of 'C' in each course
 - c. Evaluations of your school-based internships*
 - d. Documentation of Teaching Project
 - e. Portfolio review
 - f. Exit interview*
3. Phase III
 - a. Cumulative MAT GPA minimum of 3.0 out of 4.0
 - b. Minimum grade of 'C' in each course
 - c. Evaluations of your school-based internships*
 - d. Classroom research thesis and presentation
 - e. Documentation of Teaching project
 - f. Program exit portfolio
 - g. Exit interview
 - h. Program Completer Survey*
 - i. PRAXIS II tests
 - Reading Specialist Test Test 0300
 - Elementary Education Test Test 10011

****Note: It is possible to complete Phase III without successfully completing your PRAXIS II tests. However, YOU WILL NOT BE LICENSED UNTIL SUCCESSFUL COMPLETION OF THESE TESTS IS ACHIEVED.**

4. Post-Graduate (*Please inform us of your employment information and any changes in your contact information*)
 - a. First Year Graduate Survey (Appendix M, p. XIII)*
 - b. School Principal Feedback: The First Year Teacher (Appendix M., p. XVIII)*

*These evaluations are submitted online. Instructions for completing these evaluations will be provided at the appropriate time.

Exit Interviews

You will participate in an exit interview at the end of Block 2 and 3. The purpose of this interview is to assess how effective you have been at the school site, and to see if there are problems that need to be resolved. The Block 2 exit interview is completed by the intern online; the Block 3 exit interview is completed in a meeting between the intern and the Chair of the MAT program.

Program Portfolio

As part of your ongoing assessment, you will develop a portfolio that will be continually assessed. This program portfolio documents evidence of your learning in terms of the program standards. The portfolio requires a high degree of self-analysis. We will work together in getting started, and you will be given detailed instructions on how to set up your portfolio. The MAT program will pilot an online portfolio during the 2008-09 academic year. The MAT Chair will work with you during August and September 2008 to get you started on the portfolio.

Documentation of Teaching Projects

During Blocks 2 and 3, you will complete detailed documentation of a lesson. Use the guidelines provided in the next section of this handbook. This process requires planning: you must videotape the lesson. This project is very specific in its guidelines, unlike the program portfolio that allows you more flexibility in how you document your learning. During one semester, you will document your teaching with primary students; during the other semester you will document your teaching with intermediate students. The deadline for the project each semester will be determined by the MAT faculty member responsible for evaluating the DOT project.

Inquiry Paper and Research Presentation

To qualify for the master's degree, you will complete a research project. There are 2 hours of course credit assigned to this for Block 2 and 3 hours of course credit for Block 3. The course instructor will work with you in developing your research question, collecting and analyzing the data, and writing the report. During Block 2, you will learn fundamentals, develop your project, and begin data collection. By the middle of Block 3 the project will be completed and written up. The final paper will be due right after your school's spring break and it satisfies the MAT requirement. In May, you will present your research to the members of the new cohort. You will interact with the second cohort group to help orient them to expectations of the program.

Overview of Candidate Assessment

Block 3 (Spring)	Reading logs Course assignments Praxis II Tests Research Evaluations by College Supervisor & Cooperating Teacher	Portfolio of work samples Interactions with peers, children, colleagues Evaluations by College Supervisor & Cooperating Teacher	Interactions with peers, children, colleagues Course assignments Portfolio of work samples Evaluations by College Supervisor & Cooperating Teacher	Plans used on site with children Course assignments Portfolio of work samples Evaluations by College Supervisor & Cooperating Teacher	Plans used on site with children Course assignments Portfolio of work samples Evaluations by College Supervisor & Cooperating Teacher	Interactions with peers, children, colleagues Evaluations by College Supervisor & Cooperating Teacher	Interactions with peers, children, colleagues Research exhibition Exit Interview Evaluations by College Supervisor & Cooperating Teacher	Portfolio of work samples Documentation of student learning Evaluations by College Supervisor & Cooperating Teacher	Self-Assessments Analysis of portfolio Exit interview Evaluations by College Supervisor & Cooperating Teacher	Interactions with peers, parents, faculty, colleagues Evaluations by College Supervisor & Cooperating Teacher	Self-Assessment Interactions with peers, children, parents, faculty, colleagues Evaluations by College Supervisor & Cooperating Teacher
Block 1 and 2 (Summer & Fall)	Reading logs Course Assignments Evaluations by College Supervisor & Mentor Teacher	Portfolio of work samples Interactions with children, peers, colleagues Evaluations by College Supervisor & Mentor Teacher	Interactions with peers, children, colleagues Interactions with community Course assignments Portfolio of work samples Evaluations by College Supervisor & Mentor Teacher	Plans used on site with children Course assignments Portfolio of work samples Evaluations by College Supervisor & Mentor Teacher	Plans used on site with children Course assignments Portfolio of work samples Evaluations by College Supervisor & Mentor Teacher	Interactions with peers, children, colleagues Evaluations by College Supervisor & Mentor Teacher	Interactions with peers, children, colleagues Exit interview Evaluations by College Supervisor & Mentor Teacher	Portfolio of work samples Documentation of student learning Evaluations by College Supervisor & Mentor Teacher	Self-Assessments Analysis of portfolio Exit interview Evaluations by College Supervisor & Mentor Teacher	Interactions with peers, parents, faculty, colleagues Evaluations by College Supervisor & Mentor Teacher	Self-Assessment Interactions with children, peers, parents, faculty, colleagues Evaluations by College Supervisor & Mentor Teacher
Admissions	GPA 2.75 PRAXIS I Transcript review References TOEFL, if needed		Interview Personal teaching statement in application References			Interview Personal teaching statement in application	Praxis I Test References On-site writing sample Interview References		Application items Interview References	References	Personal teaching statement Limited criminal history check On-site writing sample
	Subject Matter	Development	Diversity	Instruction	Curriculum/ context	Environment	Communication	Assessment	Reflectivity	Collaboration	Moral Commitment

Marian College
School of Education
MAT Teaching Standards
Based on the IN DOE ELD Early Childhood and Middle Childhood Standards and
English as a New Language Standards

Standard 1	The teacher understands the central concepts, tools of inquiry, and structures of the discipline and can create learning experiences that make these aspects of subject matter meaningful for students. <i>The graduate:</i>
1.1	Understands child growth and development, and sets appropriate expectations
1.2	Is skilled in observation of children and effective in meaningful use of information
1.3	Understands the foundations of learning and how they impact planning.
1.4	Knows essential concepts of the subjects taught
1.5	Knows key resources in subject areas
1.6	Recognizes the interdisciplinary nature of knowledge
1.7	Connects content to students' personal experiences and their future lives
1.8	Applies the concepts of learning and inquiry to create experiences that inspire excitement of learning, foster risk-taking, and promote collaboration
1.9	Uses effective questioning techniques and responds clearly to student' questions
1.10	Can explain concepts in multiple ways
1.11	Recognizes the specific stages of language acquisition and development
1.12	Distinguishes purposes of language, particularly distinguishing between social and academic language functions
1.13	Understands the value of biliteracy
1.14	Knows stages of cultural adaptation and acculturation
Standard 2	The teacher understands the concepts, tools and structures of the discipline and can create meaningful learning experiences for the students. <i>The graduate:</i>
2.1	Can recognize and apply developmental theories
2.2	Understands and applies current information on learning styles, multiple intelligence theory, and recent brain research
2.3	Identifies unique physical, cognitive and social characteristics of K-6 children
2.4	Can create and modify learning opportunities and environments that respect individual and group developmental stages based on research and reflective practice
2.5	Considers student interests, needs, and experiences when planning learning opportunities
2.6	Establishes, plans and implements appropriate long-term goals for each age group
2.7	Uses developmentally appropriate practice in the context of a variety of curricular and program models
2.8	Provides instruction to meet specific ELL social and academic language goals
2.9	Creates a learning environment that promotes appreciation of significant aspects of students' cultures
2.10	Understands how culture influences cognition
2.11	Integrates English and content-based instruction

Standard 3	The teacher understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners. <i>The graduate:</i>
3.1	Understands and demonstrates sensitivity to various family structures, cultures, and gender differences
3.2	Knows basic components of laws relating to children with special needs, including the roles of special service providers, IEPs, and the importance of collaboration with others
3.3	Knows strategies to help children and families with stress and crises
3.4	Knows how to gather data and assess situations, making needed modifications
3.5	Formulates adaptations for a full spectrum of needs in an inclusive classroom
3.6	Provides opportunities to celebrate diversity
3.7	Integrates ENL students into the academic and social learning environment
3.8	Understands how norms and values affect performance and cultural adjustment
Standard 4	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. <i>The graduate:</i>
4.1	Encourages children to understand, question, and interpret ideas from diverse perspectives
4.2	Uses developmentally appropriate resources and instructional strategies (small groups, open-ended questions, inquiry, and play) to help children develop curiosity, make decisions, and become successful learners
4.3	Uses a variety of learning resources, including technology, to foster inquiry and support learning of all children
4.4	Integrates language and content instruction appropriate to the students' stages of language acquisition
4.5	Introduces new concepts, skills, and grammatical structures when ELLs are ready to learn them
4.6	Allows the use of primary language as needed to facilitate learning
Standard 5	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 <i>The graduate:</i>
5.1	Exhibits an enthusiasm for learning in general that sparks curiosity and a love of learning
5.2	Establishes learning goals which motivate students to achieve
5.3	Demonstrates enthusiasm for the curriculum and engages children in active learning experiences
5.4	Uses effective classroom management and conflict resolution techniques to promote positive relationships, cooperation, and purposeful learning in the classroom
5.5	Interacts effectively in relationships with others: children, peers, parents and supervisors

5.6	Responds effectively to common changes and life events that children might encounter
5.7	Works with the ENL/ESL teacher(s) and other school personnel to plan effective lessons for ENL students
5.8	Integrates ENL students into the academic and social environment
Standard 6	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
	<i>The graduate:</i>
6.1	Speaks and writes clearly and correctly
6.2	Listens carefully and attentively to students', parents' and colleagues' ideas, valuing an openness to discussion and a respect for differences
6.3	Knows how to use a variety of communication strategies and techniques (newsletters, conferences, parent message lines, e-mail)
6.4	Can explain concepts to children in developmentally appropriate ways and can communicate meaningful purpose for the curriculum plan
6.5	Uses questioning and discussion techniques effectively
Standard 7	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
	<i>The graduate:</i>
7.1	Creates short-range and long-term plans that are linked to student needs and performance
7.2	Adapts plans to ensure and capitalize on student progress and motivation
7.3	Plans for learning opportunities that recognize and address variation in learning styles
7.4	Uses cultural events and news events in the curriculum
7.5	Responds with flexibility to unexpected changes in scheduling and adjusts plans accordingly
7.6	Demonstrates use of information from outside activities, meetings, parent and professional conferences
7.7	Communicates appropriate philosophies/theories of primary and intermediate childhood as well as English as a New Language to colleagues and parents
7.8	Is aware of the ENL students' prior knowledge and how to build on it
Standard 8	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner
	<i>The graduate:</i>
8.1	Understands the many ways children communicate and express their learning
8.2	Uses multiple assessments to support the development of each child, focusing on the growth of children over time
8.3	Appropriately selects, uses, and interprets a variety of formal and informal assessment techniques (observation, portfolios, videotape, teacher-made tests, performance tasks, inventories, projects, student self- and peer-assessments, and standardized testing)

8.4	Uses assessment information to enhance knowledge of learners, to monitor student progress and performance, to communicate with and involve parents, to support children in self-assessment, and to modify teaching/learning strategies
8.5	Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly to students and parents
8.6	Selects and reviews materials and assessments that avoid cultural bias
8.7	Understands and values cultural differences in assessment practices
8.8	Understands and is aware of the role of pre-referral in placement of students
8.9	Understands state guidelines and rules as they apply to standardized testing of ENL students
8.10	Understands that variations in student progress may be related to cultural and linguistic differences
Standard 9	The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally <i>The graduate:</i>
9.1	Utilizes self-assessment as a basis for professional growth
9.2	Chronicles achievements as evidenced in a portfolio or other holistic assessment instrument
9.3	Assesses the environment and its effect on student learning
9.4	Is reflective about her/his classroom practice and continually assesses and evaluates the effects of her/his instructional choices in view of her/his understanding about learning theory and personal beliefs about teaching and learning
9.5	Shares ideas and experiences with colleagues and pursues ongoing professional development opportunities that will impact student learning
9.6	Utilizes research and resources to construct, implement and monitor a professional development plan
9.7	Shares knowledge of how to facilitate instruction for the ENL student with other educators
9.8	Recognizes limitations and consults with professionals as needed
Standard 10	The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being <i>The graduate:</i>
10.1	Establishes and maintains respectful, effective, professional communication with others
10.2	Demonstrates the ability to collaborate and reflect with others to ensure well-being and progress of children
10.3	Exhibits professional, ethical behavior (respects students and adults, demonstrates commitment, maintains confidentiality, etc.) and responds appropriately to constructive feedback
10.4	Identifies and uses community resources to facilitate student learning

10.5	Uses information (as educationally and legally appropriate) about students' experiences, family behavior, needs, and progress as solicited from family members, colleagues, and the students themselves
10.6	Uses knowledge of laws and policies in order to act as an advocate for students
10.7	Encourages learning in the home by providing materials and ideas to promote active learning in the family environment for ENL students
Standard 11	The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches <i>The graduate:</i>
11.1	Models self-control and positive social interaction and is proactive in promoting the same in the learning environment
11.2	Serves as a model who values learning
11.3	Develops methods that encourage children to be respectful of each other and to solve their disagreements peacefully
11.4	Develops a philosophical stance toward teaching that reflects a moral commitment to children, including the use of the Franciscan values
11.5	Is able to connect service learning to instructional planning as part of curriculum and instruction
11.6	Understands and supports legal and ethical principles in a variety of situations and maintains confidentiality when appropriate
11.7	Promotes acceptance of cultural and language diversity in the community

**Marian College
School of Education
Master of Arts in Teaching Program**

**Blocks 1, 2, and 3: Identification of Learning Needs and
Professional Development Plan**

Intern _____ Block _____

Questions I Still Have, or Skills I Need to Develop Related To...	Plan	Targeted Completion Date	Actual Completion Date
Diversity			
Child Development			
Second Language Learners			
Learning Theory			
Collaboration with Family & Community			
Teacher Responsibilities & Legalities			

Questions I Still Have, or Skills I Need to Develop Related To...	Plan	Targeted Completion Date	Actual Completion Date
Motivating Children			
Conflict Resolution			
Other			
Other			

**Marian College
School Education
Master of Arts in Teaching Program**

**PROFESSIONAL STANDARDS
Dispositions: Behavior, Dress, and Demeanor**

Welcome to the Marian College School of Education. As a teacher candidate in a professional school, your conduct both on campus and in the K-12 classroom must meet standards of professional behavior that are the same as those required for professional teachers. Because these standards are often higher than those expected of other students, the following information about expectations for professional dispositions as shown by your behavior, dress, and demeanor is provided to help you to understand these standards.

A Marian College education is framed within the context of the college's four Franciscan values: Dignity of the Individual, Peace and Justice, Reconciliation, and Responsible Stewardship. Teacher candidates are expected to reflect these values throughout their preparation program. All students at Marian College are expected to observe the standards of conduct found in the Code of Student Rights and Responsibilities. This code is available online at www.marian.edu/mymarian.

The Marian College School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), which requires that our teacher candidates demonstrate professional dispositions. NCATE defines professional dispositions as “the values, commitments and professional ethics that influence behaviors towards students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.” Professional behavior and dispositions that must be exhibited are described in the following pages. This document is a baseline of conduct which must always be followed, but keep in mind that it is not intended to be a complete and final list of professional dispositions. Unique or special circumstances may require other professional behavior and dispositions.

Teacher candidates' dispositions impact student learning and motivation, and contribute to their own professional growth and readiness for a professional career. Judgments about professional dispositions as exhibited by behavior, dress, and demeanor focus on potential for success in professional careers: they do not judge personal opinions which do not impact student learning, personality or political beliefs. Some professional behavior and dispositions must be exhibited throughout your teacher education program, while others are more closely related to specific coursework. Professional dispositions and behavior that are not related to specific coursework are those that are described in this document.

Teacher candidates display behavior patterns during teacher preparation programs that are likely to continue into their professional careers. Habits of conduct are a crucial part of professionalism, and you must always conduct yourself in a manner that shows your commitment to the profession of education. How you interact with faculty, staff and peers on campus is an indication of how you will

behave in the professional setting. Teachers are models for children in their dress, their language, their conduct, and their demeanor, all of which reveal their professionalism and their moral commitment to teaching; and which affect children and influence their learning. A teacher candidate who is prompt, who attends class regularly, who completes assignments diligently and conscientiously, and who treats others with respect is likely to be a teacher who exhibits these same behaviors. On the other hand, a teacher candidate who is often late or absent, who is sloppy about work, or who is disrespectful to others is likely to be unsuccessful in the teaching profession. Therefore, teacher candidates who behave in these ways must change immediately or be subject to dismissal from the program.

For teachers and teacher candidates, it is always best to err on the side of caution. Standards for professional behavior and dispositions of teachers are very high: community expectations for teacher behavior are often higher than those for individuals in other professions. For example, it is better to enter the college classroom or the elementary school classroom too formally dressed than it is to project an unprofessional image. Teacher candidates should not report to internship sites in shorts, skimpy tops, tight clothing, flip flops, or any other type of clothing that is unacceptable for teachers in that particular school. Jewelry worn in facial piercings is inappropriate in most school sites. Jeans and other denim clothing are acceptable in some school sites, but not in others. *Be sure to read your school's policy on dress and grooming and to discuss what is appropriate with your mentor or cooperating teacher.* On campus dress need not be quite as formal, but for teacher candidates, it should never be sloppy, immodest or provocative.

Teacher candidates must also be professional in their speech. Formal register should be used with children in the classroom: you should not speak to children in the same way that you would talk with your friends and family. Informal expressions such as “you guys” and incorrect verb forms should be avoided. Even the Marian College classroom requires more formal speech than what you may use with friends and family. Vulgar language should never be used with children, nor is it appropriate in the college classroom. As a teacher candidate, you should use more formal speech at all times. Remember that you are developing habits that will carry over into the classroom and into your career, and you will be teaching children academic English along with content.

Professional behavior of teacher candidates must always be prudent, responsible, and beyond reproach. You must meet Marian College expectations based on the four Franciscan values, Marian College School of Education standards, K-12 school standards and expectations, community standards, and state laws and policies. If you keep the college's four Franciscan values in mind and reflect them consistently in your behavior, dress, and demeanor, you will be well on your way to demonstrating the professional dispositions required for teacher licensing.

Table 1 is designed to clarify some of the professional dispositions and behavior required of you as a teacher candidate. You must meet these high standards daily in all aspects of your preparation program, in your coursework on campus and in your placements in K-12 schools. Students who do not meet or maintain these professional standards are subject to sanctions, including dismissal from the program, or denial of a recommendation for licensure. If you have any questions about appropriate professional dispositions and behavior, be sure to discuss them with your mentor, cooperating teacher, college supervisor, or Marian College professors.

Table 1. Dispositions/Behavior/Dress/Demeanor

Holistic Score

<p>1) Disposition/Behavior/Characteristic: Professional Dress and Grooming TIP: <i>Always dress for success.</i> FRANCISCAN VALUE: Dignity of the Individual STANDARD 10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being STANDARD 11: The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches</p>		<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
<p>Expectations and Evidence of Professional Disposition or Professional Behavior</p>	<p>Evidence of Improper Disposition or Unprofessional Behavior</p>						
<ul style="list-style-type: none"> ○ Dresses appropriately for situation, both on-campus and on-site ○ Dresses modestly on campus, although less formally at times ○ Complies with on-site (K-12 school) norms, which are more formal ○ Follows school policy on dress and grooming ○ Removes jewelry from facial piercings ○ Asks mentor/cooperating teacher for school standards ○ Errs on the side of caution! 	<ul style="list-style-type: none"> ○ Fails to follow campus and/or school standards or K-12 school policy ○ Dresses too informally ○ Is not sufficiently modest, neat, or professional in dress and/or grooming ○ Fails to remove jewelry from facial piercings ○ Does not follow standards acceptable to school community regarding dress and/or grooming 						

1) Comments: _____

<p>2) Disposition/Behavior/Characteristic: Effective and Respectful Communication with peers, faculty, staff, colleagues, mentor teachers, cooperating teachers, principals, children, parents and others</p> <p>TIP: <i>Keep the dignity of each individual in mind at all times.</i></p> <p>FRANCISCAN VALUE: Dignity of the Individual</p> <p>STANDARD 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom</p> <p>STANDARD 10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being</p> <p>STANDARD 11: The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches</p>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
Expectations and Evidence of Professional Disposition or Professional Behavior	Evidence of Improper Disposition or Unprofessional Behavior					
<ul style="list-style-type: none"> ○ Expresses self clearly, effectively & respectfully at all times ○ Listens thoughtfully ○ Responds appropriately ○ Participates actively and respectfully ○ Uses correct grammar ○ Avoids inappropriate informal language or slang ○ Avoids vulgar language ○ Uses appropriate non-verbal communication, gestures and body language ○ Uses professional written communication, including e-mail messages to peers, colleagues, faculty, and others ○ Avoids sarcasm ○ Check e-mail regularly, at least once daily ○ Meets deadlines for responding to communication ○ Discusses questions and concerns with mentor and/or cooperating teacher ○ Responds promptly to all communication, including voice-mail, e-mail, letters, memos, notes, and oral messages ○ Follows appropriate protocol and "chain of command" in all situations 	<ul style="list-style-type: none"> ○ Is unable to express self clearly and effectively ○ Is distracted by other tasks while should be listening, e.g. looking through book or binder, talking to peer or colleague, doing other homework, checking cell phone, leaving room frequently, ○ Has questions/doubts but doesn't ask for clarification ○ Is confrontational in comments and questions ○ Dominates discussion so much that others don't have a chance to talk ○ Monopolizes group time with own issues ○ Uses inappropriate language, slang, non-verbal communication, gestures, or body language ○ Ignores e-mail, phone messages, or other forms of communication ○ Fails to make timely response ○ Doesn't communicate with mentor/cooperating teacher/college supervisor/others, e.g. doesn't ask questions, doesn't ask for more responsibilities, doesn't ask for explanations of why certain procedures are used ○ Fails to follow appropriate protocol, e.g. "goes directly to the top" ○ Communicates inappropriately 					

2) Comments: _____

<p>3) Disposition/Behavior/Characteristic: Effective and Respectful Collaboration with peers, faculty and staff, colleagues, mentor teachers, cooperating teachers, principals, children, and parents. TIP: <i>Promote collegiality and be a positive influence on others.</i> FRANCISCAN VALUE: Peace & Justice, Reconciliation STANDARD 10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being STANDARD 11: The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches</p>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
<p>Expectations and Evidence of Professional Disposition or Professional Behavior</p>	<p>Evidence of Improper Disposition or Unprofessional Behavior</p>					
<ul style="list-style-type: none"> ○ Cooperates with others ○ Makes contribution to group effort ○ Shares information, materials and tasks appropriately with others ○ Offers to help others ○ Supports group decisions, even when they differ from own ○ Volunteers to participate in group effort ○ Supports work of others ○ Maintains positive attitude 	<ul style="list-style-type: none"> ○ Doesn’t cooperate ○ Lets group do the work and makes little to no contribution ○ Doesn’t share information, materials, or tasks appropriately ○ Doesn’t respond well to constructive criticism ○ Doesn’t work effectively with others ○ Is insubordinate to mentor/cooperating teacher/college supervisor or others ○ Shows evidence of negative attitude, e.g. makes negative comments, complains, berates others 					

<p>4) Disposition/Behavior/Characteristic: Responsible and Dependable TIP: <i>Teacher candidates have multiple responsibilities, and must always keep children’s best interests in mind.</i> FRANCISCAN VALUE: Responsible Stewardship STANDARD 10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being STANDARD 11: The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches</p>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
Expectations and Evidence of Professional Disposition or Professional Behavior	Evidence of Improper Disposition or Unprofessional Behavior					
<ul style="list-style-type: none"> ○ Attends class, internship, and meetings regularly and promptly ○ Isn’t unnecessarily absent ○ Is punctual and prepared for all activities (classes, meetings, workshops, internships, etc.) ○ Participates actively in class ○ Notifies instructor/mentor/cooperating teacher/ supervisor of absence ○ Follows school policies, including policies on reporting absence, signing in and out of building, and professional conduct ○ Completes and submits work on time ○ Is reliable ○ Follows through on commitments ○ Requests and reads student & staff handbooks, emergency and crisis management plans, and other pertinent school materials ○ Exhibits professionalism at all times ○ Is a positive role model for children and colleagues ○ Meets and exceeds academic and professional expectations. 	<ul style="list-style-type: none"> ○ Is frequently late ○ Misses classes/internship/meetings/or other events without excused absence and/or in cases <i>other than</i> emergencies ○ Is unprepared for class activities or internship ○ Attempts to teach without written plans ○ Fails to submit lesson plans to mentor/cooperating teacher/ college supervisor/or others in a timely manner ○ Isn’t ready for teaching, e.g. still needs handouts, supplies, or other materials when lesson should be starting ○ Submits work that is often incomplete or unacceptable ○ Submits work late ○ Is unreliable ○ Doesn’t follow through on commitments ○ Fails to follow school policies ○ Is unfamiliar with school procedures and doesn’t ask about them ○ Is a negative influence on others ○ Fails to meet academic and professional expectations ○ Blames failure on others ○ Refuses to accept responsibility for actions, behavior, demeanor, dispositions ○ Refuses to accept responsibility for student learning 					

4) Comments: _____

5) Disposition/Behavior/Characteristic: Initiative TIP: <i>Professionals are proactive</i> FRANCISCAN VALUE: Responsible Stewardship STANDARD 9: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally						<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
Expectations and Evidence of Professional Disposition or Professional Behavior			Evidence of Improper Disposition or Unprofessional Behavior								
<ul style="list-style-type: none"> ○ Demonstrates independence ○ Goes beyond minimum expectations ○ Is an active problem solver ○ Solves problems effectively ○ Continually seeks ways to participate during internship ○ Participates in school meetings, workshops, and events outside of expectations ○ Chooses extra tasks wisely to avoid over-commitment and to ensure follow-through 			<ul style="list-style-type: none"> ○ Waits to be told before doing anything ○ Depends on others to give directions ○ Meets minimum expectations only ○ Is a poor problem solver ○ Sits back and watches without offering assistance ○ Doesn't ask for more responsibility ○ Doesn't suggest to mentor or cooperating teacher ways that he/she can participate ○ Participates only as minimally required 								

5) Comments: _____

<p>6) Disposition/Behavior/Characteristic: Honesty and Integrity TIP: <i>Always remember that teaching is a moral commitment to others, and reflect this belief in your words and actions.</i> FRANCISCAN VALUE: Peace & Justice STANDARD 10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being STANDARD 11: The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches</p>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
<p>Expectations and Evidence of Professional Disposition or Professional Behavior</p>	<p>Evidence of Improper Disposition or Unprofessional Behavior</p>					
<ul style="list-style-type: none"> ○ Follows Marian College Code of Student Rights and Responsibilities ○ Follows professional conduct required at internship site(s) ○ Maintains ethical and legal behaviors in all interactions ○ Maintains confidentiality of students/colleagues/others ○ Cites references and gives credit for work produced by others ○ Communicates honestly ○ Makes decisions based on honesty and integrity ○ Follows state and federal laws 	<ul style="list-style-type: none"> ○ Fails to follow Marian College Code of Student Rights and Responsibilities ○ Disregards professional conduct required on site ○ Exhibits unethical behavior such as lying, plagiarizing, or demeaning others ○ Uses others’ work without giving them credit ○ Talks about children/colleagues/faculty/others inappropriately and/or using names ○ Refuses to accept responsibility for actions ○ Fails to follow state or federal law 					

6) Comments: _____

<p>7) Disposition/Behavior/Characteristic: Maintains confidentiality regarding students, colleagues, cohort members, or others TIP: <i>Share information only on a “need-to-know” basis and always in a respectful, positive manner.</i> FRANCISCAN VALUE: Dignity of the Individual STANDARD 10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being STANDARD 11: The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches</p>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
<p>Expectations and Evidence of Professional Disposition or Professional Behavior</p>	<p>Evidence of Improper Disposition or Unprofessional Behavior</p>					
<ul style="list-style-type: none"> ○ Keeps student behavior and other details confidential ○ Removes student names from portfolio artifacts (First names may be used. Family names must be removed.) ○ Maintains confidentiality of all student records ○ Talks about students appropriately, especially when seeking advice and when solving problems ○ Communicates about students and others on a “need-to-know” basis ○ Is respectful when discussing students with others ○ Maintains appropriate confidentiality about cohort members and colleagues 	<ul style="list-style-type: none"> ○ Discusses student behavior, performance, grades, personal or other issues inappropriately ○ Discusses students outside of school ○ Uses students’ last names in portfolio ○ Fails to maintain confidentiality of gradebooks, graded homework, or other student records ○ Exhibits disrespect for others through speech or actions ○ Talks about students without any intent to solve a problem, i.e. “gossips” 					

7) Comments: _____

<p>8) Disposition/Behavior/Characteristic: Ability to improve professional performance based on accepting feedback from others TIP: <i>Constructive criticism from mentors, cooperating teachers, college supervisors and others is not meant to be a personal attack. Its purpose is to help you to develop professional skills.</i> FRANCISCAN VALUE: Peace & Justice STANDARD 9: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally STANDARD 10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being</p>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
<p>Expectations and Evidence of Professional Disposition or Professional Behavior</p>	<p>Evidence of Improper Disposition or Unprofessional Behavior</p>					
<ul style="list-style-type: none"> ○ Is receptive to professional feedback ○ Responds appropriately to feedback ○ Incorporates suggestions into practice consistently in order to give them time to work ○ Acts upon feedback in timely manner ○ Considers others' perspectives on his/her performance ○ Demonstrates persistence in acting upon suggestions 	<ul style="list-style-type: none"> ○ Doesn't listen to feedback ○ Takes constructive criticism as personal attack ○ Responds inappropriately to feedback, e.g. is defensive or is too extreme in reaction to feedback ○ Fails to incorporate suggestions into practice ○ Makes excuses ○ Fails to see own responsibility for student behavior and learning ○ Fails to act upon feedback or waits too long to incorporate suggestions 					

9) Disposition/Behavior/Characteristic: Self-reflects accurately and critically TIP: <i>Analyze your own actions and responses to children and situation in order to improve your practice.</i> FRANCISCAN VALUE: Responsible Stewardship STANDARD 9: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally		<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
Expectations and Evidence of Professional Disposition or Professional Behavior	Evidence of Improper Disposition or Unprofessional Behavior						
<ul style="list-style-type: none"> ○ Reviews and analyzes and evaluates actions and/or thoughts in order to improve future performance ○ Analyzes self accurately regarding own strengths and weaknesses ○ Is willing and able to recognize own difficulties ○ Is able to develop solutions ○ Looks for outside suggestions, e.g. uses PRIM manual or consults with other professionals ○ Applies problem-solving skills ○ Use reflection to refine practice 	<ul style="list-style-type: none"> ○ Blames students for not learning or not behaving ○ Is not self-reflective ○ Blames others for failure to develop professional skills ○ Is resistant to alternative ideas and perspectives ○ Is unable to develop solutions ○ Doesn't make use of outside resources ○ Doesn't apply problem-solving skills ○ Doesn't use self-reflection ○ to refine practice ○ Is unrealistic in self-evaluation 						

9) Comments: _____

<p>10) Disposition/Behavior/Characteristic: Is committed to teaching all children TIP: <i>Strive for equity in your classroom.</i> FRANCISCAN VALUE: Dignity of the Individual, Peace & Justice STANDARD 2: The teacher understands the concepts, tools and structures of the discipline and can create meaningful learning experiences for the students STANDARD 3: The teacher understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners STANDARD 11: The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches</p>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
<p>Expectations and Evidence of Professional Disposition or Professional Behavior</p>	<p>Evidence of Improper Disposition or Unprofessional Behavior</p>					
<ul style="list-style-type: none"> ○ Demonstrates care and concern for all children ○ Strives for equity in teaching all children ○ Celebrates diversity in the classroom ○ Adapts instruction to individual differences ○ Counteracts negative stereotypes and bigotry ○ Uses language that meets professional standards and is not demeaning or harmful to any individual or group ○ Respects others as unique individuals and as members of cultural groups ○ Identifies own biases and prejudices and works to change them ○ Avoids sarcasm ○ Creates learning environment to help all children to meet their potential ○ Advocates for all children 	<ul style="list-style-type: none"> ○ Shows favoritism in instruction or other treatment of children ○ Treats children “equally” regardless of their individual needs ○ Doesn’t adapt instruction to individual differences and/or needs ○ Doesn’t counteract stereotypes and bigotry ○ Doesn’t respect all children and adults, including those from backgrounds different from one’s own ○ Treats students as a group without recognizing individual differences ○ Uses demeaning or harmful language ○ Uses sarcasm ○ Fails to recognize own biases or to work to change them ○ Advocates only for certain children or groups 					

10) Comments: _____

<p>11) Disposition/Behavior/Characteristic: Values Learning TIP: <i>High quality professional teachers engage in lifelong learning aided by reflection and assessment of new information and ideas.</i> FRANCISCAN VALUE: Responsible Stewardship STANDARD 5: 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 STANDARD 11: The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches</p>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
<p>Expectations and Evidence of Professional Disposition or Professional Behavior</p>	<p>Evidence of Improper Disposition or Unprofessional Behavior</p>					
<ul style="list-style-type: none"> ○ Values knowledge, content, and experiences required in teacher preparation program ○ Takes initiative to expand knowledge base ○ Values instructional time ○ Seeks opportunities to learn new skills ○ Uses best practices as identified by research ○ Demonstrates enthusiasm for content ○ Demonstrates positive attitude toward learning ○ Demonstrates intellectual and academic curiosity ○ Demonstrates respect for education ○ Demonstrates positive attitudes toward students, schools, parents, colleagues and others through words and/or actions ○ Participates in professional organizations ○ Seeks opportunities to increase knowledge and learn new skills 	<ul style="list-style-type: none"> ○ Doesn't value teacher preparation program ○ Doesn't take any initiative to expand own knowledge base ○ Doesn't seek opportunities to learn ○ Doesn't use best practices ○ Doesn't demonstrate enthusiasm for content ○ Demonstrates negative attitude toward learning ○ Doesn't demonstrate curiosity ○ Doesn't demonstrate respect for education ○ Shows negative attitudes through words and/or actions ○ Doesn't participate in professional organizations 					

11) Comments: _____

<p>12) Disposition/Behavior/Characteristic: Demonstrates Emotional Maturity and is able to adjust emotional state to a suitable level of intensity</p> <p>TIP: <i>11.1 Models self-control and positive social interaction and is proactive in promoting the same in the learning environment</i></p> <p>FRANCISCAN VALUE: Peace & Justice, Reconciliation</p> <p>STANDARD 5: 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</p> <p>STANDARD 11: The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way she/he teaches</p>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>NA</u>
<p>Expectations and Evidence of Professional Disposition or Professional Behavior</p>	<p>Evidence of Improper Disposition or Unprofessional Behavior</p>					
<ul style="list-style-type: none"> ○ Presents poised and professional demeanor at all times ○ Uses appropriate strategies to respond to emotional and emergency situations ○ Uses appropriate tone of voice ○ Initiates communication to resolve conflict ○ Maintains emotional control ○ Uses self-disclosure appropriately ○ Uses appropriate non-verbal expressions ○ Responds to frustration and stress appropriately ○ Responds appropriately to actions and reactions of others ○ Acts from a positive frame of reference most of the time ○ Accepts feedback from others ○ Accept criticism without becoming defensive ○ Identifies personal responsibility in conflict/problem situations ○ Is flexible and able to adjust to change 	<ul style="list-style-type: none"> ○ Presents unprofessional demeanor ○ Does not maintain composure appropriately ○ Exhibits unpredictable emotional state ○ Creates conflict ○ Frequently acts from negative frame of reference ○ Acts as negative force upon others ○ Fails to maintain professional demeanor ○ Doesn't accept feedback from others ○ Makes excuses ○ Doesn't accept responsibility appropriately ○ Resists change and has difficulty adjusting to it 					

12) Comments: _____

General Comments: _____



**School of Education
MAT**

Portfolio Review Sheet

This form is used for both mid-term and final portfolio evaluations

Intern: _____ **Dates Evaluated:** Mid _____ Final _____

Reviewer One: Mid _____ **Reviewer Two:** Mid _____

Reviewer One: Final _____ **Reviewer Two:** Final _____

Use the following descriptors and place a check mark in the appropriate box:

- 5. Exceptional: Consistently exceeded expectations
- 4. Commendable: Sometimes exceeded expectations
- 3. Good: Met expectations
- 2. Uncomplimentary: Sometimes met expectations
- 1. Unsatisfactory: Did not meet expectations
- N/A: Not Applicable

OVERALL HOLISTIC SCORE _____

Note: Please select one of the 6 scale options; do not select a mid-point.

Please rate and offer comments on the following criteria when reviewing the MAT intern's student teaching portfolio.

STANDARD	CRITERIA	EVIDENCE	COMMENT
1 Holistic Score _____	The teacher understands the central concepts, tools of inquiry, and structures of the discipline and can create learning experiences that make these aspects of the subject matter meaningful for students		
1.1	Understands child growth and development and sets appropriate expectations		
1.2	Is skilled in observation of children and effective in meaningful use of information about them		
1.3	Understands the foundations of learning and how they impact planning.		
1.4	Knows essential concepts of the subjects taught		

STANDARD	CRITERIA	EVIDENCE	COMMENT
1.5	Knows key resources in subject areas		
1.6	Recognizes the interdisciplinary nature of knowledge		
1.7	Connects content to students' personal experiences and their future lives		
1.8	Applies the concepts of learning and inquiry to create experiences that inspire excitement of learning, foster risk-taking, and promote collaboration		
1.9	Uses effective questioning techniques and responds clearly to student' questions		
1.10	Can explain concepts in multiple ways		
1.11	Recognizes the specific stages of language acquisition and development		
1.12	Distinguishes purposes of language, particularly distinguishing between social and academic language functions		
1.13	Understands the value of bi-literacy		
1.14	Knows the stages of cultural adaptation and acculturation		
2 Holistic Score	Teacher understands how children develop and can make appropriate choices based on developmental principles		
2.1	Can recognize and apply developmental theories		
2.2	Understands and applies current information on learning styles, multiple intelligence theory, and recent brain research		
2.3	Identifies unique physical, cognitive and social characteristics of K-6 children		
2.4	Can create and modify learning opportunities and environments that respect individual and group developmental stages based on research and reflective practice		

STANDARD	CRITERIA	EVIDENCE	COMMENT
2.5	Considers student interests, needs, and experiences when planning learning opportunities		
2.6	Establishes, plans and implements appropriate long-term goals for each age group		
2.7	Uses developmentally appropriate practice in the context of a variety of curricular and program models		
2.8	Focuses instruction to meet specific ELL social and academic language goals		
2.9	Fosters environment that promotes appreciation of significant aspects of students' cultures		
2.10	Understands how culture influences cognition		
2.11	Modifies English and content-based instruction		
3 Holistic Score	The teacher understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners		
3.1	Understands and demonstrates sensitivity to various family structures, cultures, and gender differences		
3.2	Knows basic components of laws relating to children with special needs, including the roles of special service providers, IEPs, and the importance of collaboration with others		
3.3	Knows strategies to help children and families with stress and crises		
3.4	Knows how to gather data and assess situations, making needed modifications		
3.5	Formulates adaptations for a full spectrum of needs in an inclusive classroom		
3.6	Provides opportunities to celebrate diversity		
3.7	Integrates ENL students into the academic and social learning environment		
3.8	Understands how norms and values affect performance and cultural adjustment		

STANDARD	CRITERIA	EVIDENCE	COMMENT
4 Holistic Score —	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills		
4.1	Encourages children to understand, question, and interpret ideas from diverse perspectives		
4.2	Uses developmentally appropriate resources and instructional strategies (small groups, open-ended questions, inquiry, and play) to help children develop curiosity, make decisions, and become successful learners		
4.3	Uses a variety of learning resources, including technology, to foster inquiry and support learning of all children		
4.4	Integrates language and content instruction appropriate to the students' stages of language acquisition		
4.5	Introduces new concepts, skills, and grammatical structures when ELLs are ready to learn them		
4.6	Allows the use of primary language as needed to facilitate learning		
5 Holistic Score —	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		
5.1	Exhibits an enthusiasm for learning in general that sparks curiosity and a love of learning		
5.2	Establishes learning goals which motivate students to achieve		
5.3	Demonstrates enthusiasm for the curriculum and engages children in active learning experiences		

STANDARD	CRITERIA	EVIDENCE	COMMENT
5.4	Uses effective classroom management and conflict resolution techniques to promote positive relationships, cooperation, and purposeful learning in the classroom		
5.5	Interacts effectively in relationships with others: children, peers, parents and supervisors		
5.6	Responds effectively to common changes and life events that children might encounter		
5.7	Works with the ENL/ESL teacher(s) and other school personnel to plan effective lessons for ENL students		
5.8	Integrates ENL students into the academic and social environment		
6 Holistic Score	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom		
6.1	Speaks and writes clearly and correctly		
6.2	Listens carefully and attentively to students', parents' and colleagues' ideas, valuing an openness to discussion and a respect for differences		
6.3	Knows how to use a variety of communication strategies and techniques (newsletters, conferences, parent message lines, e-mail)		
6.4	Can explain concepts to children in developmentally appropriate ways and can communicate meaningful purpose for the curriculum plan		
6.5	Uses questioning and discussion techniques effectively		
7 Holistic Score	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals		
7.1	Creates short-range and long-term plans that are linked to student needs and performance		
7.2	Adapts plans to ensure and capitalize on student progress and motivation		

STANDARD	CRITERIA	EVIDENCE	COMMENT
7.3	Plans for learning opportunities that recognize and address variation in learning styles		
7.4	Uses cultural events and news events in the curriculum		
7.5	Responds with flexibility to unexpected changes in scheduling and adjusts plans accordingly		
7.6	Demonstrates use of information from outside activities, meetings, parent and professional conferences		
7.7	Communicates appropriate philosophies/theories of primary and intermediate childhood as well as English as a New Language to colleagues and parents		
7.8	Is aware of the ENL students' prior knowledge and how to build on it		
8 Holistic Score	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner		
8.1	Understands the many ways children communicate and express their learning		
8.2	Uses multiple assessments to support the development of each child, focusing on the growth of children over time		
8.3	Appropriately selects, uses, and interprets a variety of formal and informal assessment techniques (observation, portfolios, videotape, teacher-made tests, performance tasks, inventories, projects, student self- and peer-assessments, and standardized testing)		

STANDARD	CRITERIA	EVIDENCE	COMMENT
8.4	Uses assessment information to enhance knowledge of learners, to monitor student progress and performance, to communicate with and involve parents, to support children in self-assessment, and to modify teaching/learning strategies		
8.5	Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly to students and parents		
8.6	Selects and reviews materials and assessments that avoid cultural bias		
8.7	Understands and values cultural differences in assessment practices		
8.8	Understands and is aware of the role of pre-referral in placement of students		
8.9	Understands state guidelines and rules as they apply to standardized testing of ENL students		
8.10	Understands that variations in student progress may be related to cultural and linguistic differences		
9 Holistic Score —	The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally		
9.1	Utilizes self-assessment as a basis for professional growth		
9.2	Chronicles achievements as evidenced in a portfolio or other holistic assessment instrument		
9.3	Assesses the environment and its effect on student learning		

STANDARD	CRITERIA	EVIDENCE	COMMENT
9.4	Is reflective about her/his classroom practice and continually assesses and evaluates the effects of her/his instructional choices in view of her/his understanding about learning theory and personal beliefs about teaching and learning		
9.5	Shares ideas and experiences with colleagues and pursues ongoing professional development opportunities that will impact student learning		
9.6	Utilizes research and resources to construct, implement and monitor a professional development plan		
9.7	Shares knowledge of how to facilitate instruction for the ENL student with other educators		
9.8	Recognizes limitations and consults with professionals as needed		
10 Holistic Score	The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being		
10.1	Establishes and maintains respectful, effective, professional communication with others		
10.2	Demonstrates the ability to collaborate and reflect with others to ensure well-being and progress of children		
10.3	Exhibits professional, ethical behavior (respects students and adults, demonstrates commitment, maintains confidentiality, etc.) and responds appropriately to constructive feedback		
10.4	Identifies and uses community resources to facilitate student learning		
10.5	Uses information (as educationally and legally appropriate) about students' experiences, family behavior, needs, and progress as solicited from family members, colleagues, and the students themselves		

STANDARD	CRITERIA	EVIDENCE	COMMENT
10.6	Uses knowledge of laws and policies in order to act as an advocate for students		
10.7	Encourages learning in the home by providing materials and ideas to promote active learning in the family environment for ENL students		
11 Holistic Score	The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way s/he teaches		
11.1	Models self-control and positive social interaction and is proactive in promoting the same in the learning environment		
11.2	Serves as a model who values learning		
11.3	Develops methods that encourage children to be respectful of each other and to solve their disagreements peacefully		
11.4	Develops a philosophical stance toward teaching that reflects a moral commitment to children, including the use of the Franciscan values		
11.5	Is able to connect service learning to instructional planning as part of curriculum and instruction		
11.6	Understands and supports legal and ethical principles in a variety of situations and maintains confidentiality when appropriate		
11.7	Promotes acceptance of cultural and language diversity in the community		

MARIAN COLLEGE
 I N D I A N A P O L I S
 School of Education

Final Evaluation for M.A.T. Interns

Intern _____

Cooperating Teacher/Mentor _____

College Supervisor _____

Evaluation completed by: Cooperating Teacher/Mentor ___ College Supervisor ___ Intern ___

Year _____ School _____ Grade level _____ Phase 1 _____ Phase 2 _____

Date this form is completed _____

**** NOTE: The content of this form reflects OBSERVED PERFORMANCE ONLY**

Use the following descriptors and place a check mark in the appropriate box:

- 5. Exceptional: Consistently exceeded expectations
- 4. Commendable: Sometimes exceeded expectations
- 3. Good: Met expectations
- 2. Uncomplimentary: Sometimes met expectations
- 1. Unsatisfactory: Did not meet expectations
- N/A Not Applicable

**** Note: Please select one of the 6 scale options; do not select a mid-point.**

Domain 1: Planning and Preparation

	Primary and Intermediate/ENL Developmental Standard	5	4	3	2	1	N/A
1.1	Understands child growth and development and sets appropriate expectations						
1.2	Is skilled in observation of children and effective in meaningful use of information about them						
1.3	Understands the foundations of learning and how they impact planning.						
1.4	Knows essential concepts of the subjects taught						
1.5	Knows key resources in subject areas						
1.6	Recognizes the interdisciplinary nature of knowledge						
1.8	Applies the concepts of learning and inquiry to create experiences that inspire excitement of learning, foster risk-taking, and promote collaboration						
1.11	Recognizes the specific stages of language acquisition and development						

	Primary and Intermediate/ENL Developmental Standard	5	4	3	2	1	N/A
1.12	Distinguishes purposes of language, particularly distinguishing between social and academic language functions						
1.13	Understands the value of bi-literacy						
1.14	Knows the stages of cultural adaptation and acculturation						
2.3	Identifies unique physical, cognitive and social characteristics of K-6 children						
2.5	Considers student interests, needs, and experiences when planning learning opportunities						
2.6	Establishes, plans and implements appropriate long-term goals for each age group						
2.10	Understands how culture influences cognition						
3.2	Knows basic components of laws relating to children with special needs, including the roles of special service providers, IEPs, and the importance of collaboration with others						
5.2	Establishes learning goals which motivate students to achieve						
7.3	Plans for learning opportunities that recognize and address variation in learning styles						
7.4	Uses cultural events and news events in the curriculum						
7.8	Is aware of the ELL students' prior knowledge and how to build on it						
8.1	Understands the many ways children communicate and express their learning						
8.6	Selects and reviews materials and assessments that avoid cultural bias						

Domain 2: Classroom Environment

	Primary and Intermediate/ENL Developmental Standard	5	4	3	2	1	N/A
2.4	Can create and modify learning opportunities and environments that respect individual and group developmental stages based on research and reflective practice						
2.9	Fosters environment that promotes appreciation of significant aspects of students' cultures						
3.1	Understands and demonstrates sensitivity to various family structures, cultures, and gender differences						
3.6	Provides opportunities to celebrate diversity						
3.7	Integrates ELL students into the academic and social learning environment						

	Primary and Intermediate/ENL Developmental Standard	5	4	3	2	1	N/A
5.1	Exhibits an enthusiasm for learning in general that sparks curiosity and a love of learning						
5.3	Demonstrates enthusiasm for the curriculum and engages children in active learning experiences						
5.4	Uses effective classroom management and conflict resolution techniques to promote positive relationships, cooperation, and purposeful learning in the classroom						
5.6	Responds effectively to common changes and life events that children might encounter						
5.8	Integrates ELL students into the academic and social environment						
7.5	Responds with flexibility to unexpected changes in scheduling and adjusts plans accordingly						
11.1	Models self-control and positive social interaction and is proactive in promoting the same in the learning environment						
11.3	Develops methods that encourage children to be respectful of each other and to solve their disagreements peacefully						

Domain 3: Instruction

	Primary and Intermediate/ENL Developmental Standard	5	4	3	2	1	N/A
1.7	Connects content to students' personal experiences and their future lives						
1.9	Uses effective questioning techniques and responds clearly to student' questions						
1.10	Can explain concepts in multiple ways						
2.2	Understands and applies current information on learning styles, multiple intelligence theory, and recent brain research						
2.7	Uses developmentally appropriate practice in the context of a variety of curricular and program models						
2.8	Focuses instruction to meet specific ELL social and academic language goals						
2.11	Modifies English and content-based instruction						
3.4	Knows how to gather data and assess situations, making needed modifications						
3.5	Formulates adaptations for a full spectrum of needs in an inclusive classroom						
3.8	Understands how norms and values affect performance and cultural adjustment						
4.1	Encourages children to understand, question, and interpret ideas from diverse perspectives						

	Primary and Intermediate/ENL Developmental Standard	5	4	3	2	1	N/A
4.2	Uses developmentally appropriate resources and instructional strategies (small groups, open-ended questions, inquiry, and play) to help children develop curiosity, make decisions, and become successful learners						
4.3	Uses a variety of learning resources, including technology, to foster inquiry and support learning of all children						
4.4	Integrates language and content instruction appropriate to the students' stages of language acquisition						
4.5	Introduces new concepts, skills, and grammatical structures when ELL's are ready to learn them						
4.6	Allows the use of primary language as needed to facilitate learning						
6.4	Can explain concepts to children in developmentally appropriate ways and can communicate meaningful purpose for the curriculum plan						
6.5	Uses questioning and discussion techniques effectively						
7.2	Adapts plans to ensure and capitalize on student progress and motivation						
8.2	Uses multiple assessments to support the development of each child, focusing on the growth of children over time						
8.3	Appropriately selects, uses, and interprets a variety of formal and informal assessment techniques (observation, portfolios, videotape, teacher-made tests, performance tasks, inventories, projects, student self- and peer-assessments, and standardized testing)						
8.7	Understands and values cultural differences in assessment practices						
8.8	Understands and is aware of the role of pre-referral in placement of students						
11.5	Is able to connect service learning to instructional planning as part of curriculum and instruction						

Domain 4: Professional Responsibilities

	Primary and Intermediate/ENL Developmental Standard	5	4	3	2	1	N/A
3.3	Knows strategies to help children and families with stress and crises						
5.5	Interacts effectively in relationships with others: children, peers, parents and supervisors						
5.7	Works with the ENL/ESL teacher(s) and other school personnel to plan effective lessons for ELL students						
6.1	Speaks and writes clearly and correctly						

	Primary and Intermediate/ENL Developmental Standard	5	4	3	2	1	N/A
6.2	Listens carefully and attentively to students', parents' and colleagues' ideas, valuing an openness to discussion and a respect for differences						
6.3	Knows how to use a variety of communication strategies and techniques (newsletters, conferences, parent message lines, e-mail)						
7.7	Communicates appropriate philosophies/theories of primary and intermediate childhood as well as English as a New Language to colleagues and parents						
8.4	Uses assessment information to enhance knowledge of learners, to monitor student progress and performance, to communicate with and involve parents, to support children in self-assessment, and to modify teaching/learning strategies						
8.5	Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly to students and parents						
8.9	Understands state guidelines and rules as they apply to standardized testing of ELL students						
8.10	Understands that variations in student progress may be related to cultural and linguistic differences						
9.1	Utilizes self-assessment as a basis for professional growth						
9.2	Chronicles achievements as evidenced in a portfolio or other holistic assessment instrument						
9.3	Assesses the environment and its effect on student learning						
9.4	Is reflective about her/his classroom practice and continually assesses and evaluates the effects of her/his instructional choices in view of her/his understanding about learning theory and personal beliefs about teaching and learning						
9.5	Shares ideas and experiences with colleagues and pursues ongoing professional development opportunities that will impact student learning						
9.6	Utilizes research and resources to construct, implement and monitor a professional development plan						
9.7	Shares knowledge of how to facilitate instruction for the ELL student with other educators						
9.8	Recognizes limitations and consults with professionals as needed						
10.1	Establishes and maintains respectful, effective, professional communication with others						

	Primary and Intermediate/ENL Developmental Standard	5	4	3	2	1	N/A
10.2	Demonstrates the ability to collaborate and reflect with others to ensure well-being and progress of children						
10.3	Exhibits professional, ethical behavior (respects students and adults, demonstrates commitment, maintains confidentiality, etc.) and responds appropriately to constructive feedback						
10.4	Identifies and uses community resources to facilitate student learning						
10.5	Uses information (as educationally and legally appropriate) about students' experiences, family behavior, needs, and progress as solicited from family members, colleagues, and the students themselves						
10.6	Uses knowledge of laws and policies in order to act as an advocate for students						
10.7	Encourages learning in the home by providing materials and ideas to promote active learning in the family environment for ELL students						
11.2	Serves as a model who values learning						
11.4	Develops a philosophical stance toward teaching that reflects a moral commitment to children, including the use of the Franciscan values						
11.6	Understands and supports legal and ethical principles in a variety of situations and maintains confidentiality when appropriate						
11.7	Promotes acceptance of cultural and language diversity in the community						

Please complete:	
I pass this student unconditionally	Yes___ No___
I pass this student conditionally (Block 2 only)	
** Attach a signed copy of the conditions and plan for improvement _____	
_____	_____
Evaluator Signature (Mentors, Cooperating Teachers, and College Supervisors only)	Date

Please complete the attached "Narrative."

NARRATIVE: Please write a narrative which describes/discusses the intern's strengths and areas which may be challenging or which may need improvement. Please address all four areas.

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibilities

Signature _____ **Date** _____



Marian College School of Education

Master of Arts

Documentation of Teaching Project

Blocks 2 and 3

**Marian College
School of Education
Master of Arts in Teaching**

**Documentation of Teaching Project
Blocks 2 and 3**

Please use the following directions to develop your Documentation of Teaching Project. Attached to this project explanation is the rubric for evaluation.

1. Introduction to Documentation of Teaching:

- Introduce the reader to your classroom setting. What are the characteristics of your class? How many are in the class? What are the demographics? What are the students' needs? Etc.

2. Instructional Planning Guide/Unit Plan:

- Write the integrated unit plan. The unit plan should include daily plans for at least 3-5 days of an integrated unit for either a math or science topic and at least one other content area. You may include the information for letters a.- i. for the whole unit and then provide the information for items j.- l. for each day included in the unit.
 - a. General goals
 - b. Grade level Indiana Academic Standards for each content area included
 - c. Previous work
 - d. Future work
 - e. Expected time
 - f. Assessment of prior knowledge
 - g. Specific goals (Knowledge, Skills, and Dispositions and how they will be demonstrated)
 - h. Differentiation (ELL, Special needs, gifted and talented, early finishers, students who need more time, etc.)
 - i. Summative assessment
 - j. Procedures for 3-5 days
 - Materials
 - Motivation and Preparation
 - Activities and Timing (including modeling, guided practice, independent practice, assessment)
 - k. Connections
 - l. Reflection on how each day's lesson went

3. Videotape: Get parental permission to videotape the students. Arrange for a camera and a camera operator.

- Choose either to videotape one lesson in its entirety, or smaller segments of lessons throughout the unit to demonstrate different activities

- such as helping the students with guided practice, leading the students in discussion, monitoring independent work, or modeling an activity/task
- Write a commentary that shows how your videotape supports your desire to facilitate students' learning. What qualities and dispositions does the videotape show about your abilities to work effectively with children?

4. Rubric and Assessment of Student Work:

- Include copies of a performance assessment from the unit and samples of student work from two students representing academic diversity. White out the students' names. Refer to them as Student A and B. Make sure to photocopy their work so that it is readable. Do not white out your written comments on the work.
- Include the rubric used to assess the students' work. The assignment should be open-ended enough that a rubric is the appropriate assessment tool.
- Include one other sample of each student's work from this unit of study. This second sample does not necessarily need to be scored with a rubric but should provide evidence of a variety of assessments used throughout your unit.
- Write a commentary about the two students' completion of the assignment. In the commentary, explain
 - a. Your criteria for determining whether the students' performance on the assignment was successful
 - b. The relationship of the rubric criteria to your instruction
 - c. The type of feedback you gave the students to help them understand their performance

5. Self-Evaluation:

- Reflecting upon what you know and are learning about your students, the importance of this particular theme/unit/concept, and your role as a teacher in your subject area or grade level; explain:
 - a. one or two aspects of your teaching during the documented instruction that you consider effective;
 - b. one or two changes you might make in the design of the experiences or assignments and/or in your own actions if you were to engage this group of students in another learning experience;
 - c. changes for the highlighted students and how you would adjust your teaching for them in the next lesson or set of lessons;
 - d. the reasons you would make those changes.
 - e. the differences you have noticed between primary and intermediate elementary students, comparing your experiences in each block.

**Marian College
School of Education
Master of Arts in Teaching
Intern Documentation of Teaching Project Review Sheet**

Intern _____

Reviewer _____

Semester _____ Year _____

Use the following descriptors and place a check mark in the appropriate box:

- 5. Exceptional: Consistently exceeded expectations
- 4. Commendable: Sometimes exceeded expectations
- 3. Good: Met expectations
- 2. Uncomplimentary: Sometimes met expectations
- 1. Unsatisfactory: Did not meet expectations
- N/A: Not Applicable

Note: Please select one of the 6 scale options; do not select a mid-point.

Note: "Standard" indicates the Marian College School of Education Program Principle

Connections

STANDARD	CATEGORY	5	4	3	2	1	N/A
1, 2, 4	1. Goals include a range of thinking levels						
1, 4	2. Problem-solving is embedded in planning						
1, 4	3. Activities align with goals						
1, 4, 8	4. Assessments align with goals						
8	5. Rubric development focuses on quality of product						
8	6. Evaluation of student work reflects consistency in using criteria						
8	7. Analysis of student learning reflects a focus on content and developmental standards						

Learner-Centeredness

STANDARD	CATEGORY	5	4	3	2	1	N/A
2, 3	1. Students' interests and abilities are addressed in planning						
2, 3	2. Students' developmental characteristics are addressed in planning						
4, 5, 6	3. Lesson structure is logical						
4, 8	4. Differentiated instruction is evident in planning						
2, 4, 8	5. Response to student work is personalized and consistent						

Subject Knowledge

STANDARD	CATEGORY	5	4	3	2	1	N/A
1	1. Academic content standards are explicitly addressed						
2, 3	2. Content is appropriate for the developmental level						
1, 2, 3	3. Materials and resources are appropriate						
1	4. Content of lessons is accurate						

Professional Presentation

STANDARD	CATEGORY	5	4	3	2	1	N/A
10	1. Portfolio is organized logically						
10	2. All parts of portfolio are included						
10	3. Reflection shows depth and accuracy						
10	4. Portfolio contains few editing errors						
10	5. Language conventions are correct						
10	6. Documentation logs are included						

Summary Comments:
