

BLOCK B PRACTICUM HANDBOOK

For EDEL 410 Block B Practicum



Providing the practicum experience for:

EDEL 411 Teaching Literacy: K-2

EDEL 412 Teaching Science: K-6

***Kansas State University
College of Education***

Fall 2014

"Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world."

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EDEL 410 Block B Practicum
Kansas State University
One Credit Hour
Fall 2014

Literacy	UNIVERSITY SUPERVISORS	Science
Section A – Room 217 – W 8:00-11:00		
<p>Dr. Lori Levin 209 Bluemont Hall Office: 785-532-2376 Cell: 785-565-8336 Office Hours: Monday & Friday 11:00 - 11:45 and by appointment Email: llevin@ksu.edu</p>		<p>Ms. Erin Bender 213 Bluemont Hall Office Phone: 785-532-7192 Office Hours: Wednesday 9:00 - 11:00 AM & Friday 9:30 - 1:00 PM Email: erinsue@k-state.edu Cell: 785-452-1594</p>
Section B – Room 242 – W 8:00-11:00		
<p>Mrs. Kaylee Myers 206 Bluemont Hall Office: 785-532-5544 Cell: 785-410-2460 Office Hours: Monday & Friday 11:00 – 12:00 and by appointment Email: kayleelm@ksu.edu</p>		<p>Dr. Lori Andersen 253 Bluemont Hall Office: 785-532-1165 Cell: 757-968-9431 Office Hours: Monday & Thursday 2:00 - 4:00 or by appointment Email: landersen@ksu.edu</p>
Section C – Room 242 – W 12:30-3:30		
<p>Dr. Lori Levin 209 Bluemont Hall Office: 785-532-2376 Cell: 785-565-8336 Office Hours: Monday & Friday 11:00 - 11:45 and by appointment Email: llevin@ksu.edu</p>		<p>Dr. Lori Andersen 253 Bluemont Hall Office: 785-532-1165 Cell: 757-968-9431 Office Hours: Monday & Thursday 2:00 - 4:00 or by appointment Email: landersen@ksu.edu</p>
Section D – Room 242 – W 12:30-3:30		
<p>Dr. Lori Levin 209 Bluemont Hall Office: 785-532-2376 Cell: 785-565-8336 Office Hours: Monday & Friday 11:00 - 11:45 and by appointment Email: llevin@ksu.edu</p>		<p>Ms. Erin Bender 213 Bluemont Hall Office: 785-532-7192 Office Hours: Wednesday 9:00 - 11:00 AM & Friday 9:30 - 1:00 PM Email: erinsue@k-state.edu Cell: 785-452-1594</p>

EDEL 410 Syllabus

COURSE DESCRIPTION

Block B Practicum (EDEL 410) is a one-hour field experience taken concurrently with Teaching Literacy K-2 (EDEL 411), and (EDEL 412) Teaching Science K-6. Within this 6-hour block of course work, students put into practice methods and materials that have been studied in their on-campus classes. Students are placed in groups of three in an elementary classroom where they are jointly supervised by the classroom cooperating teacher/mentor and the university methods instructor/supervisor.

Approximately 30 hours are spent in the classroom observing and interacting with children and executing developmentally appropriate lesson plans that reflect current theory and research into the teaching of literacy and science. Throughout the practicum experience, students will learn to become reflective practitioners, as they evaluate and articulate their experiences through portfolio entries.

KEY CONTACTS

Teaching Literacy K-2 Grade Level:

	Name	Phone #	e-mail
School	_____	_____	
Cooperating Teacher	_____	_____	_____
Clinical Instructor	_____	_____	_____
K-State student partner	_____	_____	_____
K-State student partner	_____	_____	_____

Teaching Science K-6 Grade Level:

Cooperating Teacher	_____	_____	_____
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Titles And Roles Of Block B Personnel

University Instructor(s)/Faculty: These are the people who teach your science and literacy methods courses.

University Supervisor: These are the people who are listed at the top of your syllabus. They are ultimately the ones who oversee and assess your field experience.

Clinical Instructors (CIs): Each school has one person who assists with field experiences. This person will facilitate your Block B Orientation, assist you in finding resources, observe you, and help you with any other issues that arise.

Cooperating Teacher: This is the teacher in the classroom to which you will be assigned.

REQUIREMENTS & POLICIES

Books and Materials

You are required to download the Block B Practicum Portfolio. There is also a required text for this course: Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4-14* (3rd ed.). Turner Falls, MA: Northeast Foundation for Children.

You will submit entries as uploaded files to Canvas on designated dates (see schedule) as requested by your practicum supervisors. You are required to keep electronic copies of all entries submitted. You will be expected to utilize KSOL (K-State Online) to retrieve electronic templates for entries. **You will not be turning in a hard copy portfolio at the completion of this course, but creating and submitting entries for feedback throughout the semester.**

Photo Copy Policy

The practicum student is responsible for all photocopy costs attributed to professional materials for personal use. Examples of professional materials include handouts loaned to you by the classroom teacher or staff members, in addition to handouts that may be available during in-service presentations that you might attend on an optional basis. The schools will normally cover all photocopy costs of materials used by the children during lessons that you teach. Please seek the advice of your clinical instructor for other photocopy policies that may affect your practicum assignment.

TB Tine Test

All students are required to have had an up-to-date TB Tine test prior to working in the public schools. If you have not had this test within the last two years, schedule an appointment with your family physician or visit the K-State Lafene Health Center Allergy/Immunology Clinic. Call for appointment (532-6544) or report to the Business Office. They often provide specific dates/times for preservice teachers to be tested at the beginning of each semester. Cost is \$10.00.

Time Requirements in School*

Morning practicum students are required to:

- Be in the school building by 8:00 am
- Remain in the building until 11:00 am

Afternoon practicum students are required to:

- Be in the school building at 12:30 pm
- Remain in the building until 3:30 pm

* Allow from 10-40 minutes of travel from campus to school- depending on placement location.

Time Line

A week-by-week schedule of days in the schools is provided in the handbook. Please consult the schedule carefully. Individual conflicts should be addressed with your university supervisor, your classroom teacher, and the clinical instructor in that order.

BLOCK B SCHEDULE: Spring 2014

Wed. August 27	On Campus	Practicum Expectations/ Overview
Wed. Sept. 3	On Campus	Common Core Standards/ Lesson Planning
Wed. Sept. 10	On Campus	Literacy Assessments/ Portfolio Completion Information/Placement Information
Wed. Sept. 17	K-2 Literacy in Schools	Orientation/ Interest Survey (Assessment #1) and Contextual Information. Journal #1
Wed. Sept. 24	K-2 Literacy in Schools	Shared Reading/Read Aloud (1 student), Assessment #2 Completed; Complete Observation Literacy Checklist; Journal Response #2
Wed. Sept. 30	K-2 Literacy in Schools	Shared Reading/Read Aloud-(1 student) Assessment #3 Write Journal Response #3
Mon. Oct 6	K-2 Literacy in Schools	Shared Reading/Read Aloud (1 student); Collect writing sample from child; Assessment #4; Journal Response #4
Wed. Oct 15	K-2 Literacy in Schools	Play PA/Phonics game with students/write reflection Review DIBELS and Map Scores with teacher; Assessment #5; Review Final Evaluation with cooperating teacher; Journal Response #5
SCIENCE STARTS		
Wed. Oct 22	Campus K-6 Science	Introduction to science practicum requirements.
Wed. Oct 29	K-6 Science in Schools	Three science lessons will be taught over this 5-week period.
Wed. Nov 5	K-6 Science in Schools	
Mon. Nov 10	K-6 Science in Schools	
Wed. Nov 19	K-6 Science in Schools	
Wed. Dec 3	K-6 Science in Schools	
Wed. Dec 10	Campus K-6 Science	Peer review and revision of portfolio entries.

ATTENDANCE POLICY

- Attendance is mandatory for each Block B practicum experience in the schools. Report to the Clinical Instructor or sign in at the school office to verify your attendance. Call or e-mail your cooperating teacher, your practicum partners, and your university supervisor if you will be absent.
- If a student misses a practicum day, that day is to be made up at the direction and convenience of the Cooperating Teacher and the Practicum Instructor. If you are absent on the day that you were to provide a planned lesson, you are responsible for providing all lesson plans and materials for both your cooperating teacher and your practicum partners. **Each absence beyond one will result in the lowering of your practicum grade by one letter.**
- The University Supervisor/Methods Instructor may consider extenuating circumstances about absences on an individual basis.

LATE WORK POLICY

Late work exemplifies a non-professional disposition and will impact one's ability to complete this practicum successfully. Required entries for the portfolio are subject to a reduction in point value of 10% per calendar day for each day they are late. The University Supervisor may consider extenuating circumstances related to late work on an individual basis.

MISSION STATEMENT

Vision

"Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world."

Our mission is fulfilled through:

- the delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession;
- and promotion, understanding, and celebration of diversity.

COURSE OBJECTIVES

PERSPECTIVES AND PREPARATION

Foundations of Education

1. To understand the influence of the schools on the development of content instruction.

Students and Learning

2. To observe elementary students during the process of learning to read, write, and think critically regarding scientific concepts.
3. To reflect upon the observed learning process(es) in the context of theoretically sound methods and materials for teaching literacy and science.
4. To interact with elementary children through formal and informal conversation and discussion.

Content and Pedagogy

5. To apply knowledge of content, as well as pedagogical content knowledge, throughout the process of planning developmentally appropriate lessons.

Planning

6. To assist the mentor teacher in the teaching of literacy and science.

7. To apply developmentally appropriate methods and materials through carefully designed lesson plans.

8. To incorporate technology in developmentally appropriate ways whenever possible.

LEARNING ENVIRONMENT

9. To become an integral part of the elementary environment by assisting the practicum mentor (classroom teacher) in the daily routines of classroom life.

10. To become familiar with a wide range of materials, personnel, and operations in the elementary school.

INSTRUCTION

11. To execute lesson plans in a variety of settings, including individual, small-group, and whole-group instruction.

12. To utilize technology in the service of learning reading, language arts, and science.

13. To assess literacy and science learning outcomes through formal and informal evaluation techniques.

PROFESSIONALISM

14. To become a reflective practitioner through self-evaluations, peer reviews, cooperating teacher and university supervisor observations, and articulation of the practicum experiences through journal writing.

PROFESSIONAL BEHAVIOR & DRESS

The school setting is a professional workplace. Thus, K-State practicum students should dress in an appropriate manner whenever they are working with children in the schools. Comfortable, professional dress is always appropriate when it does not defy common sense. When in doubt about what may or may not be appropriate, ask your supervising teacher, building administrator, or university supervisor. Use the following as a guide:

- Clothes should be clean and neat – no jeans, t-shirts, cargo shorts, flip flops, etc.
- Men are not required to wear a tie but may if they wish.
- Women should not wear tops with low necklines, skirts or dresses that are too short, or other clothing that may be considered revealing or in poor taste. Please remember you will be moving throughout the classroom- perhaps sitting on floors and low chairs.
- Shirts with advertisements for alcohol or tobacco are not permitted.
- Shirts with pictures or words that are inappropriate for children should not be worn.
- Hats are not permitted inside the school building.
- Gum-chewing is not allowed.
- Smoking is not allowed on building grounds or in sight of students.
- Students must follow school district policies regarding tattoos and/or piercings.
- Cell phone use/texting is not acceptable during the time you are in your clinical setting.

GRADING POLICY FOR THE BLOCK B PRACTICUM
Kansas State University
INTRODUCTION

Like other classes at Kansas State University, your grade in the Block B Practicum is based upon a variety of factors such as effort, application of important principles, and demonstration of professional dispositions. Hard work often contributes, but does not ensure, success in the Block B Practicum. Each student brings unique talents to teaching; however, some students require additional teaching experience before proceeding to student teaching. Your grade in the Block B practicum (1 credit hour) is based upon **four equal components**.

- (1) The Teaching Literacy K-2 assessed portions of your Block B Portfolio
- (2) The Teaching Literacy K-2 supervisor's evaluation of your early literacy field placement
- (3) The Teaching Science K-6 assessed portions of your Block B Portfolio
- (4) The Teaching Science K-6 supervisor's evaluation of your science field experience

BLOCK B FIELD EXPERIENCE (50% of Practicum Grade)

You will receive a Final Practicum Evaluation from your classroom teacher/s in each of your field placements (see form on following page). Your classroom teachers' evaluations and feedback is advisory and will be used alongside your supervisor's observations to calculate your final evaluation. Any scores in the Unsatisfactory category (1) will result in failure of the practicum. The evaluation of your performance is organized into four categories:

- Domain 1: Planning and Preparation
- Domain 2: Learning Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

BLOCK B PORTFOLIO (50% of Practicum Grade)

The university supervisors/instructors for both Teaching Literacy K-2 and Teaching Science K-6 will score portions of your practicum portfolio. Portfolio entries will be scored using the rubrics and scoring guidelines provided in this document. The grade for your practicum portfolio will be calculated using the following scale:

- | | | |
|-----|---------------|---------------------|
| • A | 92 – 100% | 124 – 135 points |
| • B | 83 – 91% | 112 – 123 points |
| • C | 74 – 82% | 100 – 111 points |
| • D | 65 – 73% | 88 – 99 points |
| • F | 64% and below | 87 points and below |

Please note that both classroom performance and portfolio scores are combined in determining your final grade for this experience.

FINAL FIELD EXPERIENCE EVALUATION FOR BLOCK B
Kansas State University

	UNSAT	BASIC				PROFICIENT		
CATEGORY, COMPONENTS, & ELEMENTS	1	2	3	4	5	6	7	
CATEGORY 1: PERSPECTIVES AND PREPARATION	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Elements of instructional design, including the assessments, are aligned.							
1c. Setting Instructional Outcomes (Value, clarity, suitability for diverse students, balance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e. Designing Coherent Instruction (Learning activities; instructional materials and resources; instructional groups; lesson and unit structure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
UNASSESSED COMPONENTS IN CATEGORY 1:								
<ul style="list-style-type: none"> • 1a. Knowledge of Content and Pedagogy • 1b. Knowledge of Students • 1d. Knowledge of Resources • 1f. Designing Student Assessments 								
CATEGORY 2: CLASSROOM ENVIRONMENT	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear.							
2c. Managing Classroom Procedure (Management of: instructional groups; transitions; and materials and supplies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2e. Organizing Physical Space (Arrangement of furniture and materials; accessibility to learning materials and use of physical resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
UNASSESSED COMPONENTS IN CATEGORY 2:								
<ul style="list-style-type: none"> • 2a. Creating an Environment of Respect • 2b. Establishing a Culture for Learning • 2d. Managing Student Behavior 								
CATEGORY 3: INSTRUCTION	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and the teacher makes productive use of assessment. The teacher demonstrates flexibility and responsiveness.							
3a. Communicating with Students (Expectations for learning; directions and procedures; explanations of content; use of oral and written language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b. Using Questioning and Discussion Techniques (Quality of questions; discussion techniques; and student participation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c. Engaging Students in Learning (Activities and assignments; grouping of students; instructional materials and resources; and structure and pacing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d. Using Assessment in Instruction (Assessment criteria; monitoring student learning; feedback to students; student self-assessment; and monitoring of progress)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e. Demonstrating Flexibility (Lesson adjustment; response to students; persistence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CATEGORY 4: PROFESSIONAL RESPONSIBILITIES	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, actively participating in school and district events, and engaging in activities for professional development.						
4a. Reflecting on Teaching (Accuracy; use in future teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. Showing Professionalism (Integrity and ethical conduct; service to students; advocacy; decision making; and compliance with school and district regulations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting Professional Responsibilities (Punctuality; completed lesson plans; appropriate clothing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNASSESSED COMPONENTS IN CATEGORY 4: <ul style="list-style-type: none"> • 4b. Maintaining Accurate Records • 4c. Communicating with Families • 4d. Participating in a Professional community • 4e. Growing and Developing Professionally 							

Taking or Retaking Block B Courses

- Block B courses and practicum must be taken concurrently and completed prior to Block C.
- A grade of C or higher is required in all courses and practica in Block B (EDEL 410, 411, 412, 413, 414).
- For students who receive a grade of less than a C in a Block B course or practicum, the student's instructors will meet to discuss the situation and determine which courses and/or practica are to be retaken or if additional actions are needed; these students will not be permitted to proceed to the next Block until the higher grades are recorded.
- To proceed to student teaching, an overall 3.0 GPA is required in the content methods courses and practica in Block B (EDEL 410, 411, 412) and Block C (EDEL 460, 461, 462, 463).

ACADEMIC HONESTY

As an individual assessment, the portfolio is to be completed on your own and in your own words. You are expected to act with personal and professional integrity at all times. Any use of electronic or hard-copied documents previously submitted for grading or in progress by other students is strictly prohibited. Putting oneself in a situation that allows others to copy your Block B portfolio, fabricating context, numerical or other data, or extensive collaboration with others in preparing this portfolio is a violation of the Kansas State University Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students.

Academic Honesty

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reached via the following URL: www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

ADDITIONAL PRACTICUM INFORMATION

Learning Accommodations

Any student with a disability who needs a classroom accommodation, access to technology or other academic assistance in this course should contact Disability Support Services (dss@k-state.edu) and/or the instructor. Students who require assistance during an emergency evacuation should discuss their needs with their instructors and DSS. DSS serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, learning disabilities, attention deficit disorder, depression, and anxiety.

Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article VI, Section 3, number 2. **Students who engage in behavior that disrupts the learning environment may be asked to leave the class.**

Guidelines for Lesson Planning and Teaching

Each practicum student is expected to work with students individually, in small groups, and in large groups at some point during these combined placements. Lesson plan length and content will depend upon the classroom where students are working and are at the discretion of the classroom teacher. **Communication with your cooperating teacher will be critical to your success in this practicum.**

We expect your lesson planning and instruction to reflect current thinking in the teaching of literacy skills and strategies and science. Your on-campus instructors are valuable resources as you plan lessons using research-based methods and materials. However, your cooperating teacher takes

the lead in advising you of the objectives that must be met in any given lesson for which you are responsible. **Prior to teaching your lessons, your cooperating teacher must receive your lesson plans no later than:**

Monday at 12:00 noon - the week you are teaching

Please note: You are to CC your instructor on all correspondence with your cooperating teacher.

Parking Guidelines

Parking is at a premium at each of the practicum school sites. Please follow the parking rules provided by the administrator in the building where you are assigned. Please carpool whenever possible.

Copyright 2014: The instructors hold the copyright as to this syllabus and all lectures and class sessions. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of the instructor teaching this course.

KSU CONCEPTUAL FRAMEWORK FOR THE PREPARATION OF THE PROFESSIONAL EDUCATOR

The KSU College of Education Teacher Education Program is designed around a Conceptual Framework that includes professional standards aligned with the Kansas State Department of Education (KSDE) Teaching Standards. The Conceptual Framework for Kansas State University's professional education program serves as a guide for fulfilling our mission of *preparing educators to be knowledgeable, ethical, caring decision makers*. Furthermore, it emphasizes the need to recognize the contributions of diversity, technology, assessment, theory, and research to professional practice. While Professional Studies is described below, a complete Conceptual Framework document may be found at www.coe.ksu.edu.

PROFESSIONAL STUDIES STANDARDS AND DISPOSITIONS BY CATEGORY

Introduction

Courses and field experiences for professional studies are designed to address 13 standards and nine dispositions that are organized into four categories. The student intern portfolio has been designed to assess students' performance in relation to these standards and dispositions. All portfolio entries should address these standards and dispositions.

Category 1 - Perspectives and Preparation

Disposition 1: The educator demonstrates a belief that all students can learn, has high expectations for all students, and persists in helping all students achieve success. (InTASC #2)

Disposition 2: The educator demonstrates a belief in the inherent dignity of all people, respects the customs and beliefs of diverse groups, and provides equitable opportunities for all students to learn. (InTASC #2)

Disposition 3: The educator takes ethical responsibility to use accurate and appropriate assessment data to guide instructional planning that accommodates learners' needs for their own growth. (InTASC #6)

Foundational Knowledge and Skills

Standard 1: The educator is a reflective practitioner who uses an understanding of the historical, philosophical, and social foundations of education to guide his or her educational practices. (KSDE #13; InTASC #9, #10)

Standard 2: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (KSDE #12, InTASC #8)

Students and Learning

Standard 3: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. (KSDE #2; InTASC #1, #2)

Standard 4: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that is based on developmental levels, and is adapted to diverse learners, including those with exceptionalities. (KSDE #3; InTASC #3)

Content and Pedagogy

Standard 5: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and creates opportunities that make these aspects of subject matter meaningful for learners. (KSDE #1; InTASC #4)

Standard 6: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all learners' abilities to understand relationships between subject areas. (KSDE #11, InTASC #4)

Planning

Standard 7: The educator plans effective integrated and coherent instruction based upon the knowledge of all learners, home, community, subject matter, curriculum standards, and current methods of teaching reading. (KSDE #7; InTASC #7)

Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and personal development of all learners. (KSDE #8; InTASC #6)

Category 2 - Learning Environment

Disposition 4: The educator takes responsibility to establish an environment of respect and rapport and a culture for learning. (InTASC #1, #3)

Standard 9: The educator 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. (KSDE #5; InTASC #1, #2, #3)

Category 3 - Instruction

Disposition 5: The educator is flexible and responsive in seeking out and using a variety of strategies to meet the cognitive, physical, emotional, and social needs of all learners. (InTASC #4, #5, #7, #8)

Standard 10: The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of learning including critical thinking, problem solving, and reading. (KSDE #4, InTASC #4, #5)

Standard 11: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the learning environment. (KSDE #6; InTASC #5)

Category 4 - Professionalism

Disposition 6: The educator seeks to keep abreast of new ideas and understandings in teaching and learning. (InTASC #4)

Disposition 7: The educator demonstrates collaboration and cooperation with learners', families, community, and educational personnel to support student learning and contribute to school and district improvement efforts. (InTASC #10)

Disposition 8: The educator reflects on his/her professional strengths and weaknesses and develops goals and plans to improve professional practice. (InTASC #10)

Disposition 9: The educator accepts responsibility as a professional to maintain ethical standards. (InTASC #9)

Standard 12: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (learners, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process. (KSDE #9; InTASC #9)

Standard 13: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support students' learning and well being. (KSDE #10; InTASC #10)

PORTFOLIO ALIGNMENT WITH THE KSU CONCEPTUAL FRAMEWORK

The KSU College of Education Teacher Education Program is designed around a Conceptual Framework (CF) that includes professional standards aligned with the Kansas State Department of Education (KSDE) Teaching Standards. Block B represents the second of four professional teaching semesters. Throughout these semesters, you will develop knowledge, skills, and concepts, as outlined in the Framework for Teaching (Danielson, 2nd Edition, 2007) and the Kansas State University Conceptual Framework. The following chart indicates how each Block B portfolio entry is aligned with the KSU Conceptual Framework.

KSU Conceptual Framework (CF) Category	Teaching Standards and Dispositions
Category 1: Perspectives and Preparation	
Resume	KSDE Standard 12 CF Dispositions 6 & 7
Key Beliefs about Teaching and Learning	KSDE Standard 13 CF Dispositions 1 & 2
Contextual Information & Implications for Student Learning	KSDE Standards 2 & 3 CF Dispositions 2 & 4
Learning Goals and Objectives	KSDE Standard 3 CF Disposition 2 & 3
Instructional Design	KSDE Standards 4, 5, #5 & 12 CF Dispositions 3 & 5
Demonstration of Integration Skills	KSDE Standard 11
Analysis of Assessment Procedures	KSDE Standard 8 CF Disposition 1 & 3
Category 2: Learning Environment:	
Analysis of Classroom Learning Environment	KSDE Standard 5 CF Disposition 4
Category 3: Instruction:	
Analysis of Assessment Procedures	KSDE Standard 8 CF Disposition 3
Instructional Design	KSDE 4 & 6 CF Disposition 3 & 5
Category 4: Professionalism:	
Self Evaluation of Practicum Experience	KSDE Standard 9 CF Disposition 8
Reflections on Lessons and Weekly Experience	KSDE Standard 9 CF Disposition 8

PORTFOLIO OVERVIEW

The Block B Portfolio entries (listed in the Table of Contents) were designed to assess the knowledge and skills identified in the four categories of the KSU Conceptual Framework (Perspectives and Preparation, Learning Environment, Instruction, and Professionalism). The entries will provide evidence of your ability to: analyze your classroom context and make instructional decisions based on that analysis; design and implement meaningful, coherent, and integrated instruction; design challenging, useful classroom assessments; analyze student achievement and use the results to enhance future teaching and learning; impact student learning; create a positive learning environment; collaborate with different members of your learning community, and analyze and reflect on your experiences to improve your teaching and continue to grow professionally. Evidence that will be gathered will include:

1. A professional resume/ Ten Beliefs about Teaching and Learning
2. Contextual Information & Implications for Student Learning
3. Evidence of lesson planning, instruction, and assessment
4. Analysis of the Classroom Environment
5. Informal feedback provided by peers and cooperating teachers
6. Final Reflection on Continued Improvement

HELPFUL HINTS FOR DEVELOPING YOUR PORTFOLIO

These hints are to assist you in developing a “polished”, professional, portfolio:

- Know what is expected. Read each entry carefully! Study the standards to be met, the entry explanation, the questions and prompts provided, and the assessment criteria as described in each entry rubric. Ask questions of your cooperating teacher, clinical instructor or faculty supervisor for clarification.
- Prior to completing an entry, review the rubric and revisit the rubric prior to submitting the entry.
- When making copies of student work as an artifact for assessment purposes, remove the child’s name.
- When writing a reflection, be sensitive to ethnicity, gender, and children with special needs.
- Carefully record all due dates for entries and submit as requested by your practicum instructor. Save all returned entries for future reference.
- Be honest. Accent your strengths and acknowledge areas for improvement.
- Word-process everything. Save electronic copies of all work. That makes changes easier.
- After each lesson, carefully collect and organize any feedback from cooperating teacher or peers.

STATEMENT ON COLLABORATION

In fulfillment of course requirements for EDEL 410 Block B Clinical Experience, you will be required to complete a number of assignments both in a team as well as individually. Block B instructors value both the collaborative nature of learning and independent reflection. You will be given assignments that do call for participation in a collaborative setting and those that require independent demonstration of knowledge, skills, and dispositions. When an assignment calls for independent work you may not collaborate with other members or students in Block B, or those that have previously completed Block B, or those who have not taken the course. The use of electronic files or hard copy examples of previously submitted or in progress assignments is strictly prohibited. For definitions of “Team” and “Independent Assignments” see the statements below.

Team Assignments (TA): Collaboration means to work jointly with others, especially in intellectual endeavors. For team assignments students are encouraged to collaborate (work cooperatively and be engaged in collaborative dialogue) within their assigned group to produce a final product. True collaboration does not lend itself to using someone else’s idea(s) or work as your own to meet any course requirements

Individual Assignments (IA): These assignments are to be completed on your own. Any form of use of electronic or hard-copied documents previously submitted for grading or in progress by other students is strictly prohibited. Use of this material would constitute a violation of the Kansas State University Honor Pledge.

All students are expected to work with academic integrity. Academic integrity means engaging in scholarly activity that is conducted honestly and responsibly. It includes a commitment not to be involved in falsification, misrepresentation or deception in the preparation of the portfolio entries. The submitted work must be your own work and in your own words. You are expected to act with personal and professional integrity at all times.

Some Examples of Violation of Academic Integrity:

- Plagiarism means copying work (such as words, phrases, sentences, paragraphs or ideas) from someone else’s writing and submitting them as if they were your own.
- Submitting any part of a portfolio entry that was prepared by a person other than you
- Putting yourself in a position to allow anybody else the chance to copy your work
- Fabricating context or any data presented within this work

Literacy Practicum Assignments and Due Dates

Entry Description	Due Date (all Literacy Entries Due by 5:00 pm)	Format for Submission
Entry 1 – Part 1 Resume first draft due	Oct. 16	Upload file to Canvas EDEL 410
Entry 1 – Part 1 Resume final draft due	Nov. 3	Upload file to Canvas EDEL 410
Entry 1 – Part 2 Top Ten Beliefs About Teaching and Learning	Nov. 17	Upload file to Canvas EDEL 410
Entry 2 K-2 Contextual Information & Implications for Student Learning	Sept 22	Upload file to Canvas EDEL 410
Entry 3- Part 1 c Literacy Learning Logs (Weekly Journals)	Oct. 17	Upload file to Canvas EDEL 410
Entry 3- Part 1 a, b K-2 Literacy Lesson Plan, Peer-Evaluations, and Reflection	Due the Monday following date taught in schools (Sept 29, Oct 6, Oct 13)	Upload file to Canvas EDEL 410
Entry 3- Part 1 d Reflection on Literacy Assessments	Oct. 20	Upload file to Canvas EDEL 410
Entry 4- Part 1 Observation of the Literacy Environment	Sept 29	Upload file to Canvas EDEL 410

Science Practicum Assignments and Due Dates
Fall 2014

Activity/Assignment	Date	When/ Where/ How
SCIENCE LESSONS 1, 2, and 3		
Plan: Lesson (Team Activity)	Wednesday (the week before lesson is to be taught)	<ul style="list-style-type: none"> ▪ In schools ▪ Complete plan uploaded to Canvas by Friday (5 days before lesson is to be taught) at 5:00 pm ▪
Submit: Revised lesson plan (Team Activity)	Monday (2 days before the lesson is to be taught)	<ul style="list-style-type: none"> ▪ Submitted to Cooperating Teacher (email) & University Supervisor (Canvas) by Noon ▪
Teach: Lesson 1, 2, and 3 (Team Activity)	Wednesday	<ul style="list-style-type: none"> ▪ Schools
Reflect: Peer Evaluation and Reflection (Individual Activity)	Friday (2 days after the lesson is taught)	<ul style="list-style-type: none"> ▪ Uploaded to Canvas as EDEL 412 journal assignment by Friday at 5:00 pm
Note: Lesson 1 should be taught no later than November 5 and Lesson 3 should be taught no later than December 3.		
SCIENCE PORTFOLIO ENTRIES		
Entry 4, Part 2 (Individual Activity) <i>Classroom Environment</i>	Friday, November 21	<ul style="list-style-type: none"> ▪ Uploaded to Canvas by 5:00 pm
Entry 3, Part 2d (Individual Activity) <i>Analysis of Assessment</i>	Friday, November 21	<ul style="list-style-type: none"> ▪ Uploaded to Canvas by 5:00 pm
Entry 3 (2 a) (Individual Activity) <i>Lesson goals and objectives</i>	Friday, December 5	<ul style="list-style-type: none"> ▪ Uploaded to Canvas by 5:00 pm
Entry 5, Parts 1 & 2 (Individual Activity) <i>Self-Evaluation of Professional Progress</i>	Friday, December 5	<ul style="list-style-type: none"> ▪ Uploaded to Canvas by 5:00 pm
Entry 3, Part 2 b (Individual Activity) <i>5E Lesson Plan</i>	Friday, December 5	<ul style="list-style-type: none"> ▪ Part of thematic unit. Upload electronic copy of science lesson plan to Canvas.

Entry 1: Professional & Philosophical Platform

Conceptual Framework:

CATEGORY 1, PERSPECTIVES AND PREPARATION – Foundations of Education

Standard 1: The educator is a reflective practitioner who uses an understanding of the historical, philosophical, and social foundations of education to guide his or her educational practices.

(KSDE #13; INTASC #9)

Entry Explanation:

Your portfolio should begin with information designed to introduce you as a knowledgeable highly qualified educator. For Block B, your biographical data will be summarized in a resume. This entry should also include evidence of your philosophical understanding of educational foundations.

Entry 1, Part 1 - Resume:

The first document in your portfolio should be your professional resume. Your resume should be a concise and logically organized narrative that will demonstrate you are a highly qualified educator. Your resume provides a summary of your educational experiences and background. It allows you to showcase your achievements for your evaluators and potential employers. In addition, it gives you an opportunity to present why you would be the perfect person for a given position. Principals and superintendents receive many resumes and will spend an average of 25 seconds scanning each one to determine if a person deserves further consideration. Your resume should stand out and say to a potential employer that you are a person worth pursuing—and that you deserve an interview.

You will be provided with a template to begin to organize your resume. List both placements you will encounter during your Block B teaching semester separately. You may include any work you might have done beyond teaching, lesson planning, and assisting the teacher, but primarily you want to showcase your work within schools and with children. Did you assist in tutoring, have contact with parents, work with students on special projects or activities, assist the teacher with computer records, or help coordinate field trips? Perhaps you helped with a career day, the school newspaper, or were actively involved with one of the sports teams. Include these items along with the more typical student teaching activities to let the reader know you are knowledgeable, capable, flexible and willing to take on a variety of tasks in the school. In addition to your entries on a separate page you will list two references who can verify your strong work ethic when interacting with students in a school setting. You will need to ask permission of these people prior to including them on your reference list and complete contact information will be required. Your identifying information should appear at the top of your reference sheet- identical to the first page of your resume.

Remember to edit and proofread carefully and repeatedly! Nothing says more to an evaluator and potential employer than typographical errors and poor grammar. Your resume is an example of your writing ability, and if it has errors, you are sending a bad message to evaluators and employers. Career and Employment Services (100 Holtz Hall) can assist you in writing your resume. By accessing their website, you will find resume writing tips, suggestions for resume headers, a list of action verbs to incorporate, as well as sample resume types. http://www.k-state.edu/hr/emp_resumewrite.html and <http://www.sal.ksu.edu/offices/careerservices/rsamples.htm>.

Entry 1, Part 1 Resume: Evaluation of this resume will be focused around the 12 points on the peer review checklist you are provided in class.

Rubric:

Rating → Indicator ↓	0 Performance Not Demonstrated	3 Performance Partially Demonstrated	6 Performance is Demonstrated
Quality of Resume	Teacher does not include resume, or includes a resume, but few categories are used or there are numerous errors.	Teacher includes resume that is complete, but lacks quality presentation, an essential category, or has typos.	Teacher completes a professional-looking resume that is attractive, includes all essential categories, and is virtually without errors.

Total Score for Resume: _____/6

Entry 1, Part 2 - Ten Beliefs About Teaching and Learning:

This entry will provide you with a framework for the future writing of your philosophy of teaching and learning. As you gain understanding this semester through your course work and your practicum experiences you will begin to clarify your own thoughts about what is important for you in the role of a teacher and what your ideas are about the role of students, parents, administrators, and community members in the education of society. You will organize your thoughts around the four categories based on the work of Charlotte Danielson: 1.) Perspectives and preparation; 2.) Learning Environment; 3.) Instruction; 4.) Professionalism. Reviewing the components in each of these categories will allow you to begin this process. The beliefs you write will not need to be prioritized- **but categorized- identify the category**. You will state your belief and then **expand** to allow the reader a glimpse into your understanding of how these beliefs guided you as you worked with children this semester. You will provide specific classroom examples as you share your insight of these beliefs. Of the ten beliefs you are to address, only one needs to be taken from Category 4, Professionalism and three should be taken from each of the remaining three categories.

Rubric:

Rating → Indicator ↓	0 Performance Not Demonstrated	5 Performance Partially Demonstrated	10 Performance is Demonstrated
Ten Beliefs of Teaching and Learning	Teacher does not include a bulleted list of beliefs about teaching and learning. Teacher does not support written list of beliefs about teaching and learning with practical application examples from work within the classroom.	Teacher completes a bulleted list of beliefs about teaching and learning that is not representative of all categories, written without clear purpose, or not completely supported by practical application from work within the classroom.	Teacher completes a bulleted list about key beliefs related to high quality teaching and learning. List is written with clear purpose and representative of all four categories (Perspectives and Preparation (3), Classroom Environment (3), Instruction (3), and Professionalism (1). Belief statements are clearly described and supported with examples of practical application from work within the classroom .

Total Score for Ten Beliefs about Teaching and Learning: _____/10

Total Score for Entry 1: _____/16

Entry 2

Contextual Information & Implications for Student Learning

Conceptual Framework:

CATEGORY 1, PERSPECTIVES AND PREPARATION – Students and Learning

Standard 3: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. (KSDE #2; INTASC #2)

Standard 4: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that is based on developmental levels, and is adapted to diverse learners, including those with exceptionalities.

(Aligned with Danielson’s FFT Domain 1, Planning and Preparation, KSDE #3; INTASC #3)

Entry Explanation:

Contextual Information & Implications for Student Learning- Literacy K-2

You will complete this entry for the Literacy K-2 practicum. Mid-semester you will update this information and hold a class discussion related to new/revised information as you transition to your science placement. In this entry you will use your understanding of students to identify important contextual information and student characteristics that impact learning in the classroom. Contextual Information may be identified through classroom observations and interactions with students. You will complete this information on our first day in the schools- carefully observe instruction in your practicum classroom and gain insight from conversations with your cooperating teacher. Contextual Information may also be identified through interactions or communication with students/parents/teachers/school personnel, reviewing of district/school website, students’ classroom scores and samples of student work, information found in your students’ cumulative folders, classroom/district/state test scores, individual educational plans, and any other records such as a health history.

You will use the contextual information to determine specific strategies, adaptations, and modifications that will enhance learning for all students. You may focus on content specific strategies or general teaching strategies that are specific to equitable teaching. This activity will help you enhance the learning of **ALL** of your students. Adaptations might include strategies you use to provide equitable opportunities for all students as well as accommodations and modifications designed to support students with special educational needs. Use of a para is NOT considered an instructional strategy. (See Glossary of Terms for definitions). Students’ backgrounds include the school’s socio-economic makeup, the classroom’s gender, ethnic/cultural make-up, and students’ language proficiency needs, whether or not the classroom includes military dependent students, academic performance levels, and special educational needs. Student characteristics, such as the cognitive, physical, emotional, and social development of students are critical for you to understand in order to best develop plans that meet each child’s needs. Being a responsive teacher, who can differentiate instruction, is critical to helping all students master the curriculum you teach. **The lessons you teach in your practicum classrooms should reflect the insight you gain from this entry.**

Contextual Information & Implications for Student Learning

Total Number of Students in the School _____
 School Socio-Economic Profile (i.e., % free and reduced lunches) _____

Contextual Information	# in Class	Student Learning Adaptations: (Describe at least one example of a strategy to provide equitable opportunities, accommodations, or modifications you would recommend or [actually] attempted for any student identified within each element of contextual information.)
Gender Number of Females: Number of Males:		
Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific / Islander: American Indian/Alaskan Native:		
Military Connected Student/s		
Language Proficiency Number of English Language Learners (ELL):		
Academic Performance/Ability Student(s) Performing Below Grade Level: Student (s) Performing Above Grade Level:		
Students with Special Needs Learning Disability Emotional/Behavioral Impairment Attention Deficit Disorder (ADD) Developmental Disability Intellectual Disability Speech/Language Impairment Autism Spectrum Gifted Blind/Visual Impairment (VI) Deaf/Hearing Impairment (HI) Physical Disability Other Health Impairment		

Contextual Information & Implications for Student Learning
(Continued)

Use the *Yardsticks* resource by Chip Wood to find the *typical developmental characteristics* for students at your assigned grade level. Identify those in the far left column. After listing some of the typical characteristics, describe the specific characteristics of your students (middle column) and provide an idea of a **specific instructional strategy** you could use to meet the unique needs of your students. Use of a para is NOT considered an instructional strategy.

Typical Characteristics (Yardsticks)	Observed Characteristics	Instructional Strategies
<u>Cognitive Characteristics:</u>		
<u>Physical Characteristics:</u>		
<u>Emotional Characteristics:</u>		
<u>Social Characteristics:</u>		

Name _____ Sect. _____

Contextual Information & Implications for Student Learning (Literacy)

Checklist:

No Yes

The Teacher Describes:	No	Yes
Students' socio-economic, gender, and ethnic/cultural make-up, military connected	0	1
Students' language proficiency needs	0	1
Students' academic performance levels	0	1
Students with special needs/at risk students	0	1
Students' characteristics: cognitive, physical, emotional and social (all 4 must be described)	0	4
Strategies are noted that to help facilitate learning based on characteristics	0	4
Total Checklist Score (Literacy)	/12	

Rubric:

Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
Knowledge and use of Appropriate Adaptations	Teacher does not describe any strategies for providing equitable opportunities, accommodations, or modifications in relation to classroom contextual information.	Teacher describes some strategies for providing equitable opportunities, accommodations, or modifications; but, they do not address all students identified under the contextual information or adaptations are too general and not related to specific student needs or classroom activities.	Teacher describes at least one specific strategy for providing equitable opportunities, accommodations, or modifications for any student identified under each contextual Information element.	
Knowledge of student characteristics (developmental levels)	Teacher does not demonstrate knowledge of student characteristics	Teacher demonstrates knowledge of all 4 student characteristics, but does not accurately differentiate between four types or provide specifics	Teacher demonstrates knowledge of all 4 student characteristics, providing specific examples	
Knowledge of strategies to enhance learning based on student characteristics	Teacher does not demonstrate knowledge of strategies or consider the implications for responsive instruction.	Teacher demonstrates knowledge of strategies based on student characteristics, but does not consider implications for planning responsive instruction.	Teacher demonstrates knowledge of instructional strategies and offers reasonable implications for responsive instruction to meet students' needs.	

Total Rubric Score (Literacy) _____/6

Total Entry 2, Part 1 _____/18

Entry 3: Instructional Plan & Analysis of Assessment Procedures

Conceptual Framework:

CATEGORY 1, PERSPECTIVES AND PREPARATION

Disposition 1: The educator demonstrates a belief that all students can learn, has high expectations for all students, and persists in helping all students achieve success.

Disposition 2: The educator demonstrates a belief in the inherent dignity of all people, respects the customs and beliefs of diverse groups, and provides equitable opportunities for all students to learn.

PLANNING

Standard 7: The educator plans effective, integrated, and coherent instruction based upon the knowledge of all students, home, community, subject matter, curriculum standards, and current methods of teaching reading. (Aligned with Danielson's FFT Domain 1, Planning and Preparation, (KSDE #7; INTASC #7)

Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and personal development of all learners.

(Aligned with Danielson's FFT Domain 1, Planning and Preparation, KSDE #7; INTASC #7)

STUDENTS AND LEARNING

Standard 3: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. (KSDE #2; INTASC #2)

Standard 4: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that is based on developmental levels, and is adapted to diverse learners, including those with exceptionalities. (KSDE #3; INTASC #3)

CATEGORY 4, PROFESSIONALISM

Standard 12: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Aligned with Danielson's FFT Domain 4, Professional Responsibilities, KSDE #10; INTASC #10)

Entry Explanation:

Part 1 – Lesson Planning, Instruction, and Assessment: Literacy K-2

Part 2 – Instructional Plan & Assessment: Science K-6

The heart of the portfolio is the design, implementation, assessment of, and reflection on instruction. Entry 3 is divided into two parts: (1) Literacy K-2, (2) Teaching Science K-6. It is expected that contextual information and implications for student learning identified in Entry 2 and the observations you complete will influence the planning of your lessons.

Part 3 - Demonstration of Integration Skills

Although integration of multiple content areas is essential in today's learning environment, the Block B field experience recognizes that teaching three lessons in a comprehensive unit designed by the cooperating teacher may not appropriately facilitate the integration of content and is therefore not an assigned entry in the Block B portfolio. However, integration is thoroughly addressed during the unit planning task assigned in Block C.

Entry 3, Part 1 – Instructional Plan (Literacy):

Part 1 – Lesson Planning, Instruction, and Assessment: Literacy K-2

- a) Read Aloud/Shared Reading Lesson Plan
- b) Read Aloud/Shared Reading Lesson Reflection
- c) Weekly Journals
- d) Reflection on Assessments (5)

Part I of Entry 3 includes four aspects of the planning, teaching, assessing & reflection cycle. **First, you will submit your literacy lesson plan** for your shared reading or read aloud lesson that you teach in your practicum classroom and **attach and submit any written feedback** provided you by your cooperating teacher, peers, and/or clinical instructor. You will also **submit a prompted reflection** on the teaching of that lesson. The questions for this reflection are included at the back of this document and are available on KSOL.

To reflect on the teaching you participate in and also that which you observe you will also provide **brief written reflective journals** (template available on KSOL) while you are participating in the Literacy K-2 classroom experience. You will submit these weekly on dates provided on the schedule. Seek to observe and note new teaching ideas and strategies to reflect upon each week.

Tied closely to instruction is assessment, as it is the vehicle to guide your planning and instruction. The final part of the Literacy portion of this entry is a **written reflection on assessments** you will complete while working in the classroom. You will complete five brief assessments while in the classroom and you are to submit data from these assessments. Following the data sheets/forms for each assessment provide a brief narrative to include 1.) Student strengths noted from the assessment; 2.) Student needs noted from the assessment; 3.) Suggestion for instruction designed to meet student's needs. Additional information related to the formatting and contents for this entry will be provided by your supervisor.

**Entry 3, Part 1: Instructional Plan (Literacy):
Checklist:**

Instructional Evidence:	No	Yes
Lesson Plan is Included	0	1
Lesson reflection prompts have been answered	0	1
Weekly logs have been submitted on time	0	5
All assessment data and reflections are included	0	5
Total Checklist Score:		_____ /12

Rubric:

Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
Lesson Plan Reflection	Lesson plan reflection is not included or is not reflective of teacher practice or student learning. Standard, objective and assessment do not align. Suggestions for lesson improvement are not included or are misguided.	Lesson plan reflection is focused on teacher actions more so than student learning. Lesson standard, objective, and assessment are only partially aligned. Suggestions for lesson improvement are not specific in nature to guide future instruction.	Lesson Plan reflection is focused upon student learning and demonstrates reflection on instructional practice to increase student understanding. Assessment is aligned to standards and objective. Specific examples are provided to support statements. Teacher is able to identify teaching objective and notes ideas to improve lesson in the future	
Weekly Journals	Entries are incomplete and do not demonstrate evidence of insight into effective teaching.	Weekly journal entries identify events that occur but do not demonstrate evidence of insight gained for future teaching. Entries are general and do not reflect current thinking related to effective planning, instruction, and/or assessment. Entries may not be complete.	Weekly journal entries include insight gained from observation of both teacher and students. Entries are specific and provide evidence of application of best practices for instruction. Questions and/or concerns reflect current thinking related to effective planning, instruction, and/or assessment.	
Rating→ Indicator↓	0 Performance Not Demonstrated	4 Performance Partially Demonstrated	8 Performance is Demonstrated	
Reflection on Assessment	Assessment forms and reflection are incomplete and/or not interpreted correctly. Thoughts and ideas to meet student needs in future are not provided or are not aligned with assessment results.	Assessment forms and reflection are incomplete have not been interpreted correctly. Narrative included is vague or is not specific enough to guide future instruction.	Interest survey and four additional assessments are included followed by accurate reflection of student strengths, needs, and instructional strategies to effectively meet student needs. Final summative thoughts on assessment are grounded in thoughtful practice. Information is detailed enough to guide future instruction.	

Rubric Score: _____ /12
Total Entry 3, Part 1 (Literacy) _____ /24

Entry 3, Part 2 – Instructional Plan (Science):

Part 2 – Instructional Plan & Assessment: Science K-6

- a. Learning Goals and Objectives
- b. Instructional Planning and 5E Lesson Design
- c. Lesson Reflection
- d. Analysis of Assessment Procedures

Part 2 of Entry 3 includes four aspects of the planning, teaching, assessing & reflection cycle as they relate to your Clinical Science Lessons. Growth and proficiency for each the four skills will be demonstrated and assessed through the three Science lessons that you plan and teach as a part of the Practicum.

- a. **Learning Goals and Objectives.** You will submit the learning goals and objectives from one lesson for final evaluation as part of your thematic unit. (12 pts.)
- b. **Instructional Planning and 5E Lesson Design.** You will submit one science lesson for final evaluation as part of your thematic unit (16 pts).
- c. **Lesson Reflection** – You will reflect on the overall practicum experience in Entry 3, Part 2d – Analysis of Assessment Procedures, Entry 4 – Classroom Learning Environment, and Entry 5 – Self-evaluation of professional progress. These entries will be utilized to assess your ability to reflect and provide accurate and objective descriptions of the lesson, cite specific evidence and develop specific and appropriate suggestions as to how the lesson might be improved. Reflection criterion will be incorporated into the rubrics for these Entries.
- d. **Analysis of Assessment Procedures** will be assessed based on a Science Lesson plan of **your choice**. A template to guide your analysis is provided within the portfolio. (14 pts.)

Entry 3, Part 2a - Learning Goals and Objectives

Checklist:

Learning Goals and Objectives Are:	No	Yes
Goal is clearly stated; broad and summative in nature	0	1
Objectives are clearly stated	0	1
Objectives is specific and observable	0	1
Objectives are measurable	0	1
Objectives are focused on what the students will learn and be able to do (not activities)	0	1
Provide for viable means of formative assessment	0	1
Total Checklist Score:		_____/6

Rubric:

Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
Alignment of learning goals and objectives	Learning goals and objectives are not aligned with state content standards.	Learning goals and objectives are aligned with state content standards but are not fully integrated into instruction or assessment.	Learning goals and objectives are aligned with state content standards and are integrated into instruction and assessments.	
High Expectations	Learning goal and objective do not reflect high expectations and include only low-level objectives (simple facts, recall, recognition, identification). Learning goal and objective do not represent central concepts and/or skills in the subject area.	Learning goal or objective is low-level. Either the learning goal or the objective represent central concepts and/or skills in the subject area.	Learning goal and objective reflect high expectations and are higher-level (application, analysis, etc). The learning goal and objective represent important concepts and/or skills in the subject area.	
Significance of learning goals and objectives	Learning goals and objectives do not represent central concepts and/or skills in the subject area of importance to students.	Some of the learning goals and objectives represent central concepts and/or skills in the subject area of importance to students.	The learning goals and objectives represent important concepts and/or skills in the subject area of importance to students.	

Rubric Score: _____/6

Total Entry 3, Part 2a _____/12

Entry 3, Part 2b – Instructional Planning and 5E Lesson Design

Rubric:

Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated
The 5E Model of Lesson Instruction (x2 : 4 pts. possible)	Lesson plan includes most of the 5E components and those components provide detail about how it will be taught. Few questions are included. Lesson is not conceptual in nature or is not an inquiry lesson.	All 5E components of the lesson plan are included, but some sections are not fully explained or specific. Or, some sections may not be well aligned with lesson goals. Lesson may not be a true inquiry lesson or is not focused on conceptual development. Some questions are included, but more are needed.	All 5E components are well developed. Lesson is focused on important concepts and is an inquiry lesson. All components of the lesson support the lesson objectives. Specific questions are included throughout the lesson.
Multiple Learning Strategies	Only one instructional strategy is used throughout the lesson.	A few instructional strategies are incorporated throughout the lesson, but they are not designed to meet the diverse cognitive, physical, emotional, and social needs of all students.	Multiple instructional strategies of learning are incorporated throughout the lesson to meet the diverse cognitive, physical, emotional, and social needs of all students.
Adaptations & Equitable Learning opportunities to Meet the Needs of All Students	The teacher does not address implications of contextual, pre-assessment/ diagnostic information in planning instruction and assessment; or adaptations simply refer student(s) to a specialist.	Adaptations and equitable learning opportunities are too general and do not address the specific contextual information, pre-assessment/diagnostic information identified.	Adaptations and equitable learning opportunities are designed to address the specific contextual information, pre-assessment/diagnostic information identified.
Active Inquiry, Learner Centered, and Meaningful Student Engagement	The lesson design includes no opportunities for active inquiry. The instruction is teacher centered and not meaningful.	The lesson design includes opportunities for engaging students only in passive forms of inquiry that are not meaningful and/or are teacher controlled (e.g. specific set exercises, a prescribed product).	The lesson design includes opportunities that meaningfully engage students in active inquiry (students use science process skills, active discussion of concepts, use of multiple learning strategies).
Resources	The teacher does not attempt to use school, classroom and curricular resources to foster learning.	The teacher uses school [when appropriate], classroom, and curricular resources to foster learning, but they are not related to the objectives of the lesson.	The teacher uses school [when appropriate], classroom, and curricular resources to foster learning, and the selected resources are directly connected to the objectives of the lesson.
Lesson Objectives match Assessment and Evaluation	The lesson assessment(s) and evaluation are missing, inappropriate, not specific, or are not aligned with the objectives.	The lesson assessment(s) and evaluation are appropriate, specific and align with lesson objectives at least partially.	The lesson assessment(s) and evaluation are appropriate, specific and are aligned with lesson objectives and are specific.
Classroom Management	Classroom and materials management have not been considered or planned appropriately.	Classroom and materials management have been considered and planned but lack detail in some areas.	Classroom and materials management have been thoroughly considered and planned appropriately.

Total Entry 3, Part 2b - Rubric Score: ____/16

Entry 3, Part 2d
Analysis of Assessment Procedures

Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and personal development of all learners.

(Aligned with Danielson’s FFT Domain 1, Planning and Preparation)

Disposition 1: The educator demonstrates a belief that all students can learn, has high expectations for all students, and persists in helping all students achieve success.

Task One – Objective:

Presentation and Analysis of Assessment Data

For Entry 3, you will prepare, implement, and analyze the assessments for **one** of the Science lessons you taught. You will need to identify the method of assessment, develop assessment criteria for the objective addressed by the instructional activities of the lesson. The criteria must be measurable and specify the minimal level of performance for students to successfully meet the learning objective.

Learning Objective Record the learning objective for the lesson below.	Method of Assessment: (e.g., multiple choice, short answer, essay, performance assessment, portfolios, observations, etc.)	Assessment Criteria - For each objective identify the criteria for assessment. (Copy and paste your rubric, if appropriate, and identify those aspects of the rubric that match the objective.)

Task Two – Data Collection:

1. Collect the data or student products for data analysis. Score any papers and report **whole class** results in a frequency table (formatted like the example below). Be sure to report your scores from **lowest to highest**. Identify students only in such a way as to maintain and assure privacy.
2. Calculate the **median** and **mean** for the whole class data at the bottom of the table.

*Table includes *examples* of reporting student scores using % correct **or** total rubric score.

Student	% Correct	Total Rubric Score 10 points possible
KM	65	4
RS	75	5
NF	78	6
KD	80	6
AB	83	6
CW	85	7
AP	86	8
AR	86	8
RE	87	8
DE	90	8
SP	90	9
JM	90	9
HG	91	9
KG	95	10
ML	95	10
AA	98	10
CL	100	10
JS	100	10
Mean:	87.44%	7.94
Median:	88.5%	8

Task Three –

Analysis:

1. **Analyze this data and describe what it tells you about the performance of your class.**
Include in your analysis:
 - What does the data tell you about the performance of your class as a whole? (note patterns, unexpected results and inconsistencies)
 - What are your specific concerns? (for the class, individuals, or subgroups)
 - What possible strategies could be used to address these concerns?
2. **Identify the implications of this data on your future planning and instructional decision-making?** Based on what you know about your students (contextual information) and the instructional strategies used in the lessons above, describe how you would modify this lesson to increase (or maintain) student achievement.

Name _____ Sect. _____

Entry 3, Part 2d: Analysis of Assessment Procedures

Checklist:

The Teacher:	No	Yes
States clear, measurable assessment criteria	0	1
Specifies the minimal level of performance for students to successfully meet the learning objectives	0	1
Provides a frequency table that includes accurate mean and median scores for the class.	0	2
Provides a summary of class performance and specific concerns	0	1
Provides possible strategies for addressing concerns.	0	1
Total Checklist Score:		<u> </u> /6

Rubric:

Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated
Objectives and assessment	The learning objectives of the lesson are not aligned with assessment or data is not measurable.	Partial alignment of learning objectives with assessment is evidenced. Assessment data is quantified.	Each of the learning objectives of the lesson is assessed and quantified.
Setting instructional outcomes	Most instructional outcomes do not permit viable methods of assessment.	Some instructional outcomes permit viable methods of assessment. They reflect more than one type of learning.	All instructional outcomes represent different types of learning and offer viable assessment.
Designing Student Assessments	Assessment items are low-level and only one format.	Assessment items reach to higher levels of Bloom's taxonomy OR are of a variety of formats.	Assessment items reach to higher levels of Bloom's taxonomy and are of a variety of formats.
Analysis of Assessment is Utilized for Planning and Instructional Decision-Making	Modifications or interventions for those not achieving the objectives are not considered or not appropriate and contextual subgroups are not addressed.	Some specific modifications or interventions are suggested for the future instruction of those students who did not achieve the objective OR suggestions are offered for members of at least two contextual subgroups.	Appropriate, specific modifications or interventions are suggested for the future instruction of those students who did not achieve the objective. Suggestions are offered for members of at least two contextual subgroups.
			Total Rubric Score: 8

Total Entry 3, Part 2d Rubric Score: /14

Entry 4 - Analysis of Classroom Learning Environment

Conceptual Framework:

CATEGORY 2, LEARNING ENVIRONMENT

Disposition 3: The educator takes responsibility to establish an environment of respect and rapport and a culture for learning to enhance social interactions, student motivation and responsibility, and active engagement in learning.

Standard 9: The educator 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.

(Aligned with Danielson's FFT Domain 2, The Classroom Environment, KSDE #5; INTASC #5)

Entry Explanation:

A learning environment that encourages positive student interactions, self-motivation, and active engagement in learning is built and maintained by:

- (1) Creating an environment of respect and rapport
- (2) Establishing a culture for learning
- (3) Managing classroom procedures
- (4) Encouraging appropriate student behavior
- (5) Organizing physical space

Entry 4, Part 1: You will be analyzing the learning environment specifically as it pertains to literacy learning. To do that you will observe your literacy placement classroom environment and note how the environment can be used to enhance instruction and manage student behavior. You will use a template found on KSOL to guide your observation.

Checklist for Entry 4, Part 1 - Literacy Observation Checklist

Literacy Observation Checklist includes	No	Yes
All prompts answered with specific detail	0	1
Connections evident between student environment, interactions, motivation, and active engagement	0	1
Checklist submitted by specified date requested	0	1
Total Checklist Score Part 1:		<u> </u> /3

Entry 4, Part 2: You will analyze the science-classroom learning environment based on **two** of the five components (3 and 5), as highlighted above. It will help you broaden your perspective and begin to see the connection between classroom environment and effective planning for efficient teaching and learning. In this analysis, determine how two components can be used to build and /or maintain a positive learning environment. Include specific examples from the lessons that you taught as part of each description. Use the specific prompts and questions listed on the form to help you with this analysis.

Entry 4, Part 2: Analysis of Classroom Learning Environment

Review your experiences, the Feedback Forms you have received from your teacher(s), and the Danielson rubrics to respond to each of the Learning Environment topics below.

Classroom Procedures

Reflect on how classroom procedures are established and maintained. How do they allow for little loss of instructional time? How do teachers develop routines, procedures for transitions, and plan for the handling of supplies that leads to increased time on task and increased student learning. Additionally, cite specific suggestions for changes you would like to implement in your future classroom.

Organizing Physical Space

Reflect on the organization of physical space for science activities in the classroom to optimize equal student access, to address potential safety concerns, location of activities, materials, furniture and visual aids. Additionally, cite specific suggestions concerning rearrangements that may have been needed, and how it could be done in your future classroom.

Entry 4, Part 2: Analysis of Classroom Learning Environment

Rubric:

Rating Indicator → ↓	0 Performance Not Demonstrated	2 Performance Partially Demonstrated	4 Performance is Demonstrated
Classroom Procedures	The teacher did not describe appropriate classroom procedures to allow for little loss of instructional time, routines and procedures for transitions and/or handling of supplies. Ideas that were presented would most likely not allow for increase in student learning or extend time on task.	The teacher only partially described appropriate classroom procedures to allow for little loss of instructional time, routines and procedures for transitions and handling of supplies that would lead to increased time on task and increased student learning.	The teacher fully described appropriate classroom procedures to allow for little loss of instructional time, routines and procedures for transitions and handling of supplies, that would lead to increased time on task and increased student learning.
Organizing Physical Space	The teacher does not provide evidence of a plan to organize the physical space in their classroom or the plan does not promote student access to learning or does not address potential safety concerns.	The teacher described a plan to organize the physical space in their classroom to promote student access to learning, ensure the furniture supports learning activities, and to address potential safety concerns; but the plan was not specific, not fully developed, or not appropriate.	The teacher described a specific plan to ideally organize the physical space in their classroom to optimize student access to learning, ensure the furniture supports learning activities, and to address potential safety concerns.
Reflection on Teaching	Teacher does not reflect accurately on the learning environment or propose ideas as to how it might be improved.	Teacher's reflection on the learning environment is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the learning environment, citing specific and appropriate suggestions about how it might be improved.

Total Rubric Score: _____ /12

Entry 5: Informal Feedback and Evaluation

Conceptual Framework:

CATEGORY 3, INSTRUCTION

Standards 10: The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading. (KSDE #4; INTASC #4)

Standard 11: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

(Aligned with Danielson's FFT Domain 3, Instruction, KSDE #6; INTASC #6)

Disposition 1: The educator demonstrates a belief that all students can learn, has high expectations for all students, and persists in helping all students achieve success.

Disposition 3: The educator takes responsibility to establish an environment of respect and rapport and a culture for learning to enhance social interactions, student motivation and responsibility, and active engagement in learning.

Disposition 4: The educator is flexible and responsive in seeking out and using a variety of strategies to meet the cognitive, physical, emotional, and social needs of all students.

Entry Explanation:

Entry 5, Part 1 – Self-Evaluation of Professional Progress: Your cooperating teacher will observe you working with children, and he/she will informally provide feedback on your work in the classroom. You may also receive feedback from your clinical instructor, peers, and your university supervisor during the weeks you are in the schools. Carefully consider this feedback as you reflect on your planning, management, instruction, and professionalism during this semester. Honestly consider your performance and highlight the rubric statements you feel are most indicative of your typical performance. This form will eventually be used as a formal evaluation of your teaching. Keep in mind that in Block B, you are just beginning to teach, and it is not expected for you to be distinguished, or even proficient. Read the rubrics carefully and be honest.

Checklist:

Highlighting or underlining of rubric criteria for each category	___/4
Self-rating for each component within categories	___/4
(8 points possible)	___/8

Entry 5, Part 1: Self Evaluation of Professional Progress

Block B Components

Name: _____ School: _____ Grade Level: _____

Instructions:

Highlight or underline all statements on this rubric where evidence was found [for each component] that accurately captures your skills for that component. In the box, briefly describe the evidence supporting your underlines. Also write a number that corresponds to your rating under the name of each component. You may underline/highlight in more than one column, noting statements for which you feel you could provide specific evidence.

CATEGORY/DOMAIN 1: (PERSPECTIVES) PLANNING AND PREPARATION

Component	Unsatisfactory	Basic (Novice)			Proficient	Distinguished
	1	2	3	4		
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.			Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.			Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.			Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and are adapted, where necessary, to the needs of individual students.
1d: Demonstrating Knowledge of Resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge			Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing Coherent Instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.			Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit displays a highly coherent structure.
1f: Designing Student Assessments	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.			Teacher's plan for student assessment is aligned with the instructional goals, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

Entry 5, Part 2 (continued) - Self-Evaluation of Professional Progress - Block B Components

CATEGORY/DOMAIN 2: LEARNING ENVIRONMENT

Component	Unsatisfactory	Basic (Novice)			Proficient	Distinguished
	1	2	3	4		
2c: Managing Classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.			Little loss of instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which have been established and function smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.			Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

CATEGORY/DOMAIN 3: INSTRUCTION

Component	Unsatisfactory	Basic (Novice)			Proficient	Distinguished
	1	2	3	4		
3b: Using Questioning and Discussion Techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.			Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure the participation of all students in the discussion.
3c: Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.			Students help ensure that the activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with opportunities for student reflection and closure.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the groupings, activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

CATEGORY/DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Basic (Novice)			Proficient	Distinguished
	1	2	3	4		
4a: Reflecting on Teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.			Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4f: Demonstrating Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."			Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.
Demonstrating Positive Personal Habits	Is often late and/or tardy. Does not perform minimum required tasks. Clothing does not allow teacher to complete required duties without interference. Hygiene does not allow students and peers to work with teacher without being offended.	Teacher is regularly in attendance and seldom if ever tardy. Generally clothing is clean and allows teacher to perform required tasks without interference. Hygiene generally allows students and peers to work with teacher without being offended.			Shows dedication by working beyond basic requirements. Is absent only when necessary. Clothing is clean and neat and allows the teacher to perform required tasks without interference. Hygiene allows students and peers to work with teacher without being offended.	

Entry 5, Part 2: Self-Evaluation of Professional Progress - Written Summary
Block B Components

Instructions:

You have completed your Ten Key Belief Statements and have identified your performance levels on the rubric on Part 1 of this entry. Using these two documents you will respond to the following prompt:

Identify one specific goal for each of the following categories that you will strive to address during Block C, using your self-evaluation as a guide:

- Perspectives and Preparation
- Learning Environment
- Instruction
- Professionalism

Rubric: Self-Evaluation of Professional Progress – Written Summary

3	6	9	12
Analysis of strengths or areas of progress are missing for some categories, but lack clarity or supporting examples. Writing lacks clarity or is not aligned with the rubric.	Analysis of strengths or areas of progress are missing for some categories, or all are present but lack detail or supporting examples. Examples are not aligned to the rubric. Goals are not included.	Personal strengths & progress are described for each category, <i>but</i> they lack detail or examples. Self-rating is generally linked to Danielson's rubric. Some future goals are incomplete.	Analysis of personal strengths and areas of progress in each category are clearly described including supporting examples. Explanation is closely aligned to Danielson's rubric expectations. All goals for the future are included. Paper is well written.

Total Rubric Score: _____ /12

EDEL 410
Block B Portfolio Scoring Sheet

Entry Description	Total Points Possible	Score
Entry 1: Professional & Philosophical Platform		
Part I: Professional Resume	6	
Part 2: Beliefs About Teaching & Learning	10	
Entry 2: Contextual Information & Implications for Learning		
Part 1: Contextual Information – Literacy	18	
Entry 3: Instructional Plan & Analysis of Assessment		
Part 1: Instructional Plan & Assessment: Literacy K-2		
a) Read Aloud/Shared Reading Lesson Plan	2	
b) Read Aloud/Shared reading Lesson Reflection	2	
c) Learning Logs/Literacy	7	
d) Reflection on Assessments (4)	13	
Part 2: Instructional Plan & Assessment: Science K-6		
a) Learning Goals and Objectives	12	
b) Instructional Planning & 5E Lesson Design	16	
c) Lesson Reflection		
d) Analysis of Assessment Procedures	14	
Entry 4: Analysis of Classroom Learning Environment		
Part 1: Literacy Observation Checklist	3	
Part 2: Analysis of Learning Environment - Science		
a) Managing Classroom Procedures	12	
b) Organizing Physical Space		
Entry 5: Informal Feedback and Evaluation		
Part 1: Self-Evaluation of Professional Progress	8	
Part 2: Self-Evaluation - Written Summary	12	
Total Portfolio Scoring	135	

Comments:

REFERENCES

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Framework Portfolio Program. (2001). Princeton, N.J.: Educational Testing Service.

National Board Certification: A Guide for Candidates. (2000). Washington, D.C.: American Federation of Teachers.

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Lesson Plan Format
EDEL 410 Block B Practicum
Kansas State University

Your Name: _____ Grade Level: _____
Lesson Title: _____ Date Taught: _____
Subject: _____ Length of Lesson (minutes): _____

STANDARDS:

- Write out 1-2 Kansas College & Career Ready Standards (www.ksde.org) that the lesson will address.

OBJECTIVES:

- Write 1-3 clear, age-appropriate, measurable, standards-based objectives that are aligned to the chosen standard/s.
 - Example: “The student will identify rhyming words containing the /at/ phonogram.”
 - Not acceptable: “The students will play rhyming BINGO.”
 - Example: “The student will classify materials by their observable properties.”
 - Not acceptable: “The students will classify leaves.”

MATERIALS & SETTING :

- List all the materials (outside of normal classroom materials) required for teaching this lesson. Cite resources (e.g., basal publisher, website, children’s book) when applicable. Attach supporting documents (student handouts, overheads, examples, etc.) if they are available.
- Identify how technology is used to support student learning.
- Identify setting for lesson and grouping of students.

ADAPTATIONS FOR EQUITABLE LEARNING:

- Identify ways you must specifically adapt instruction to meet student need.
- Contextual information should guide your planning in this area.

POSSIBLE QUESTIONS:

- Write 4-5 interesting, engaging, open-ended, and meaningful questions you ask during the lesson phases. Do not write them here- **but bold them in the body of your lesson**. Questions must relate to the lesson objectives and the associated content.

BEGINNING OF THE LESSON:

- Describe how you will capture and focus student interest and communicate the lesson objectives.
- Indicate how you will help students understand why it is important that they learn this; create a “need to know.”
- Plan for about 5 minutes for this part of the lesson.

MIDDLE OF THE LESSON:

Identify and describe the instructional strategies you will use in the lesson.

- Select age-appropriate instructional strategies.
- Align the content and activities with the lesson objectives.
- Incorporate elements of effective teaching (e.g., logically sequenced, coherent, well structured lesson; effective use of time; attention to transitions; clear directions; various strategies used).

ENDING OF THE LESSON:

- Describe what you and the students will do to close the lesson.
- Indicate how you will ask students to demonstrate their knowledge or skills in some new way and allow you to assess student achievement of the lesson objectives.
- **Attach assessment tool/ answer key**

Block B
Reflections on a Single Lesson

Use this form to reflect on the lesson you just taught. Cite specific evidence and give detailed examples to support your conclusions as you analyze your instruction.

Name: _____ School: _____

Grade Level : _____ Date of lesson: _____

(The following form is adapted from Danielson, 1996)

1. a. What did you do to actively engage students in the learning process?
 - b. Did your activities effectively engage the students? How do you know the students were or were not engaged?

2. a. What did you want students to learn or know how to do?
 - b. Did you meet your objective? If so, how do you know the students did or did not meet your objective? Refer to informal observations as well as your planned assessment. If not, what do you think was the problem?

3. a. Which teaching strategies, materials, and activities did you find most effective?
 - b. What is your evidence that this was effective?

4. a. How did the classroom environment contribute to a positive, respectful culture for learning? If possible, address the following: *student behavior, routines and procedures, student grouping, transitions, and physical arrangement of the classroom for this lesson.*

5. If there was an opportunity to teach this lesson again, what should be done differently? Why?

Block B
Peer Evidence/Feedback Form

Presenter: _____ **Cooperating Teacher:** _____ **Date:** _____

Observer _____ **School Grade:** _____ **Subject:** _____

Use this form as you observe your peers during instruction. Document evidence that is relevant to each component as you observe. Evidence can be collected from formal whole class lessons or small group **instructional** situations. After completing your observation, share it with your peer. Using the rubric below, discuss the documented evidence. Working together, determine a category or parts of categories that best describe the evidence.

	UNSATISFACTORY			BASIC			PROFICIENT		
		1		2	3	4	5	6	7
Component 3a: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.			Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion			Teacher communicates clearly and accurately to students, both orally and in writing.		
Component 3b: Using Questioning and Discussion Techniques	Teacher engages in poor questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.			Teacher's use of questions and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.			Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.		
Component 3c: Engaging Students in Learning	Students are not all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.			Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.			Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.		
Component 3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by candidate or students, or through feedback to students.			Assessment is occasionally used in instruction, through some monitoring of progress of learning by candidate and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.			Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by candidate and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.		
Component 3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor students' understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.			Teacher demonstrates moderate flexibility and responsiveness to students' needs and interest during lesson, and seeks to ensure the success of all students.			Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.		

Documented Evidence:

Presenter: Use this space to write a personal goal for strengthening the observed component. Use the evidence collected by your peer to guide your thinking.

CATEGORY 3: INSTRUCTION	Evidence & Discussion:
Communicating with Students (Expectations for learning; directions and procedures; explanations of content; use of oral and written language) DNME ME EE N/O <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Using Questioning and Discussion Techniques (Quality of questions; discussion techniques; and student participation) DNME ME EE N/O <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Engaging Students in Learning (Activities and assignments; grouping of students; instructional materials and resources; and structure and pacing) DNME ME EE N/O <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Using Assessment in Instruction (Assessment criteria; monitoring student learning; feedback to students; student self-assessment; and monitoring of progress) DNME ME EE N/O <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Demonstrating Flexibility (Lesson adjustment; response to students; persistence) DNME ME EE N/O <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CORE TEACHING SKILLS: Adaptability/Flexibility Clarity Connections to Content Connections to Students Consistency Encouraging and Supportive Enthusiasm Feedback and Reinforcement High Expectations for Success Monitoring Pacing Questioning Task-Oriented Transitions Understanding of Diversity Use of Examples Use of Resources Wait Time	Evidence & Discussion:
CATEGORY 4: PROFESSIONAL RESPONSIBILITIES	
Reflecting on Teaching (Accuracy; use in future teaching) DNME ME EE N/O <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Meeting Professional Responsibilities (Receptivity of feedback) DNME ME EE N/O <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CORE TEACHING SKILLS: Clarity Perception (Acumen) Practical Wisdom & Reasoning	

Note: The categories and elements on this observation form are taken from the College of Education's Conceptual Framework. Other elements will be added as you advance through the program.