Lewis & Clark

Master of Arts in Teaching

Elementary-Multiple Subjects

PART-TIME COHORT FOR DISTRICT EMPLOYEES

2022-2024

Program Handbook

ADDENDUM FOR AY 2023-24

All information about college policies and program operations found in the original Handbook are valid and applicable. This addendum provides new information about the structure of the practicum and supersedes practicum information provided in the original handbook.

PTC Practicum

The practicum experience is integral to preparing PTC candidates for licensure. During the practicum, candidates are expected to practice and demonstrate proficiency in all five of the CAEP Rubric domains (see pgs 10 - 46). In this section we describe the structure and expectations unique to the PTC practicum along with guidelines and benchmarks for successful progress across the four practicum terms.

Over the course of the two-year program, students in the part-time cohort must accrue at least 640 hours of supervised teaching in an elementary classroom combined with additional practicum experiences that occur through job-embedded duties.

- *Supervised teaching (Sept 2023-March 2025)*—Lewis & Clark will collaborate with the building administrator and HR staff to find a mentor teacher in the school where the candidate works. To fulfill the practicum requirement, the candidate will be released from job duties to participate in the mentor's classroom approximately six hours per week (either one day a week or 75-90 min per day). During the literacy-emphasis year, as many hours as possible should be spent in the mentor's classroom during literacy instruction. During the math-emphasis year, priority should be given to math instructional time.
- *Full time student teaching (mid-April-May 2025*)—For a six-week interval near the end of year 2, candidates will take a six-week leave of absence from their job duties in in order to complete a solo teaching experience. More information about the expectations for solo can be found on pg 7-8.
- *Additional practicum experiences*—Candidates will document a variety of qualifying teaching-related tasks they complete during the course of their regular work duties through assignments in Seminar classes.

Support in the Field

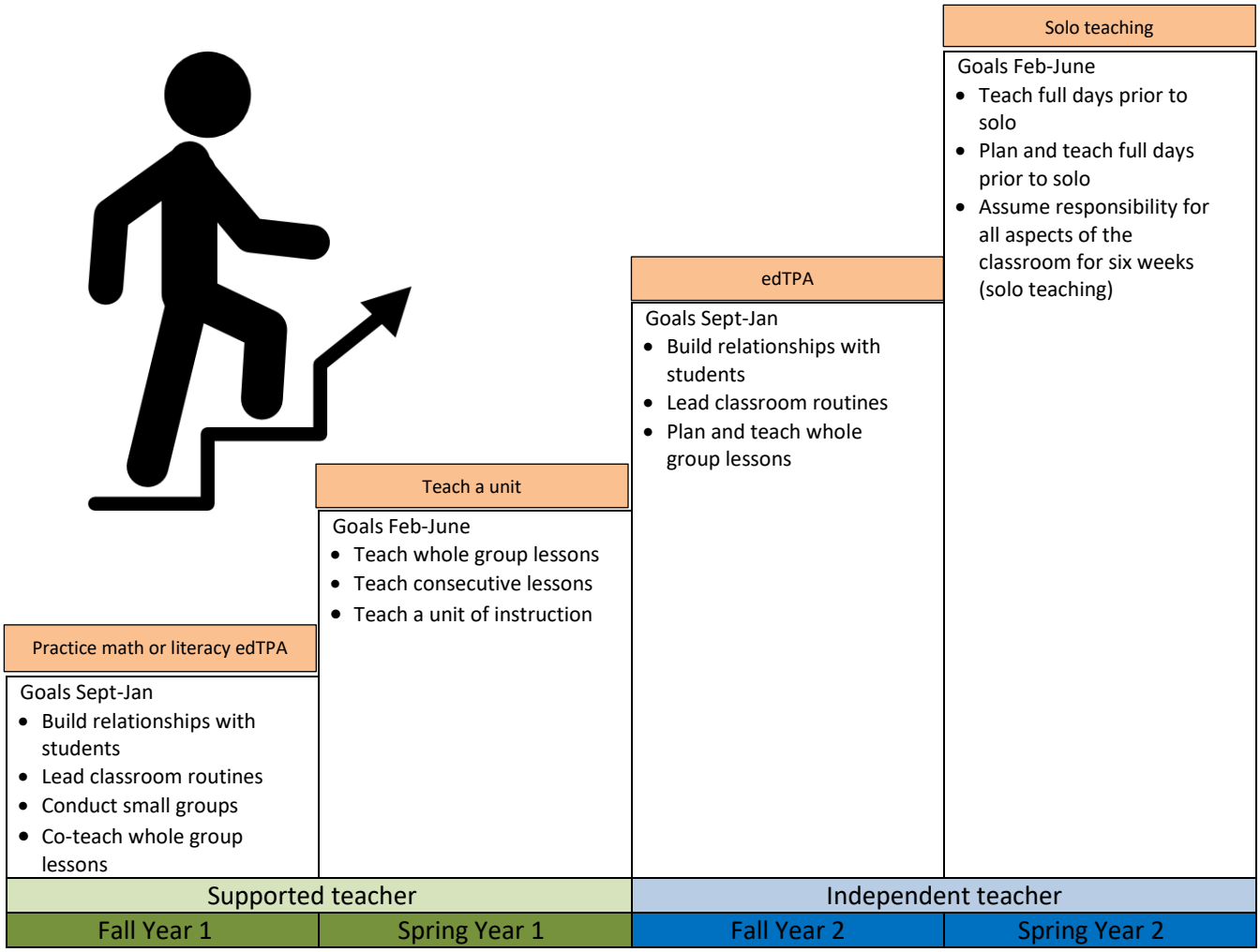
The ELEM program provides several interconnected layers of support for candidates and mentors as they progress through the program. Our system works best when the lines of communication between all of these groups are strong.

The level of field support provided by each of the roles below will be differentiated. Partnerships that are struggling or are facing extra challenges will receive additional visits and more individual attention.

1. *Supervisor*: Each candidate is assigned a Lewis & Clark supervisor who is an experienced elementary teacher or administrator who is not currently in the classroom. Many of our supervisors are retired educators who bring a wealth of experience to their work. The supervisor will visit each candidate in their classroom at least seven times during the year. If candidates find themselves struggling in the classroom, the supervisor is a primary source of support.
2. *Clinical Coordinator*: The clinical coordinator supports candidates in their field placement sites. The clinical coordinator visits each candidate at least twice each year to observe performance and provide support as needed. In addition, the clinical coordinator serves as the primary point of contact with mentors and supervisors.
3. *Program Director*: The program director is available to answer programmatic questions related to coursework, practicum, edTPA, and licensure. The program director also serves as a field observer and can be called upon to assist when a candidate is struggling.

Practicum Trajectory

The practicum experience is designed to gradually increase in intensity across the four terms and ensure the candidate is prepared for solo teaching. The visual below depicts this progression, and the calendar/checklist (pages 4-6) provide a way to monitor progress on these goals.



Practicum capstones

Progress toward meeting licensure requirements will be measured by the completion of a capstone experience at the end of each practicum term. Each of these capstone experiences (except edTPA) includes a formal observation by the supervisor and is the focus of a triad meeting (mentor-candidate-supervisor) at the end of each term.

Year 1		Year 2	
Fall Capstone	**Spring Capstone**	**Fall Capstone**	**Spring Capstone**
Complete a practice edTPA experience (Tasks 1-3 in even-numbered years, Task 4 in odd-numbered years)	Teach the unit designed in spring term coursework (math or literacy)	Complete and submit edTPA	Solo teaching for 6 weeks which includes teaching the unit designed in spring term coursework (math or literacy)

Practicum logs and evidence of progress

Candidates, mentors, supervisors, and LC faculty share the responsibility to ensure progress toward successful practicum completion as evidenced by ratings of level 2 or above on all CAEP criteria (see pgs 9-22).

To fulfill LC's practicum requirements, candidates are expected to participate in the assigned mentor's classroom an average of six hours per week. Participation in related activities such as attending a team meeting, parent-teacher conferences, or any other event the mentor is attending that occurs outside of typical student-contact time may also be counted toward the weekly hours.

Meeting practicum requirements also requires documentation of progress aligned with monthly practicum goals. Candidates will submit a Google form sent to them at the end of each month in which they will enter dates and short summaries describing when/how they met that month's expectations along with additional accomplishments for the month that exceed the minimum expectations. Month-by-month minimum expectations are provided in the charts on the following pages.

Calendar View of Practicum Goal

PTC-2 Fall 2024—Year 2

2023 September S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	**GOALS: (1) Build relationships with students; (2) Lead classroom routines and procedures** ☐ I learned the names of all students ☐ I learned personal details about each student ☐ I led whole class routines or procedures at least once per week ☐ I taught or re-taught a routine or procedure **REQUIREMENTS:** ☐ I participated in my classroom 6 hours/week ☐ I submitted my practicum log for this month
2023 October S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	**GOAL: Teach whole group lessons** ☐ I taught a whole group literacy lesson without mentor support ☐ I taught a whole group math lesson with minimal mentor support **REQUIREMENTS:** ☐ I participated in my classroom 6 hours/week ☐ I submitted my practicum log for this month

2023 November						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

GOALS: (1) Teach consecutive whole group lessons; (2) Plan for edTPA (Tasks 1-3)

- ☐ I taught two consecutive lessons (same content on two consecutive days or two lessons back-to-back on a single day)
- ☐ I consulted with my mentor to select and plan three literacy lessons to be recorded in December for edTPA

REQUIREMENTS:

- ☐ I participated in my classroom 6 hours/week
- ☐ I submitted my practicum log for this month

2023 December						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

GOAL: Teach and record three literacy lessons for edTPA submission

- ☐ I taught and recorded three literacy lessons for edTPA

REQUIREMENTS:

- ☐ I participated in my classroom 6 hours/week
- ☐ I submitted my practicum log for this month

2024 January						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

GOALS: (1) Teach whole group lessons; (2) Teach targeted re-engagement lesson for practice edTPA

- ☐ I taught a whole group math lesson with minimal mentor support
- ☐ I taught a small group edTPA re-engagement lesson for practice edTPA Task 4

REQUIREMENTS:

- ☐ I participated in my classroom 6 hours/week
- ☐ I submitted my practicum log for this month

Spring 2024—Year 2

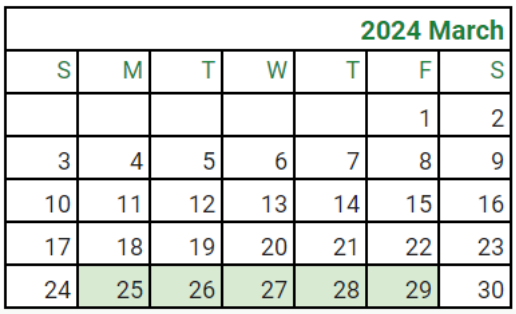
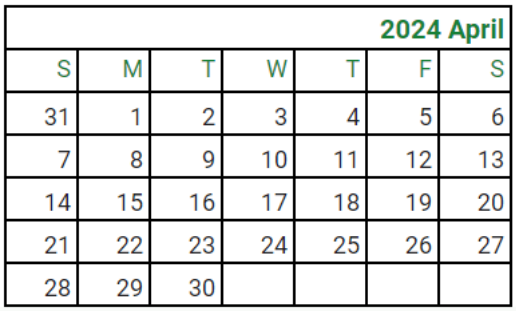
2024 February						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

GOAL: Teach for full days

- ☐ I taught two full days (planned by mentor) with mentor in the room

REQUIREMENTS:

- ☐ I participated in my classroom 6 hours/week
- ☐ I submitted my practicum log for this month

	**GOAL: Teach and co-plan full days** ☐ I taught two full days (co-planned with mentor) with mentor in and out of the room **REQUIREMENTS:** ☐ I participated in my classroom 6 hours/week ☐ I submitted my practicum log for this month
	**GOALS: (1) Plan and teach full days; (2) Begin solo teaching** ☐ I planned and taught two consecutive full days prior to solo with mentor mostly out of the room ☐ I began my six-week solo (start date window is Ap 15 - May 1) ☐ I taught my math unit during my solo **REQUIREMENTS:** ☐ I participated in my classroom 6 hours/week ☐ I submitted my practicum log for this month
	GOAL: Complete solo teaching ☐ I completed solo teaching **REQUIREMENTS:** ☐ I participated in my classroom 6 hours/week ☐ I submitted my practicum log for this month

Solo teaching

For six weeks following spring break in the second year of the program each candidate will assume the full range of teaching responsibilities in the mentor teacher's classroom. The candidate will need to take a **leave of absence** from their regular job duties during this interval of time in order to be fully in charge of the planning, teaching, managing, and assessing of students for six-weeks.

ALL LC coursework must be completed prior to the start of the solo teaching.
edTPA must be completed and submitted prior to the start of the solo teaching.
Failure to complete all spring coursework and edTPA in a timely way will jeopardize the timing of the solo teaching and could prevent licensure recommendation.

Candidate Responsibilities During Solo

During the final phase of the student teaching experience you will take on the full range of responsibilities of a teacher with continued support from your mentor. You may only begin your six-week solo after submitting edTPA and completing all spring course requirements. During this time, you will take on the sole responsibility for all teacher duties including planning, preparation, assessment, communication with students' families, and attendance at meetings.

The exact start and end dates of the solo will be negotiated between you and your mentor but must fall within the window indicated on the calendar below. During the remaining weeks (prior to and following the solo experience) you should maintain a central role in all aspects of the classroom including co-planning and co-teaching with your mentor.

Additional requirements:

→ Teach for at least two weeks of the solo without the mentor teacher in the classroom during instructional time.
→ For the rest of the six-week solo, use your mentor as your classroom assistant.
→ Share detailed lesson and unit plans with the mentor teacher at least the Friday prior to the week of instruction. The level of detail for these plans can be negotiated between the mentor and candidate.
→ Provide detailed sub plans any time you are absent during the solo. These plans should be written with enough information for any sub to follow. If you are absent more than two days during solo, contact the clinical coordinator to determine if the solo timeframe will be extended.

Mentor Responsibilities During Solo

During this phase, student teachers should establish their independence and demonstrate the ability to resolve problems independently by taking responsibility for the full range of teacher responsibilities for a period of six weeks. You take on the role of a coach and help identify areas in need of refinement that will help them become confident in dealing with the rigors of the daily challenges in the school environment.

For two weeks of the solo you are not present (or minimally present) in the classroom during the instructional day. A good plan is for you to greet students at the start of the day, touch base with students while they are at lunch or recess breaks, and return to say good-bye at the end of the day. This assures students and their parents that you are still involved, but you are confidently handing over teaching responsibilities to your candidate.

In addition, you should:

- ✓ Retain responsibility for all state testing.
- ✓ Regularly observe and give feedback to your candidate.
- ✓ Serve as a substitute for your student teacher for any absences during solo and follow the sub plans provided for you.
- ✓ Complete the fourth formal observation.
- ✓ Upon completion of the solo, write a letter of recommendation for the candidate.

Supervisor Observation Schedule-Year 2

If a candidate is struggling, supervisors should schedule additional observations. Formal reports are not required for any observations beyond the ones described on the schedule below.

Fall Year 2	September	Informal observation of candidate teaching whole group lesson	There is no report necessary for the informal observation.
	Oct/Nov	3rd formal observation of the candidate teaching lesson they planned.	Candidate should send the formal lesson plan at least 24 hours before the observation.
Spring Year 2	Prior to solo	4th formal observation of the candidate teaching a whole group lesson on a day the candidate is leading a full or half-day	Candidate should send the formal lesson plan at least 24 hours before the observation.
	During solo	5th and 6th formal observations of the candidate teaching lessons	One of these observations should be of a lesson from the capstone unit. Candidate should send the formal lesson plan at least 24 hours before the observation.

Triad Meetings

Supervisors take the responsibility for scheduling the four required triad meetings at which the mentor, candidate, and supervisor discuss the candidate's progress.

1. February of 2nd year: Formative CAEP (supervisor submits ratings).
2. After solo in 2nd year: Reflection on solo teaching and summative CAEP rubric (supervisor submits ratings).

Required Mentor-Candidate Meeting Dates

There will be a mentor-candidate meeting during each academic term. Specific information about each meeting will be sent to you ahead of time. The determination of meeting format (on-campus or Zoom) will be determined as the date approaches and you will be notified well in advance.

Meetings for PTC-2	Approximate Date
Mentor-Candidate Meeting #1 Fall 2023	September 2022
Mentor-Candidate Meeting #2 Spring 2024	January 2022

CAEP Rubric of K-6 Elementary Teacher Preparation Standards (Streamlined Version-2022)

STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	**Level 2: The Developing Candidate** *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	**Level 3: The Competent Candidate** *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	**Level 4: The Accomplished Candidate** *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
1.a - Candidates use their understanding of how children grow, develop and learn to **plan and implement developmentally appropriate and challenging learning experiences** within environments that take into account the individual strengths and needs of children.	Candidate does not gather information about learners' development. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate gathers information about learners' development but does not do this systematically or does not use this information to support development. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate observes and records learners' development, individually and in group contexts, to determine strengths and needs in each area of development. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate assesses learners' development, using a variety of assessments, individually and in group contexts, to determine strengths and needs in each area of development. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
1.b - Candidates use their understanding of individual differences and diverse families, cultures, and communities to **plan and implement inclusive learning experiences and environments** that build on children's strengths and address their individual needs.	Candidate does not gather nor use information about individual children's unique characteristics to inform planning and implementation of learning experiences and environments. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate gathers information about individual children's unique characteristics but does not use it or uses it ineffectively to inform planning and implementation of learning experiences and environments. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; they monitor effects of those experiences and environments on individual children's development and learning. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; they systematically monitor effects of those experiences and environments on individual children's development and learning; and consider how their own experiences and potential biases may impact their instructional decisions and their relationships with learners and their families. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

1.c - Candidates **work respectfully and reciprocally with families** to gain insight into each child in order to maximize his/her development, learning and motivation.	Candidate's communication and actions demonstrate little or no knowledge of home culture and language, various structures of families, and different beliefs about parenting; or the candidate's interactions with families are insensitive to these factors. Candidate's actions or comments denigrate families who are facing adversity and who may need support to actively participate in their child's education. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting, and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child's education. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting; and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child's education; and candidate works respectfully to help all families access school and community resources to support their child's learning and development. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	**Level 2: The Developing Candidate** *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	**Level 3: The Competent Candidate** *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	**Level 4: The Accomplished Candidate** *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
2.a - Candidates **demonstrate and apply understandings of the elements of literacy** critical for purposeful oral, print, and digital communication.	Candidate is unable to identify the foundational literacy elements in an integrated, comprehensive, and balanced literacy curriculum. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate is able to identify the elements of foundational literacy in an integrated, comprehensive, and balanced literacy curriculum. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate uses knowledge of the elements of foundational literacy to implement lessons and/or activities from an integrated, comprehensive, and balanced literacy curriculum, and demonstrates an understanding of stages in the acquisition of reading skills. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate uses knowledge and understanding of the elements of foundational literacy to design and implement integrated, comprehensive, and balanced literacy lessons and activities that demonstrate an understanding of stages in the acquisition of reading skills. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
2.b - Candidates **demonstrate and apply understandings of** major **mathematics** concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.	Candidate is unable to demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate's explanations demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate understands and engages students in the mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics and other curricular areas. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate understands and engages students in mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics, other curricular areas, and real-world contexts. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
2.c - Candidates **demonstrate and apply understandings and integration of** the three dimensions of **science** and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.	Candidate is unable to demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.	Candidate's explanations demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.	Candidate understands the nature of science and how science and engineering are practiced and can model and incorporate the practices into classroom teaching and learning activities, while implementing curricular program lessons in science.	Candidate understands the nature of science and how science and engineering are practiced and can model, and implement curricular program lessons in science, as well as design instructional activities that encompass how science and engineering are practiced in classroom teaching and learning activities.

	1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
2.d - Candidates **demonstrate understandings, capabilities, and practices associated with [social studies]** the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.	Candidate is unable to demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate's explanations demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to implement curricular program lessons in social studies which incorporate meaningful, integrative, value-based, challenging, and active processes. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to design and implement lessons in social studies that illustrate teaching and the facilitation of learning that is meaningful, integrative, value-based, challenging, and active. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	**Level 2: The Developing Candidate** *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	**Level 3: The Competent Candidate** *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	**Level 4: The Accomplished Candidate** *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
3.a – Candidates **<u>administer formative and summative assessments regularly</u>** to determine students' competencies and learning needs.	Candidate administers required summative assessments. Candidate does not interpret assessments that have been administered. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate selects and administers formative and summative assessments without making modifications to meet individual student needs. Candidate interprets formative and summative assessments to provide required data reports for accountability. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate selects and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate designs, selects, adapts, and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress. Candidate provide opportunities for students' choice about how they will demonstrate understanding by designing formative and summative assessment tasks that consider individual student needs. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
3.b – Candidates **<u>use assessment results to improve instruction and monitor learning</u>**.	Candidate does not use assessment information to effectively plan instruction. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate uses assessment information to plan initial instruction but does not make adjustments during instruction based on the formative assessment data they are collecting. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate uses assessment information to plan, monitor, and adapt instruction; adjusting instruction to meet the needs of groups of students. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate uses assessment information to plan, monitor, and adapt instruction to meet the needs of individuals and groups of students, providing both remediation and enrichment. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

3.c – Candidates **plan instruction including goals, materials, learning activities and assessments.**	Candidate's instructional plans do not address goals, learning activities, materials, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.	Candidate's instructional plans address some but not all of these components: goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs, and does not connect or relate these components.	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include use of goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include coordinated use of materials, learning activities, grouping models, educational technologies, and assessments, and adaptations for students with special needs.
	Candidates do not plan for effective use of time in instruction.	Candidate's plans for use of instructional time do not address a balance of time for instruction, engaged student learning, and assessment.	Candidates allocate a balance of time for instruction, academic engagement support, learning activities and assessments.	Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment.
	1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
3.d - Candidates **differentiate instructional plans to meet the needs of diverse students in the classroom**.	Candidate does not plan for differentiated instruction to meet the needs of subsets of students, or individual students in the classroom.	Candidate plans are differentiated based on strengths or needs of a subset of students in the classroom and include modifying content or instructional processes.	Candidate plans are differentiated based on strengths and needs of individual students and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning.	Candidate plans are differentiated according to learner readiness, strengths, weaknesses, interests, and motivators of individual students, and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Plans differentiate content by planning a variety of options that modify the difficulty, depth, or complexity of the materials.
	1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

3.e – Candidates **manage the classroom by establishing and maintaining social norms and behavioral expectations.**	Candidate does not establish classroom rules or procedures; or, established rules and procedures do not lead to productive interactions or engagement in learning.	Candidate creates rules for behavior and social interaction or establishes procedures for academic work; but does not involve students in establishing these norms.	Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms.	Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms.
	Candidate is ineffective in maintaining norms established by those rules or procedures. Candidate uses sarcasm or punitive consequences to attempt to manage student behavior.	Candidate is inconsistent in maintaining expectations for rules and procedures.	Candidates maintain the expectations for rules and procedures by periodically reviewing the expectations, recognizing students' successful participation, and requesting student input into revision of norms.	Candidates maintain the expectations for rules and procedures through explicit instruction to help students acquire such social competencies as: emotion recognition, stress-management, empathy, problem-solving, or decision-making skills.
	1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
3.f – Candidates explicitly **support motivation and engagement in learning** through diverse evidence-based practices.	Candidate does not implement actions intended to increase student engagement in academic learning and activities and displays teacher-student interactions that are likely to decrease motivation and engagement such as over control, disregard for students' needs, sarcasm or negativity.	Candidates support student engagement in learning through problem solving and inquiry.	Candidates support student engagement in learning by implementing practices such as: affording students an abundance of materials for academic learning to assure a high volume of time spent on challenging and realistic learning tasks; scheduling sufficient time for students' deep immersion in purposeful reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively.	Candidates differentiate engagement support for students with special needs, English language learners, and students with varying achievement levels. Candidates use formative assessment to improve engagement support.
	1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

Standard 4 – Supporting Each Child's Learning Using Effective Instruction.

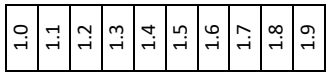
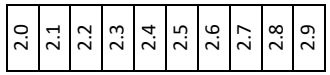
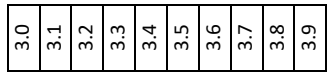
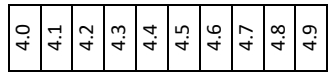
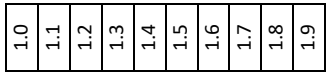
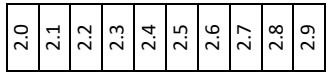
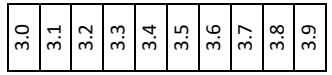
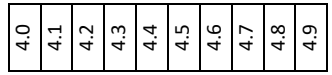
	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation*	**Level 2: The Developing Candidate** *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	**Level 3: The Competent Candidate** *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher*	**Level 4: The Accomplished Candidate** *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
4.a – Candidates **use a variety of instructional practices** that support the learning of every child.	Candidate does not use appropriate instructional practices to support student learning.	Candidate uses appropriate instructional practices but does not use a variety of strategies or differentiate instruction to meet the individual needs of each student.	Candidate uses a variety of appropriate instructional practices such as direct instruction, inquiry-based learning, and project-based learning, and makes attempts to differentiate instruction that supports the learning of every student.	Candidate varies the use of instructional practices and differentiates instruction to support the learning of every student.
	Candidate does not use appropriate resource materials during instruction to support children's development of skills requisite to problem solving, and critical and creative thinking. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate uses appropriate resources although the variety of resources is limited and not readily adapted to differentiate instruction. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate uses a variety of appropriate resource materials during instruction that supports the learning of every student. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate differentially uses a variety of resource materials that provides students with guided opportunities to make their own choices and supports the development of skills requisite to problem solving and critical thinking of every student. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
4.b – Candidates **teach a cohesive sequence of lessons** to ensure sequential and appropriate learning opportunities for each child.	Candidate does not use research supported instructional approaches when teaching a sequence of lessons.	Candidate uses research- supported instructional approaches when teaching a cohesive sequence of lessons.	Candidate consistently uses research supported instructional approaches when teaching a cohesive sequence of lessons.	Candidate consistently uses research supported instructional approaches when teaching a cohesive sequence of lessons and differentiates instruction based on the needs of each student.
	Candidate does not sequence instruction that provides students with connected learning opportunities. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate sequences instruction that provides students with connected learning opportunities. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills with the intent of moving on to more advanced content in subsequent lessons. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills, and then extends learning of advanced content based on individual student needs. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

4.c – Candidates explicitly **teach concepts, strategies, and skills, as appropriate**, to guide learners as they think about and learn academic content.	Candidate does not use explicit instruction to address established and developmentally appropriate goals.	Candidate uses explicit instruction to address established and developmentally appropriate goals.	Candidate uses explicit instruction to address established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content.	Using explicit instruction, the candidate determines and adjusts, as needed, established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content.
	Candidate does not monitor student progress in learning the identified content. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate monitors student progress in learning the identified content. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate monitors student progress in learning the identified content and uses this information to adjust planning and instruction. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate monitors student progress in learning the identified content and uses this information to provide guided instruction and practice to support students in addressing challenging learning goals. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
4.d – Candidates **provide constructive feedback** to guide children's learning, increase motivation, and improve student engagement.	Candidate does not provide feedback to guide students' learning or the feedback provided is negative or not timely, specific, meaningful, genuine, or age appropriate.	Candidate provides feedback to guide students' learning although the feedback is not consistently goal oriented, timely, specific, meaningful, genuine and age-appropriate.	Candidate consistently provides feedback that is goal-oriented, timely, specific, meaningful, genuine, and age appropriate.	Candidate consistently provides students with effective and age appropriate feedback and provides opportunities for students to set and monitor both long range and short range goals for their own learning.
	Candidate does not provide feedback that increases student engagement and motivation to learn intended goals. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate does not provide feedback and assistance to students in developing error identification skills, self-evaluation, and independence in learning. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate provides feedback and assistance in developing misconception identification skills, self-evaluation, and independence in learning. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate provides feedback and assistance and engages students in activities that foster the development of misconception identification skills, self-evaluation, and independence in learning. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

4.e – Candidates **lead whole class discussions** to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.	Candidate does not construct and use questions that foster whole group discussion.	Candidate constructs and uses questions that foster whole group discussion, although a variety of questioning techniques is not employed.	Candidate constructs and uses questions that foster whole group discussion using a variety of questioning and prompting strategies that frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.	Candidate constructs and uses questions that frame and reframe whole class discussions, and restate and guide student ideas, and frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.
	Candidate does not monitor and ensure equitable participation of every student in whole class discussions. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate monitors and tries to ensure equitable participation of every student in whole class discussions. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate monitors and ensures equitable participation of students in whole class discussions and incorporates strategies that encourage all students to contribute orally, listen actively, and respond to and learn from others. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate monitors and ensures equitable participation of students in whole class discussions, incorporating multiple strategies that foster constructive listening, speaking, and learning from others while also creating an environment where students ask appropriate questions of each other, share strategies, and critique the reasoning of others without prompting from the teacher. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
4.f – Candidates effectively **organize and manage small group instruction** to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child**.**	Candidate does not develop an appropriate plan or use an effective instructional approach when teaching small heterogeneous or homogeneous group of students.	Candidate either does not develop an appropriate plan or does not use an effective instructional approach when teaching a small heterogeneous or homogeneous group of students.	Candidate develops an appropriate plan and delivers a lesson for a small heterogeneous or homogeneous group of students using an instructional approach that is effective and appropriate to the content being taught.	Candidate develops and delivers a lesson for small heterogeneous or homogeneous groups of students using an effective approach to instruction that is responsive to the students' individual learning needs and cultural backgrounds.
	Candidate does not appropriately monitor the progress of students who are placed in small heterogeneous or homogeneous groups for instruction. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate monitors progress of students who are placed in small heterogeneous or homogeneous groups for instruction but does not use this information to appropriately adjust instruction. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective learning needs of students. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective and individual learning needs of students. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

4.g – Candidates effectively **organize and manage individual instruction** to provide targeted, focused, intensive instruction that improves or enhances each child's learning.	Candidate does not use knowledge of a student or current assessment information to identify appropriate content and instructional goals for the individual learner or does not adequately plan for individual instruction.	Candidate develops a plan for individual instruction using appropriate knowledge of a student and current assessment information but does not appropriately identify either content and instructional goals or does not develop an appropriate plan for individual instruction.	Candidate appropriately uses knowledge of a student and current assessment information to identify appropriate content and instructional goals and develops an appropriate plan for individual instruction.	Candidate uses knowledge of a student and current assessment information (including formative and summative measures) to identify content and instructional goals and develop a plan for individual instruction that is culturally responsive.
	Candidate does not use an appropriate instructional strategy to support desired learning when delivering individual instruction. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate uses an appropriate instructional strategy to support desired learning when delivering individual instruction; however, one or more critical components of the instructional strategy, such as explicit instruction, appropriate feedback, and guided practice, is missing when delivering the instruction. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate delivers individual instruction to a student using an appropriate instructional strategy and employs critical components of the instructional strategy. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate delivers individual instruction to a student using an appropriate instructional strategy, employs critical components of the instructional strategy and uses culturally responsive practices. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

STANDARD 5- Developing as a Professional

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	**Level 2: The Developing Candidate** *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	**Level 3: The Competent Candidate** *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	**Level 4: The Accomplished Candidate** *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
5.a – Candidates **work collaboratively with colleagues, mentors, and other school personnel** to work toward common goals that directly influence every learner's development and growth.	Candidate does not demonstrate ethical professional conduct. 	Candidate demonstrates knowledge of professional ethics, associated professional standards, but does not use this knowledge to guide professional learning activities. 	Candidate uses knowledge of professional ethics and associated professional standards to guide their professional learning. 	Candidate demonstrates knowledge of professional ethics and associated professional standards that guide their practice. They examine ethical issues and societal concerns about program quality and teaching practices and use it to inform their professional learning activities. 
5.b – OMITTED				
5.c - Candidates **participate in peer and professional learning communities** to enhance student learning.	There is little or no evidence that the candidate attends activities focused on enhancing student learning and development or that the candidate participates in collaborative professional learning	Candidate attends activities focused on enhancing student learning and development and describes how they might utilize the information to contribute to student learning and development.	Candidate attends in person or using technology, professional conferences, workshops, or other activities focused on enhancing student learning and development and describes how the information might be utilized to contribute to student learning and development.	Candidate joins and attends local, state, or national professional organizations in person or using technology, professional conferences, workshops, or other activities focused on enhancing student learning and development and describes and describe how the information was used and how it affected student learning and development.
		The candidate participates in collaborative professional learning. 	Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it might be used to enhance student learning. 	Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it was used and how it affected student learning.