Alumni Teacher Field Observations

A pilot study was conducted in winter of 2018-19 to track that our completers effectively apply the professional knowledge, skills, and dispositions that the Lewis & Clark preparation experiences was designed to achieve.

In our pilot study, the following protocol was used:

Pre-Observation Conference

> Evaluator and teacher jointly review observation rubric. Teachers identifies indicators on the rubric they think will be reflected in the observed lesson that map to InTASC standards. Evaluator asks teacher if there are specific data items that would be helpful in providing evidence for the indicators.

> Teacher shares with the evaluator lesson objectives and activities, and any other helpful information such as details of the classroom and student characteristics.

Observation

> Teacher conducts lesson. Evaluator observes lesson, collecting data as described above.

Post-Observation Conference

> Teacher and evaluator jointly review and discuss observation data. Teachers respond to short survey to provide data on their perception of the class observed.

Field observations for alumni teachers use Danielson's Framework for Teaching (FFT) for elementary teachers and the Teacher Candidate Assessment (TCA) for secondary teachers. Both rubrics provide a comprehensive instrument for evaluating teacher practice and professionalism critical to long-term success. Both the FFT and TCA rubrics are mapped to InTASC Standards. As data from additional observations is collected and we move beyond our pilot year, the following table will provide quantifiable data on the behaviors of our candidates as relating to InTASC Standards one through 8.

InTASC Standard	Secondary Program Observation TCA rubric	Elementary Program Observation FFT rubric
Standard 1 Learner Development		
Standard 2 Learning Differences		
Standard 3 Learning Environment		
Standard 4 Content Knowledge	n<10, Data NA	n<10, Data NA
Standard 5 Application of Content		
Standard 6 Assessment		
Standard 7 Planning for Instruction		
Standard 8 Instructional Strategies		

Anticipated Future Direction

Results will be analyzed by the Office of Research & Assessment. A resulting report will be shared with the Dean, Department Chair, Program Directors, and Content Area Directors once data have reached n=>10. This report will be included in the body of data used to discuss program modifications in annual program reports.

Mapping of InTASC to Danielson's FFT:

InTASC Standard	Danielson Framework Component(s)
#1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction **Instruction** 3c: Engaging Students in Learning
#2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Planning and Preparation** 1b: Demonstrating Knowledge of Students
#3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3c: Engaging Students in Learning
#4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	**Planning and Preparation** 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent instruction **Instruction** 3c: Engaging Students in Learning
#5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Instruction** 3a: Communicating with Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness
#6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress,	**Planning and Preparation** 1f: Designing Student Assessments **Instruction**

InTASC Standard	Danielson Framework Component(s)
and to guide the teacher's and learner's decision making.	3d: Using Assessment in Instruction
#7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Planning and Preparation** 1b: Demonstrating knowledge of students 1e: Designing coherent instruction
#8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Instruction** 3b: Using Questioning and Discussion Techniques 3c: Engaging students in learning
#9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Professional Responsibilities** 4a: Reflecting on Teaching 4e: Growing and Developing Professionally 4f: Showing Professionalism
#10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Professional Responsibilities** 4c: Communicating with Families 4d: Participating in a Professional Community 4f: Showing Professionalism

Mapping of InTASC to TCA:

InTASC Standard	Teaching Candidate Assessment Indicator (TCA)
#1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Knowledge of Learners** 1H. Knowledge of adolescent development 1I. Knowledge of learning process **Instructional Planning** 2B. Knowledge of prerequisite relationships 3D. Instructional variety **Implementing Instruction** 3F. Pacing

InTASC Standard	Teaching Candidate Assessment Indicator (TCA)
#2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Knowledge of Learners** 1A. Knowledge of students' skills, knowledge, and interests 1B. Knowledge of racism and students' ethnic and racial identity 1C. Knowledge of classism and students' SES 1D. Knowledge of sexism, hetero- sexism, gender oppression, and students' gender and gender expression 1E. Knowledge of linguistic discrimination and students' linguistic heritage 1F. Knowledge of students' special needs 1G. Knowledge of community 1I. Knowledge of learning process **Instructional Planning** 2G. Learning activities and differentiation **Implementing Instruction** 3G. Differentiation **Assessment Strategies** 4I. Equity & ethical considerations regarding homework **Learning Community** 5J. Response to student (mis)behavior
#3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Instructional Planning** 2H. Cooperative grouping 2I. Motivation and engagement **Implementing Instruction** 3C. Discussion techniques & student participation 3E. Cooperative learning 3F. Pacing 3I. Anticipation and transitioning 3K. Student voice and choice **Learning Community** 5A. Teacher interactions with students 5B. Student interactions with peers 5C. Expectations for behavior 5D. A culture of learning 5F. Management of cooperative groups 5G. Management of transitions and materials and supplies 5H. Establishment and reinforcement of routines 5I. Monitoring of student behavior 5K. Arrangement and use of furniture and classroom resources

InTASC Standard	Teaching Candidate Assessment Indicator (TCA)
#4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	**Instructional Planning** 2A. Knowledge of content and the structure of the discipline 2C. Knowledge of content- related pedagogy 2D. Unit structure 2F. Lesson structure **Implementing Instruction** 3E. Cooperative learning 3J. Closure
#5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Instructional Planning** 2A. Knowledge of content and the structure of the discipline 2C. Knowledge of content- related pedagogy 2H. Cooperative grouping **Implementing Instruction** 3B. Quality of questioning 3H. Response to students 3K. Student voice and choice **Learning Community** 5E. Student focus on mastery
#6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Implementing Instruction** 3F. Pacing 3J. Closure **Assessment Strategies** 4A. Congruence with instructional objectives 4B. Criteria and standards 4C. Communication of assessment criteria 4D. Design of formative assessment 4E. Use of assessments in planning 4F. Monitoring student learning 4G. Student peer- and self- assessment 4H. Feedback to students **Reflection & Adjustments** 6A. Self-assessment

InTASC Standard	Teaching Candidate Assessment Indicator (TCA)
#7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Knowledge of Learners** 1G. Knowledge of community **Instructional Planning** 2D. Unit structure 2E. Clarify and utility of objectives 2F. Lesson structure 2G. Learning activities and differentiation 2I. Motivation and engagement **Implementing Instruction** 3A. Directions and procedures 3M. Embedded literacy skills
#8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Instructional Planning** 2G. Learning activities and differentiation 2H. Cooperative grouping 2I. Motivation and engagement **Implementing Instruction** 3C. Discussion techniques & student participation 3D. Instructional variety 3E. Cooperative learning 3G. Differentiation 3I. Anticipation and transitioning 3J. Closure 3K. Student voice and choice 3L. Distributing intellectual challenges 3M. Embedded literacy skills **Learning Community** 5F. Management of cooperative groups **Professionalism & Leadership** 7C. Persistence

InTASC Standard	Teaching Candidate Assessment Indicator (TCA)
#9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Implementing Instruction** 3N. Communicating in writing **Assessment Strategies** 4I. Equity & ethical considerations regarding homework 4J. Maintaining accurate records 4K. Grading schemes and calculations **Learning Community** 5L. Communicating with families 5M. Anti-oppressive stance **Reflection & Adjustments** 6A. Self-assessment 6B. Receptive to feedback 6C. Implements feedback 6D. Instructional problem solving 6E. Inquiry and continuous improvement **Professionalism & Leadership** 7A. Habits of professionalism
#10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Professionalism & Leadership** 7B. Integrity and ethical conduct 7D. Professional collaborations 7E. Professional communication