

NORFOLK STATE UNIVERSITY SCHOOL OF EDUCATION
OFFICE OF CLINICAL EXPERIENCES AND STUDENT SERVICES

"Preparing Competent, Compassionate, Collaborative, and Committed Leaders"

Teacher Education Program



We see the future in you.

LEVEL III HANDBOOK STUDENT TEACHING FOR NSU TEACHER LICENSURE CANDIDATES

Norfolk State University

School of Education

Office of Clinical Experiences and Student Services (OCESS)

H.H. Bozeman Building, Room 221

700 Park Avenue

Norfolk, VA

Office Phone: (757) 823-8715

Email: SOETeacherLicensure@nsu.edu

Revised June 15, 2020

NORFOLK STATE UNIVERSITY SCHOOL OF EDUCATION
OFFICE OF CLINICAL EXPERIENCES AND STUDENT SERVICES

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NORFOLK STATE UNIVERSITY SCHOOL OF EDUCATION OFFICE OF CLINICAL EXPERIENCES AND STUDENT SERVICES

School of Education Mission

The School of Education provides the leadership, coordination, and evaluation of all academic programs and services offered through the departments of Early Childhood/Elementary and Special Education, Secondary Education and School Leadership and Health, Physical Education and Exercise Science. Its central purpose is to provide pre-service and in-service educational programs to prospective teachers, in-service teachers, administrators, and others engaged in educational activities in schools and other agencies.

Purpose

The Level III Student Teaching Field Experience is designed to provide candidates an opportunity to manage a classroom with support from an experienced teacher. With a focus on preparing competent 21st century educators, this experience will enable teacher candidates to enter a P-12 school setting and to apply the content knowledge and skills developed throughout a teacher preparation program. The Level III field experience requires a minimum of 400 instructional clock hours supervised by a University Supervisor and a Cooperating Teacher.

Clinical experiences are an integral part of the curriculum for teacher education program candidates. This is a mandatory field experience. The experience is planned to provide relevant opportunities for the observation of instructional delivery and classroom management, reflection, evaluation of theories and concepts. The candidate utilizes the knowledge and skills gained throughout the teacher preparation program by engaging in instructional delivery, learner assessment and evaluation, classroom management, and professional development in a P-12 school setting. This field experience is systematic and guided by the Interstate Teacher Assessment Support Consortium (InTASC) Standards & Indicators, the Virginia Department of Education Standards (VDOE), and Council for the Accreditation of Education Preparation (CAEP)¹.

Prerequisites to Enter Level III Field Experiences

To be approved for the Level III Student Teaching Field Experience, a candidate must:

1. Complete all coursework in the teacher education program as evidenced by a **current Academic Evaluation (EVAL)**.
2. Have a **2.75 GPA or better (3.0 GPA preferred)**.
3. Complete a **Level III Student Teaching Field Experience Application** prior to the deadline.
4. Provide a **Level II Field Experience Record**.
5. Provide a current (within 1 year), **negative Tuberculin Skin Test** or chest x-ray results.
6. I have attached the **COVID-19 Acknowledgement of Risk** form.
7. Provide a current (within 1 year) signed **Background Verification Form**.
8. Submit payment for a **Universal Background Check** to OCESS after being fingerprinted at a local police department. (For directions to the closet police station and forms, come to OCESS to receive the fingerprint card and the “National Criminal Background Check for Employees or Volunteers Providing Care to Children, the Elderly and Disabled” Form prior to visiting the police station.)

Note: OCESS will accept Universal Background Check results/documentations from your present employer if they were completed within a 12-month period of your current field experience application.

¹ InTASC, VDOE, and CAEP Standards are listed later in this handbook.

9. Provide evidence of successful completion of **Praxis Core Math** or its substitution score noted by SAT or ACT scores.
10. Provide evidence of successful scores on **Praxis II** and **RVE** (if applicable) exams.
11. Provide a completed **Dispositions Assessment**.
12. Provide proof of current **membership** in a related professional organization.
13. Provide proof of **liability insurance** through a related professional organization such as the Student Virginia Education Association (SVEA).
14. [Dyslexia Awareness Training](#) Certificate.
15. [Child Abuse and Neglect Recognition and Intervention Training](#) Certificate.
16. Wait for confirmation of field experience prior to contacting or entering the designated setting.
17. Complete paperwork and return the required forms to OCESS at the end of the term.

REQUIRED SETTINGS FOR STUDENT TEACHING²

Different education programs have specific requirements for the appropriate settings for their content areas. The list below represents the basic setting(s) and/or grades for three groups of education programs:

1. ELEMENTARY EDUCATION MAJORS

Teacher candidates are placed in two (2) eight-week appropriate settings:

- primary grades K, 1, 2, or 3
- upper elementary grades 4, 5, or 6

(Note: K-3 majors will do primary sets in K-1 and 2-3)

2. SECONDARY EDUCATION MAJORS

Teacher candidates are placed in two (2) eight-week appropriate settings:

- Middle School
- High School

3. ART, SPECIAL EDUCATION, HEALTH/PHYSICAL EDUCATION, and MUSIC MAJORS

Teacher candidates are placed in two (2) eight-week appropriate settings:

- Elementary
- High School or Middle School

Responsibilities

NSU University Supervisors

The NSU University Supervisor:

1. Completes the **University Supervisor Orientation Module**.

² Due to COVID-19 the Practicum experience has been reduced to 10 weeks per VDOE directive.

2. Provides the syllabus to teacher candidates that depicts the weight of the field experience on a candidate's final course grade.
3. Describes various activities to be completed by the candidate during the field experience (both within the clinical classroom and outside of the clinical classroom).
4. Describes how the summative assessment tools will be measured.
5. Collaborates with other University Supervisors to facilitate the whole group Seminar Sessions.
6. Conducts collaborative weekly sessions with assigned teacher candidates.
7. Completes the components within the evaluation and grading portion as noted in the handbook.
8. **Visits each teaching facility during the first or second week of the field experience for an orientation** with the cooperating teacher to ensure that the placement is appropriate for the teacher candidate.
9. **Conducts a minimum of three (3) formal observations during each field experience placement. None of the observations may occur on the same day.**
10. Provides support in the videotaping process of formal visits as needed.
11. Evaluates each formal visit within the video annotated technology system.
12. Contacts the OCESS Director for issues relating to field placements.

On-Site Supervisor/Cooperating Teacher

The On-Site Supervisor/Cooperating Teacher:

1. Completes the **On-Site Supervisor/Cooperating Teacher Orientation Module**.
2. Explains general school policies and procedures.
3. Becomes familiar with the expected outcomes and activities required for a Level III student teaching field experience as outlined in the handbook and course syllabus.
4. Assists NSU teacher candidate with completing the required activities for a Level III experience as outlined in the handbook and syllabus.
5. Enables the NSU teacher candidate to demonstrate content knowledge and instructional delivery skills in a P-12 classroom setting.
6. Provides daily feedback to the NSU teacher candidate regarding instructional delivery, learner assessment, and classroom management skills.
7. Meets regularly with the University Supervisor to discuss the progress of the NSU teacher candidate.
8. Contacts the University Supervisor if they have questions or concerns related to the required assignments and assessments, student teaching field experience and/or issues with the NSU teacher candidate.
9. Submits all required documentation at the conclusion of the field experience.

NSU Teacher Candidate

The NSU teacher candidate:

1. Refers to the internship course syllabus and Level III Field Experience Handbook for student teaching requirements and assignments.
2. Completes all prerequisites for a Level III Field Experience placement in a timely manner.
3. Adheres to all assigned school and university policies and procedures.
4. Collaborates with the University Supervisor and Cooperating Teacher in planning the field experience.
5. Completes all field assignments, evaluations, logs, and other assignments provided by the

Cooperating Teacher or University Supervisor.

6. Participate in school activities outside of the classroom setting throughout the day.
7. In the event of the Cooperating Teacher's absence, follow the cooperating teacher's schedule and assist the substitute teacher in becoming acquainted with the classroom routines. ***Teachers Candidates are not permitted to take over the class. Remember, you are not a substitute teacher. Legally, you are not protected as a substitute teacher.***
8. Documents all visits and obtains the signature of the onsite supervisor/cooperating teacher for the time sheet.
9. Contacts the University Supervisor for questions involving the completion of assignments and forms related to the student teaching field experience.

Director of OCESS

The Director of OCESS:

1. Arranges all Level III Field Experiences.
2. Distributes the Universal Background forms.
3. Receives Level III Field Experience applications from the departmental advisors by the designated due date.
4. Addresses and resolves field placement concerns and issues.
5. Assists the University Supervisors with the whole group Seminar Sessions.
6. Files records on completed field placements.

Intervention Plan

Teacher Candidates participating in Level III Field Experiences must be active, professional participants as it relates to the activities and responsibilities presented in this field experience handbook. In the P-12 school classroom, NSU teacher candidates will be expected to deliver instruction, manage the P-12 learners in a classroom setting, and complete the designated activities/assignments provided by the cooperating teacher and university supervisor.

NSU teacher candidates struggling academically to complete the Level III field experience assignments and activities will receive coaching and/or have an intervention plan created by their NSU university supervisor. The plan will also be developed for dispositional issues and challenges. To complete a coaching/intervention plan, the NSU university supervisor collaborates with the teacher candidate to create a plan of action that supports the teacher candidate's development. The plan becomes a document that the teacher candidate and university supervisor sign. The plan serves as a guide for the teacher candidate throughout the duration of the field experience. The plan is monitored by the university supervisor in a manner that provides ample feedback to the teacher candidate, which highlights growth and areas in need of improvement.

Dismissal from the Level III Field Experience Placement

If OCESS office receives notification (from the university supervisor and/or the cooperating teacher) that an NSU teacher candidate violates the Virginia Code of Ethics or is having a dispositional issue at the school site, that goes beyond the needs for an action plan, dismissal from the placement could occur and the NSU teacher candidate would receive a non-passing score for the field experience. Due process will occur if the teacher candidate refutes the claim.

Candidate Learning Outcomes and Activities

InTASC Standards

The [Interstate New Teacher Assessment and Support Consortium \(INTASC\)](#) is a consortium of state education agencies and national educational organizations dedicated to the reform, preparation, licensing, and on-going professional development of teachers. The **InTASC Standards** are composed of 10 standards with multiple indicators that review the knowledge, skills, and dispositions expected of teachers. The Level III Field Experience requires candidates to focus on these 10 InTASC standards throughout the entire student teaching experience.

VDOE Standards

The [VDOE uniform performance standards](#) include seven standards. Within each of the seven standards are key elements that describe the knowledge that teachers should possess and actions required to advance student learning. Together these seven standards represent the scope and complexity of teaching and noting learners' outcomes within school divisions. The Level III Field Experience requires candidates to address these standards throughout the student teaching experience in conjunction with the InTASC standards.

Guidelines for Professional Participation

Ethically Engaging in the Level III Field Experience

Teacher candidates interacting within the field at any site with children are expected to abide by the [Code of Ethics of the Virginia Department of Education](#). They are as follow:

Virginia Department of Education Code of Ethics

Source: <http://www.doe.virginia.gov/about/code-ethics.shtml>

As employees of the Virginia Department of Education, we will:

1. Dedicate our efforts toward excellence in public education through continuous improvement.
2. Earn the respect, trust, and confidence of elected and appointed officials, those with whom we work, and the public in everyday interactions by being a positive role model and treating all persons in an evenhanded and courteous manner.
3. Commit to the highest ideals of honesty, integrity, and the stewardship of public resources by protecting the department's assets and ensuring their proper and efficient use.
4. Comply with all applicable laws, regulations, and policies.
5. Promote policies and programs in accordance with the department's Statement of Non-Discrimination and the commonwealth's Equal Employment Opportunity (EEO) policy, supporting the rights and recognizing the needs of all citizens regardless of race, sex, age, religion, creed, country of origin, or disability.
6. Maintain the confidentiality of information entrusted to us by preventing unauthorized disclosure.
7. Expose through appropriate means and channels any discovered evidence of corruption, misconduct, or neglect of duty.
8. Strive for professional excellence of the highest caliber by enhancing professional knowledge, skills, and abilities for our colleagues and ourselves.

9. Adhere to the principle that the public's business should be conducted in the public view by observing and following both the letter and the spirit of the Virginia Freedom of Information Act.
10. Abide by Department of Education policies, Virginia's Standards of Conduct for Employees, and related regulations.
11. Avoid the appearance of conflict of interest by not engaging in activities that may be inconsistent with the State and Local Government Conflict of Interest Act or the Public Procurement Act.
12. Uphold these principles in adhering to this Code of Ethics.

PROVISIONS FOR UNSUCCESSFUL CANDIDATES

Education is a profession that requires mastery of content, knowledge of pedagogy, and a positive disposition that is open to constructive feedback which contributes to the learning and development of self and others through interpersonal competence. All teacher candidates receive feedback about content knowledge, pedagogical skills, and professional dispositions in the courses associated with their clinical experience. NSU educators evaluate a candidate's understanding, performance, and dispositions through rubrics and other assessment tools to support growth and development. Moreover, the professor of record for the clinical experience shares these assessment tools beforehand to ensure that candidates know the expectations of the field experience. However, sometimes teacher candidates may fail to meet the requirements. Consequently failure to improve when problems arise in any of these areas may result in academic performance measures such as an improvement plan, and/or dismissal from a field experience, internship, or the program, and/or failure in an academic course.

Most important, negative dispositions are not allowed and certainly not conducive to the field experiences. A positive attitude is very important to the success within this profession and goes a long way in establishing long-term relationships; it is a sign of a caring professional. Moreover, competencies and skills must accurately address the needs of the P-12 learners within the given clinical setting. However, if a prospective teacher candidate is not making satisfactory progress in the field experience, depending on the deficiency, the following provisions are available:

1. Additional time added to the experience to correct the deficiencies.
2. A return to the university campus for more training on knowledge, skills, and/or appropriate dispositions.
3. A grade of an Incomplete (I) until all deficiencies have been alleviated that were noted on the "I Contract" by the university supervisor. Of course, this action will no doubt delay the teacher candidate's graduation date.

Due Process

Strict adherence to due process rights of NSU teacher candidates is given, and in most cases, the following steps will be observed:

1. **Inform the teacher candidate.** Open communication guides the teacher candidate in monitoring their growth. Initial concerns regarding any relevant expectations need to be communicated with the teacher candidate acknowledging awareness of the concern(s). Further, the teacher candidate should be informed that failure to complete the program and/or field experience expectations successfully might result in their failure in a course.
2. **Support or assistance.** NSU Faculty and clinical faculty will support professional development in the area of concern using available resources, as appropriate.

3. **Written notification.** If a teacher candidate is in jeopardy of not successfully completing course or program objectives, the supervising faculty or other appropriate NSU SOE faculty such as the director of OCESS will identify an improvement plan using an appropriate written format and will communicate the plan to the teacher candidate. Written acknowledgement must be noted by the teacher candidate also in question.
4. **Decision Documentation via electronic notification or meeting.** In the event a teacher candidate is not satisfactorily meeting the terms of the improvement plan, the director of OCESS (or designee), University faculty, and other school personnel as appropriate will meet with the teacher candidate to share the related decision. The teacher candidate will receive a summary of the areas of concern; then they will have an opportunity to further review documentation supporting the related decision. Lastly, the teacher candidate will have an opportunity to respond to the concerns.
5. **Appeal.** In the event the teacher candidate disagrees with the disciplinary decision, the teacher candidate may request an appeal to the **School of Education** within one week after notification of the decision. The form is entitled **Student Resolution Form**, is required to begin the appeal process.
6. **Appeal.** If the actions taken by the participants within the due process are not acceptable to the teacher candidate, then the appeal can move forward to the Office of the Provost. Again, see the **Student Resolution Form** for the steps to particular departments during the appeal process if required. Remember, the request for appeal must be in writing and the appropriate signatures must be included.

Teacher candidate appeals about a failing grade or an incorrect grade must proceed through the grade appeal procedures. See **Correction or Omission of Grade Policy**.

Appeal Process: Beyond NSU

According to NSU website's page entitled *Reporting*, students can do the following: *"In accordance with VAC 40-31-100 of the Virginia Administrative Code, the State Council of Higher Education of Virginia (SCHEV) is responsible for investigating all written and signed student complaints against post-secondary educational institutions in Virginia, once a student has exhausted all available grievance procedures at the University."* Please review the attached link for additional information: <https://www.schev.edu/index/students-and-parents/resources/student-complaints>.

GENERAL POLICIES FOR STUDENT TEACHING

The teacher candidate must complete a minimum program requirement of 400 instructional clock hours of student teaching that include non-instructional activities (200 hours per 8week experience).³ The hours must be completed within the specified weeks. Therefore, doing more hours than expected weekly to finish early is not acceptable.

General policies to support an effective immersion into the student teaching experience are as follows:

1. Diversity in Student Teaching Settings: The student teacher candidates will be assigned by OCESS into two separate placements to maximize exposure to diverse learner populations.

³ Due to COVID-19 the accumulated instructional clock hours of student teaching has been modified.

2. **Attendance:** The teacher candidate should report to the school at the same time as the cooperating teacher and should remain there until the cooperating teacher gives permission to leave. (Make a rule to self to arrive and depart on his/her full-time schedule.)
3. **Absences/Tardiness:** If the teacher candidate is absent or late on any given day, the teacher candidate must contact the **university supervisor**, and the **cooperating teacher**, as far in advance as possible, via phone and e-mail.
4. **Personal Appearance:** Teacher candidates are expected to observe the professional dress guidelines as outlined by the NSU professional dress policy. **Professional dress does not include jeans, sneakers, flip flops, skin-tight pants or leggings, miniskirts, exposed cleavage, exposed undergarments/straps, belts below the waist, or t-shirts. Gum chewing is not allowed.** Teacher candidates supervising physical education learners are expected to wear polo shirts, workout suits with the pants and jacket or Bermuda length shorts.
5. **Field Experience Forms/Assignments:** All required student teaching forms and assignments must be completed and submitted on time in the provided data management system by the teacher candidate, cooperating teacher, and university supervisor as listed in the **Semester Schedule or syllabus for student teaching** unless otherwise directed.
6. **Outside Commitments:** Teacher candidates are strongly encouraged to limit outside commitments such as jobs, offices in organizations and groups, or additional courses. While NSU understands that teacher candidates may have other obligations in addition to student teaching, outside commitments must not impose upon the responsibilities required to fulfill the student teaching experience. Teacher candidates that have concerns in this area should discuss them with the director of OCESS before they begin their placement. **If outside commitments interfere with internship responsibilities, the teacher candidate may find it necessary to make personal adjustments to give full attention to the program. If this is not done, the teacher candidate may be asked to leave their placement which in turn will impact their final grade.**
7. **Social Media: Teacher candidates** must make wise decisions regarding information posted to social media. Parents, teachers, administrators and learners browse sites such as Facebook to learn more about a candidate assigned to their school. Thus, a burgeoning professional must understand first impressions are formed from the information they post on the web. Therefore, as a teacher candidate makes decisions about what to share on their social media accounts, he/she must carefully consider how it may be interpreted and its potential impact on their professional reputation. Basically, teacher candidates are part of a profession in which they are expected to model appropriate behaviors and choices. Behaviors that seem appropriate in private situations may be inappropriate in professional contexts.

Professional guidelines for using social media falls within the following categories:

- a) Maintain separate sites for professional and personal use.
- b) Use appropriate privacy settings to control access to personal social media sites. (i.e. set to “friends only.”)
- c) Deny learners as participants on personal social networking sites. Decline any learner-initiated friend requests.
- d) Refrain from discussing learners, colleagues, supervisors, or any details about your placements on **any** social media site.
- e) Post only information you are comfortable sharing with the world.

Treat *professional* social media space like a classroom and/or a professional workplace. Be aware of word choice and tone.

8. **Cell Phone Use:** Cell phones should be muted and stored during instructional and non-instructional duty times.

9. Video Recording: Teacher candidates are required to video record themselves delivering instruction as part of the assessment requirement at Norfolk State University. The videos are also used by supervisors and cooperating teachers to evaluate a student teacher’s performance and to provide feedback. Therefore, a teacher candidate must be aware of and respect the school’s video recording policy. This policy must be discussed with the cooperating teacher prior to recording the lesson. Most schools have a form that covers this policy. However, if the school does not have a form, confer with the cooperating teacher and consider using the following language:

Dear Parent/Guardian: As a student teacher at Norfolk State University, I am required to video record short segments of my teaching so I may reflect upon and improve my instructional practices. During the video recording of a class, the camera will be primarily focused on me, the student teacher. Any appearance of students in the videos will be incidental. The videos will be uploaded into a secure online system and will be viewed only by professional educators for the purposes of providing feedback and/or potentially employing me for a job.

Please indicate below whether you give your permission for your child to be video recorded for the purposes described above. If you have any questions, please feel free to contact the Office of Clinical Experiences and Student Services at Norfolk State University at 757.823.8715.

I give permission
 I do not give permission

10. Non-fraternization Policy: While classified as a student teacher from NSU, interaction on a personal level is NOT allowed with school employees, learners/clients, or parents/guardians of learners/clients. The relationships should only be one of professional cooperation and respect to ensure that an environment conducive to learning is maintained. This policy applies to on-campus as well as off school property before, during, and/or after school hours. Any complaint received will be promptly investigated and may result in temporary removal during the investigation, and, if warranted, appropriate corrective measures such as a formal written warning, permanent removal from field placement, and/or dismissal from the program.

11. Reporting Abuse/Neglect: Teacher candidates are obligated to report suspected child abuse and neglect according to the procedures of the school division and the individual school. The student teacher may not try to deal with the issue independently. Teacher candidates must locate the person assigned to receive such reports and share the information – working with the clinical faculty/cooperating teacher is a must. Information should also be shared with the university supervisor.

12. Sexual Misconduct/Abuse: Teacher candidates share the responsibility of protecting preK-12 learners from sexual misconduct and abuse. Appearances of impropriety must be avoided and personal contact between adults and learners must always be nonsexual, appropriate to the circumstances, and free of ambiguity. Teacher candidates must follow the guidelines provided by the Virginia Board of Education: [Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Schools](#)

13. Substitute Teaching Policy: Each school has a policy and provisions for obtaining a certified substitute teacher when a clinical faculty/cooperating teacher is absent. Therefore, teacher candidates are not legally allowed to manage the class on their own due to liability and a lack of a contract to provide such services during an internship. As an alternative for the cooperating teacher’s absence, the teacher candidate’s role is to assume major teaching

responsibilities in order to provide continuity and consistency for the classroom learners as he/she works with the substitute to maintain the schedule and classroom expectations.

14. Insurance: Liability and Medical: Teacher candidates are required to have liability insurance while they are enrolled in field experiences within a teacher education program. Teacher candidates who are members of the Student Virginia Education Association (SVEA) have professional liability insurance as part of their membership benefits. Annual membership dues for SVEA can be found at <https://www.studentvea.org/p/join-today.html> or see the OCESS Semester Calendar for SVEA meeting times to find out more about the organization. Liability insurance can also be obtained through private insurance companies. Teacher candidates do not receive medical coverage from the local school division or NSU. Thus, teacher candidates are responsible for providing their own health and accident insurance coverage. Therefore, NSU requests all teacher candidates regardless of their income level, to obtain health insurance coverage that will protect them against the increasing cost of medical care not covered by NSU's Health Services Fee for services provided at the Spartan Health Center.

Submittal of Documentation for the Level III Field Experience

The documentation for the field experience is submitted to TK20 and reviewed by the University Supervisor. The Office of Clinical Experiences and Student Services only requires the submission of the Cooperating Teacher Data Form for its records. Please submit the Cooperating Teacher Data Form by the deadline noted in the course syllabus.

APPENDIX D: LEVEL III STUDENT TEACHING FIELD EXPERIENCE APPLICATION

OCESS Office Use ONLY		
Number of Experiences Required: _____	Experience 1: _____	Experience 2: _____
Placement Division and Grade/Subject:		
Director:		

LEVEL III FIELD EXPERIENCE REQUEST: STUDENT TEACHING

Directions: The program advisor and candidate **MUST** identify the semester and year in which the student teaching experience will take place for the candidate to complete the identified teacher education program. **NOTE:** The request **MUST** be received the semester before the experience is to begin.

Major	Semester	Year

Section A: Student Teacher Candidate Information

Last Name	First Name	MI	NSU ID #
Local Contact Information			
Address	City	State	Zip Code
Cellphone	Alternate #	NSU Email	Other Email
Permanent Contact Information			
Address	City	State	Zip Code
Telephone	Alternate #	Preferred Email	Other Email

Demographic Information	
Gender: ___ Female ___ Male ___ Non-Binary	
Ethnicity: ___ American Indian ___ Asian ___ African American/Black ___	
___ Hawaiian/ Pacific Islander ___ Hispanic/Latino/Latinex ___ Multi-Racial	
___ Other (Specify)_____ ___ White/Caucasian/European American	
First Generation College Student? ___ Yes ___ No	
Military Affiliation: ___ Active ___ Dependent ___ Retired ___ None	
English Language Learner: ___ Yes ___ No	

Section B: Employment

Are you currently employed within a school division? _____ Yes _____ No If yes, please list the district(s) _____
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Section D: Placement Information

Directions: To meet the **diversity requirement** for field experiences, select **two** different school divisions for your placements.

<p><u>Experience 1</u> Public School Request (LOCAL) School Level Preference (check one): _____ Elementary _____ Middle _____ High School Preference (name of school): _____ School District Preference: _____ Grade Level Preference: _____ Subject/Content Area Preference: _____</p> <p><u>Experience 2</u> Public School Request (LOCAL) School Level Preference (check one): _____ Elementary _____ Middle _____ High School Preference (name of school): _____ School District Preference: _____ Grade Level Preference: _____ Subject/Content Area Preference: _____</p>

<p><u>Experience 1</u> Public School Request (outside of HAMPTON ROADS) School Level Preference (check one): _____ Elementary _____ Middle _____ High School Preference (name of school): _____ School District Preference: _____ Grade Level Preference: _____ Subject/Content Area Preference: _____</p> <p><u>Experience 2</u> Public School Request (outside of HAMPTON ROADS) School Level Preference (check one): _____ Elementary _____ Middle _____ High School Preference (name of school): _____ School District Preference: _____ Grade Level Preference: _____ Subject/Content Area Preference: _____</p>

Initial next to each statement after reading: **(INITIALS & SIGNATURES MUST BE HANDWRITTEN OR DOCUSIGNED)** No checkmarks, please.

_____ I have read the **Level III Field Experience Handbook**, OCESS Reminders and Guidelines for a student teaching experience.

_____ I understand that I am responsible for abiding by these guidelines throughout my entire student teaching experience.

_____ I have attached the corresponding city form (applicable only for Virginia Beach, Norfolk, Suffolk, or Chesapeake school division requests).

_____ I have either attached a current, negative TB test and/or a current, negative TB test is already on file with the OCESS.

_____ I have attached the **COVID-19 Acknowledgement of Risk** form.

_____ I have attached the **VA HB1** waiver form.

_____ I have attached my **Level II Field Experience Record**.

_____ I have attached original copies of **PRAXIS II, RVE** (if applicable) scores.

_____ I have included proof of **liability insurance** and **professional membership**.

_____ I have attached copies of required certificates (**Dyslexia and Child Abuse Recognition**).

_____ I have attached a current **transcript** or **EVAl** as proof of completed program requirements that make me eligible for this field experience.

_____ I have obtained departmental endorsement for this field experience.

_____ I have attached a current **Dispositions Assessment**.

Departmental Endorsement		
On the basis of my knowledge of the applicant's preparation and characteristic performance in the subject matter area of _____, my signature below indicates I ENDORSE this applicant as a worthy and promising candidate for the Level III Field Experience: Student Teaching during the upcoming semester.		
Department Head Name (Print): (Department Head provides the name of the University Supervisor for the Student Teaching Field Experience.)	Department Head Signature:	Date:
University Supervisor Name (Print):	University Supervisor Signature:	Date:
Teacher Education Program Advisor (Print):	Teacher Education Program Advisor Signature:	Date:

Background Verification Form
Addendum to Field Experience

Verification Form Directions: Read the 4 statements below carefully and then print your **name**, add your **signature** and **date** below the statement you can verify. Ensure you add only **ONE** signature and date. The form will need to be resubmitted if two signatures are noted.

I have not been convicted of a violation of law other than a minor traffic violation.
I do not have any criminal charges or proceedings pending against me.
I do not have a felony, misdemeanor, or other offense for drugs, sexual abuse, and/or child abuse.
I understand that if the above-mentioned conditions are violated, it can result in cancellation of the field experience.

Application Directions: Only verify **ONE** statement that is applicable to you regarding the 4 statements you carefully read above. When submitting requests for field placements by your **signature** and the **date to the correct** statement. The Background Verification Form will need to be redone if two signatures are noted:

Statement A: *If you are able to verify the above statements when submitting requests for field placements, please sign and date below:*

Print Name	Signature	Date

Statement B: *If you are unable to verify one or more of the above statements, please give a brief explanation below and schedule a conference with the Director, OCESS. Please sign and date below text box:*

Student Teacher Candidate Comments:		
Print Name	Signature	Date

APPENDIX B: COOPERATING TEACHER DATA INPUT

Directions: Teacher Candidate, complete section A, then request completion of section C from the Cooperating Teacher. Upload the completed documentation as instructed by the Methods Course Instructor.

Section A: Teacher Candidate Information

Name:	Email:
Phone Number:	Semester and Year:
Name of NSU Instructor:	Course Name and Number:

Section B: Placement Information –LEVEL I, LEVEL II, LEVEL III Field Experience: Place an x in the appropriate box

LEVEL I		LEVEL II		LEVEL III	
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Section C: Cooperating Teacher Information

This information will be used for group reporting purposes only and will **not** be released to the public.

Name:

Last Name

First Name

MI

Place an x beside the appropriate one: Dr. Mr. Mrs. Ms. Miss

Contact Information:

School Email: School Phone Number: ()

School Name: School Division :

Background Information:

Gender: Female Male Non-Binary NSU Alumni: Yes No

If yes, Degree Obtained (NSU Alumni ONLY): Major:

Highest Degree Completed: Bachelor Masters Ed.S. Ed.D./Ph.D.

Years of Teaching Experience: National Board Certified: Yes No

Number of Cooperating Teacher Experiences: ___ None ___ 1 to 3 ___ 4 to 9 ___ 10 or more

Ethnicity: (Place an X) ___ American Indian ___ Asian ___ Black/African Amer.
 ___ Hawaiian/ Pacific Is. ___ Hispanic/ Latino/Latinex ___ Multi-Racial ___ White
 ___ Other (Please Specify) _____

Primary Language:

Other Language(s) Spoken:

APPENDIX C: STUDENT TEACHER CANDIDATE’S SCHEDULE/ACTIVITIES TIME SHEET

1. (Completed by candidate and signed by Classroom Teacher and NSU University Supervisor)

(Teacher Candidate): Please return this completed form to your NSU University Supervisor. Your University Supervisor will submit this form to the OCESS (Office of Clinical Experiences and Student Services.)

NSU Student Teacher Candidate	First Name		Last Name	Program of Study			
Cooperating Teacher	First Name		Last Name				
Site/School Name/ City/State							
NSU University Supervisor	First Name		Last Name				
Course Prefix/		No.	499	Se		Seminar Session Meets	Time (fm/to)
Course Name							

Activities/Subject(s)	Time In/Time Out	Date	Grade/Level/GROUP	Classroom Instructor’s Signature

Total Hours: ____

I certify that I completed the above hours:

I confirm the hours above

Student Teacher Candidate’s signature

Classroom Teacher’s Signature

DO NOT WRITE BELOW THIS LINE (FOR UNIVERSITY RECORDS)

Grade Earned: _____

Evaluative Comment(s):

Approval Date: _____ Signed: _____ (NSU Instructor)

Lesson Plan Rubric

	Standards	Proficient (4)	Competent (3)	Emerging (2)	Unsatisfactory (1)
<p><u>Alignment to applicable K-12 standards</u></p> <ul style="list-style-type: none"> Measurable objectives are identified and aligned with appropriate state and national standards Appropriate materials to support and resources are used 	<p>InTASC: 1, 2, 3, 4, 5, 6, 7, 8</p> <p>VDOE: 1, 2, 3</p> <p>CAEP: 1</p>	<p>Lesson plan reflects and includes at least two measurable objectives adequately aligned with k-12 standards that are comprehensive with the use of materials to support learning.</p>	<p>Lesson plan adequately reflects and includes at least one measurable objective aligned with K-12 standards with stated measurable objectives and an adequate use of materials to support learning.</p>	<p>Lesson plan reflects limited alignment with K-12 standards and provides limited measurable objectives (some objectives have no alignment with K-12 standards) and materials somewhat supports learning.</p>	<p>Lesson plan does not align with K-12 standards nor provides clear measurable objectives. Materials do not support learning within this lesson.</p>
<p><u>Assessment</u></p> <ul style="list-style-type: none"> Assessments measure learning objectives Lesson allows for formal or informal assessment with feedback Differentiated assessment for diverse learners 	<p>InTASC: 4, 5, 6</p> <p>VDOE: 4</p> <p>CAEP: 1</p>	<p>Lesson plan uses 4 or more formal and/or informal assessment strategies to measure student objectives and student mastery of content/material.</p>	<p>Lesson plan uses 2-3 formal and/or informal assessment strategies to measure student understanding to measure the objectives and student mastery of content/material.</p>	<p>Lesson plan uses 1 formal or informal assessment strategies to measure objectives and student mastery of content/material.</p>	<p>Lesson plan has no use of assessment strategies to measure objects nor does it support student mastery of content/material.</p>
<p><u>Strategies for Diverse Learners</u></p> <ul style="list-style-type: none"> Addressing diverse needs Culturally responsive teaching 		<p>Lesson fosters an inclusive environment planned with individual differences and community relevance. Lesson allows students to demonstrate diverse ways of learning.</p>	<p>Lesson is planned for individual differences that includes multiple cultural components. Lesson is able to relate to personal or community concepts.</p>	<p>Lesson allows for working closely with students but is unable to address diversity in instruction with whole or small group. Lesson allows for cultural demonstration but is unable to demonstrate diverse cultural perspectives.</p>	<p>Lesson does not address individual differences nor includes multi-cultural perspectives. Lesson does not address diverse needs.</p>
<p><u>Content Knowledge and Application of Content</u></p> <ul style="list-style-type: none"> Content is relevant specialized area Instructional input 	<p>InTASC: 4, 5</p> <p>VDOE: 1, 5, 6</p> <p>CAEP: 1</p>	<p>Content in lesson plan is completely aligned with K-12 standards and aligns with lesson objectives to support specific learner outcomes and concepts.</p>	<p>Content in lesson plan adequately aligned with K-12 standards and adequately aligns with lesson objectives to support learner outcomes and concepts.</p>	<p>Content in lesson plan has limited alignment to K-12 standards and alignment with lesson objectives to support learner outcomes and concepts.</p>	<p>Content in lesson plan does not align with K-12 standards and there is no alignment with lesson objectives to support learner outcomes and concepts.</p>

Total: /16

Proficient: 15-16 points

Competent: 13-14 points

Emerging: 11-12 points

Integrated Technology Lesson Plan

	Standards	Proficient (4)	Competent (3)	Emerging (2)	Unsatisfactory (1)
<u>Standards and Objectives Alignment</u> <ul style="list-style-type: none"> • K-12 standards alignment • Measureable objectives to evaluate student learning 	InTASC: 1, 4, 7 VDOE: 1,2,3 CAEP: 1	Lesson reflects and includes at least two measurable objectives adequately aligned with k-12 standards for the effective use of technology.	Lesson adequately reflects and includes at least one measurable objective aligned with K-12 standards for the effective use of technology	Lesson reflects limited alignment with K-12 standards and provides limited measurable objectives for the effective use of technology.	Lesson does not align with K-12 standards nor provides clear measurable objectives and does not measure the effective use of technology.
<u>Assessment</u> <ul style="list-style-type: none"> • Formative and summative assessment(s) that measure student learning • Appropriately measure lesson objectives 	InTASC: 6 VDOE: 4 CAEP: 1	Lesson provides an effective assessment that demonstrates a relationship between student achievement and technology emersion.	Lesson provides a moderate assessment that demonstrates a relationship between student achievement and technology emersion.	Lesson provides a limited level of assessment that demonstrates a relationship between student achievement and technology emersion.	Lesson an ineffective assessment that demonstrates a relationship between student achievement and technology emersion.
<u>Strategies for Effective Use of Technology</u> <ul style="list-style-type: none"> • Student Engagement • Technology support 	InTASC: 3, 5, 8, 9 VDOE: 2, 3, 4, 5 CAEP: 1	Lesson provides appropriate differentiated strategies that move students through at least three levels of Bloom’s Taxonomy	Lesson provides appropriate differentiated strategies that move students through at least two levels of Bloom’s Taxonomy	Lesson provides appropriate differentiated strategies that move students through at least one level of Bloom’s Taxonomy	Lesson does not provide any differentiated strategies that move students through any levels of Bloom’s Taxonomy
<u>Diversity (needs for Diverse Learners)</u> <ul style="list-style-type: none"> • Address the needs of all learners • Assistive technologies where appropriate • Instruction provides differentiation of learning 	InTASC: 1, 2 VDOE: 1,6 CAEP: 1	Lesson demonstrates the ability to appropriately apply resources to target specific learning needs of multiple diverse populations	Lesson demonstrates the ability to appropriately apply resources to target specific learning needs of multiple diverse populations	Lesson demonstrates a limited ability to appropriately apply resources to target specific learning needs of multiple diverse populations	Lesson does not demonstrates the ability to apply resources to address specific learning needs of multiple diverse populations

Total: /16

Proficient: 15-16 points

Competent: 13-14 points

Emerging: 11-12 points

Curriculum Unit Plan

	Standards	Proficient (4)	Competent (3)	Emerging (2)	Unsatisfactory (1)
<p><u>Content</u></p> <ul style="list-style-type: none"> Subject area content is appropriate for age/grade level K-12 content area standards are appropriately addressed Subject area content is free of factual errors 	<p>CAEP: 1, 2, 3</p> <p>InTASC: 1, 2, 3, 4, 5, 6, 7, &8</p> <p>VDOE: 1, 2, 3, 4, & 5</p>	Unit plan reflects 100% accuracy in content area subject matter; 95-100% of the subject matter content included in the unit plan is age/grade level appropriate; 95% of the content area standards are appropriate for the unit plan	Unit plan reflects 85-94% accuracy in content area subject matter; 85-94% of the subject matter content included in the unit plan is age/grade level appropriate; 85-94% of the content area standards are appropriate for the unit plan	Unit plan reflects 75-84% accuracy in content area subject matter; 75-84% of the subject matter content included in the unit plan is age/grade level appropriate; 75-84% of the content area standards are appropriate for the unit plan	Unit plan reflects less than 75% accuracy in content area subject matter; 75% of the subject matter content included in the unit plan is age/grade level appropriate; 75% of the content area standards are appropriate for the unit plan
<p><u>Goals and Objectives</u></p> <ul style="list-style-type: none"> Measurable objectives are identified and aligned with appropriate state and national standards Appropriate materials and resources are identified 	<p>CAEP: 1</p> <p>InTASC: 5, 6, 7</p> <p>VDOE: 2, 3, 4</p>	95-100% of the measurable objectives in the unit plan are adequately aligned with the K-12 standards; 95-100% of the materials utilized throughout the unit plan support learning.	85-94% of the measurable objectives in the unit plan are adequately aligned with the K-12 standards; 85-94% of the materials utilized throughout the unit plan support learning.	75-84% of the measurable objectives in the unit plan are adequately aligned with the K-12 standards; 75-84% of the materials utilized throughout the unit plan support learning.	Less than 75% of the measurable objectives in the unit plan are adequately aligned with the K-12 standards; Less than 75% of the materials utilized throughout the unit plan support learning.
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Instructional strategies are aligned with learning objectives Instructional strategies address specific content/discipline areas 	<p>CAEP: 1</p> <p>InTASC: 5, 6, & 7</p> <p>VDOE: 2, 3, & 4</p>	100% of lesson plans within the unit utilize 5 or more strategies to support learning, properly aligns with the objectives and engages students in the learning experience.	At least 85% of the lesson plans within the unit use 3-4 strategies to support learning and properly align with the objectives and engages students in the learning experience.	75-84% of the lesson plans within the unit uses 1-2 strategies to support learning and properly align with the objectives and engages students in the learning experience.	Less than 75% of the lesson plans within the unit use a viable strategy to support learning and there is no alignment with the objectives to support learning.
<p><u>Assessment</u></p> <ul style="list-style-type: none"> Assessments measure learning objectives Lesson allows for formative assessment with feedback 	<p>CAEP: 3</p> <p>InTASC: 6</p> <p>VDOE: 4</p>	Unit plan uses 7 or more formal and informal assessment strategies to measure student objectives and student mastery of content/material.	Unit plan uses 5-6 formal and informal assessment strategies to measure student understanding to measure the objectives and student mastery of content/material.	Unit plan uses 3-4 formal or informal assessment strategies to measure objectives and student mastery of content/material.	Unit plan uses less than 3 assessment strategies to measure objects nor does it support student mastery of content/material.
<p><u>Learner Development & Differences</u></p> <ul style="list-style-type: none"> Instructional strategies are developed for diverse learners Possible accommodations for student needs are appropriate Differentiated instruction is provided when appropriate 	<p>InTASC: 1, 2, 9</p> <p>VDOE: 1, 2, 3, 4, 5</p> <p>CAEP:</p>	Unit plan appropriately supports learner differences; 7 or more culturally relevant strategies and/or accommodations that promote differentiated instruction are included	Unit plan adequately supports learner differences; 5-6 culturally relevant strategies and/or accommodations that promote differentiated instruction are included	Unit plan has limited to support to address the needs of diverse learners; 1-4 culturally relevant strategy and/or accommodation that promote differentiated instruction is included.	Unit plan does not support learner differences and does not provide strategies and accommodations that support differentiated instruction to meet the needs of all learners.
<p><u>Content Knowledge and Application of Content</u></p> <ul style="list-style-type: none"> Content is relevant specialized area 	<p>InTASC: 4, 5</p> <p>VDOE: 1, 5, 6</p> <p>CAEP:</p>	Content in Unit plan is completely aligned with K-12 standards and aligns with lesson objectives to support	Content in Unit plan adequately aligned with K-12 standards and adequately aligns with lesson objectives to	Content in Unit plan has limited alignment to K-12 standards and alignment with lesson objectives to support	Content in Unit plan does not align with K-12 standards and there is no alignment with lesson objectives to support

<ul style="list-style-type: none"> Content can be applied by the learner as a result of the lesson 		specific learner outcomes and concepts.	support learner outcomes and concepts.	learner outcomes and concepts.	learner outcomes and concepts.
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Total: /24

Proficient: 23-24 points **Competent:** 20-22 points **Emerging:** 17-19 points

Impact on Student Learning Rubric

	Standards	Proficient (4)	Competent (3)	Emerging (2)	Unsatisfactory (1)
<p><u>Pre-Test/Baseline Data Collection</u></p> <ul style="list-style-type: none"> Assessment instruments are appropriate for the learner/student outcomes being measure Assessment instruments align with the identified K-12 state and national standards 		3 or more appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes	2 appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes	1 appropriate formal and informal assessment tool which aligns with K-12 state and national standards is utilized to assess identified learner/student outcomes	No appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes.
<p><u>Pre-Test Data Analysis</u></p> <ul style="list-style-type: none"> Summary of the data includes class means, subgroup comparisons, range and percentiles Analysis includes strengths and challenges 		100% of the components are included in the summary of the data; 5-6 statements reflect an analysis of the strengths and weaknesses based on the data summary provided	80% of the components are included in the summary of the data; 3-4 statements reflect an analysis of the strengths and weaknesses based on the data summary provided	70% of the components are included in the summary of the data; 1-2 statements reflect an analysis of the strengths and weaknesses based on the data summary provided	50-69% of the components are included in the summary of the data; no statements reflect an analysis of the strengths and weaknesses based on the data summary provided
<p><u>Post Test/Baseline Data Collection</u></p> <ul style="list-style-type: none"> Assessment instruments are appropriate for the learner/student outcomes being measure Assessment instruments align with the identified K-12 state and national standards 		3 or more appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes	2 appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes	1 appropriate formal and informal assessment tool which aligns with K-12 state and national standards is utilized to assess identified learner/student outcomes	No appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes.
<p><u>Post Test Data Analysis</u></p> <ul style="list-style-type: none"> Summary of the data includes class means, subgroup comparisons, range and percentiles Graphics are included comparing pre-test and post-test results Analysis includes strengths and challenges 		100% of the components are included in the summary of the data; 5-6 statements reflect an analysis of the strengths and weaknesses based on the data summary provided	80% of the components are included in the summary of the data; 3-4 statements reflect an analysis of the strengths and weaknesses based on the data summary provided	70% of the components are included in the summary of the data; 1-2 statements reflect an analysis of the strengths and weaknesses based on the data summary provided	50-69% of the components are included in the summary of the data; no statements reflect an analysis of the strengths and weaknesses based on the data summary provided

<p><u>Reflection and Plans for Continuous Improvement</u></p> <ul style="list-style-type: none"> • Summary of personal impact on student learning incorporates pre-test and post-test data analysis details • Self-assessment includes plans for continued professional growth 		<p>Summary of personal impact includes 8-10 statements supported by pre-test and post-test data analysis details; plans for future growth incorporate 4-5 statements related to the identified learner/student outcomes and data analysis</p>	<p>Summary of personal impact includes 6-8 statements supported by pre-test and post-test data analysis details; plans for future growth incorporate 2-3 statements related to the identified learner/student outcomes and data analysis</p>	<p>Summary of personal impact includes 3-5 statements supported by pre-test and post-test data analysis details; plans for future growth incorporate at least 1 statement related to the identified learner/student outcomes and data analysis</p>	<p>Summary of personal impact includes less than 5 statements supported by pre-test and post-test data analysis details; plans for future growth do not incorporate statements related to the identified learner/student outcomes and data analysis</p>
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Total: /20

Proficient: 18-20 points

Competent: 16-17 points

Emerging: 14-15 points

Student Teaching Electronic Portfolio Rubric

	Standards	Proficient (4)	Competent (3)	Emerging (2)	Unsatisfactory (1)
<p><u>Content Knowledge</u></p> <ul style="list-style-type: none"> Measurable objectives are identified and aligned with appropriate state and national standards Appropriate materials and resources are identified 		95-100% of the portfolio documentation reflects the use of measurable objectives aligned with k-12 standards that are developmentally appropriate; 95-100% of the portfolio documentation reflects the correct use of terms, facts and subject area concepts.	85-94% of the portfolio documentation reflects the use of measurable objectives aligned with k-12 standards that are developmentally appropriate; 85-94% of the portfolio documentation reflects the correct use of terms, facts and subject area concepts.	75-84% of the portfolio documentation reflects the use of measurable objectives aligned with k-12 standards that are developmentally appropriate; 75-84% of the portfolio documentation reflects the correct use of terms, facts and subject area concepts.	Less than 75% of the portfolio documentation reflects the use of measurable objectives aligned with k-12 standards that are developmentally appropriate; Less than 75% of the portfolio documentation reflects the correct use of terms, facts and subject area concepts.
<p><u>Pedagogy</u></p> <ul style="list-style-type: none"> Instructional lessons reflect knowledge of child development, students, learning theories and age/grade level appropriate student motivation approaches 		95-100% of the instructional lessons reflect knowledge of child development, knowledge of students, learning theories, and motivation appropriate for age/grade level	85-94% of the instructional lessons reflect knowledge of child development, knowledge of students, learning theories, and motivation appropriate for age/grade level	75-84% of the instructional lessons reflect knowledge of child development, knowledge of students, learning theories, and motivation appropriate for age/grade level	Less than 75% of the instructional lessons reflect knowledge of child development, knowledge of students, learning theories, and motivation appropriate for age/grade level
<p><u>Professional Knowledge</u></p> <ul style="list-style-type: none"> Assessments measure learning objectives 		Lessons included in the portfolio use 4 or more formal and informal assessment strategies to measure student objectives and student mastery of content/material.	Lessons included in the portfolio use 2-3 formal and informal assessment strategies to measure student understanding to measure the objectives and student mastery of content/material.	Lessons included in the portfolio use 1 formal or informal assessment strategies to measure objectives and student mastery of content/material.	Lessons included in the portfolio use no assessment strategies to measure objectives nor does it support student mastery of content/material.
<p><u>Professional Knowledge</u></p> <ul style="list-style-type: none"> Lessons reflect knowledge culturally relevant instructional delivery approaches and assessment tools 		Lessons included in the portfolio appropriately support learner differences as reflected with instructional delivery approaches and assessment selections; 4 or more culturally relevant instructional delivery approaches and/or assessment tools that reflect differentiated instruction are included	Lessons included in the portfolio adequately support learner differences as reflected with instructional delivery approaches and assessment selections; at least 3 culturally relevant instructional delivery approaches and/or assessment tools that reflect differentiated instruction are included	Lessons included in the portfolio support learner differences with limitations as reflected with instructional delivery approaches and assessment selections; at least 1 culturally relevant instructional delivery approach and/or assessment tool that reflects differentiated instruction are included.	Lessons included do not support learner differences and does not provide strategies and accommodations that support differentiated instruction to meet the needs of all learners.
<p><u>Professionalism & Professional Development</u></p> <ul style="list-style-type: none"> Demonstrates an awareness of ethical codes Justifies instructional and disciplinary decisions based upon professional standards and ethics 		Portfolio documentation includes 8 or more examples of adherence to the major principles of a professional code of ethics; 4 or more examples supporting instructional and disciplinary decisions	Portfolio documentation includes 6-7 examples of adherence to the major principles of a professional code of ethics; 3 examples supporting instructional and disciplinary decisions	Portfolio documentation includes 4-5 examples of adherence to the major principles of a professional code of ethics; 2 examples supporting instructional and disciplinary decisions	Portfolio documentation includes 3 or fewer examples of adherence to the major principles of a professional code of ethics; 1 or fewer examples supporting instructional and disciplinary decisions

<p><u>Portfolio Evidence</u></p> <ul style="list-style-type: none"> • Documentation is free of grammatical and mechanical errors • Electronic portfolio hyperlinks are functional 		<p>No more than 2 errors in grammar and/or mechanics, no limitation on understanding content; 95-100% of the portfolio hyperlinks are functional</p>	<p>3-4 errors in grammar and/or mechanics, no limitation on understanding content 85-94% of the portfolio hyperlinks are functional</p>	<p>5-7 grammar, usage, and/or mechanics errors, no limitation on understanding content 75-84% of the portfolio hyperlinks are functional</p>	<p>8 or more errors in grammar, usage, and/or mechanics Less than 75% of the portfolio hyperlinks are functional</p>
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Total: /24

Proficient: 23-24 points **Competent:** 20-22 points **Emerging:** 17-19 points