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INTRODUCTION

Welcome to the Teacher Education Program at Manchester University! Manchester University has prepared excellent teachers since 1888. You are joining a long line of Manchester graduates who serve their communities through teaching.

In 2009, the Indiana Department of Education moved from course-based to performance-based licensing, with fewer and broader teaching licenses. In addition, advances in technology and in knowledge about how people learn require other updates in teacher education programs. The Manchester University Henney Department of Education solicits ideas for change from research and best practices, from new standards published by professional organizations, such as InTASC and CAEP, from current education practitioners, and from our own students. Teaching today is an exciting time, full of new possibilities. This student handbook reflects the Teacher Education Program as it is in the Fall of 2022. Updates to the handbook will be made as needed and students will be informed via email as these changes are implemented. This handbook should provide candidates with a good understanding of the Teacher Education Program at Manchester University. If questions remain, bring them to the Director of Teacher Education, Education faculty or the Field Experience and Assessment Coordinator. The Program expects all teacher candidates to possess a deep understanding of Program requirements.

ACCREDITATION

Manchester University has had continuous accreditation for teacher preparation by the State of Indiana since 1907, regional accreditation by the North Central Association of Colleges and Secondary Schools since 1932, and accreditation by the National Council for Accreditation of Teacher Education since 1963. Manchester University is currently accredited through the Council for Accreditation of Educator Preparation (CAEP).

Membership in the North Central Association of Colleges and Schools assures the acceptance of credits for students who wish to transfer to another accredited institution. Approval by the Council for Accreditation of Educator Preparation provides teacher education graduates with assurance that entry level licenses can be obtained in many other states without further coursework. The Department of Education maintains standards which college/universities must meet if their graduates are to teach in Indiana. This approval also facilitates the candidates' eligibility for entry level licenses in states because of reciprocal agreements.

Manchester University holds institutional membership in the American Association of Colleges for Teacher Education, the Indiana Association of Colleges for Teacher Education, and the Association of Independent Liberal Arts Colleges for Teacher Education. The Department of Education is also a member of the Council for the Accreditation of Educator Preparation (CAEP). In addition, faculty members of the teacher education program

actively participate in numerous professional organizations.

The accreditation process requires the educator preparation providers (EPP) to conduct systematic data collection and analysis to inform needed program changes. Candidates' course work is an integral part of that data, and the University collects this data through key assessments aligned to InTASC and CAEP standards.

MANCHESTER UNIVERSITY STATEMENT OF MISSION

Mission Statement

Manchester University respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition.

Values Statement

As a primary undergraduate, residential, liberal arts community rooted in the tradition of the Church of the Brethren, Manchester University values:

- Learning, because high academic expectations in an environment combining liberal arts and professional preparation equip graduates to live healthy, productive, and principled lives;
- Faith, because our diverse faiths call us to make the world a kinder and better place, establish justice, build peace amid strife, and model lives of agape (selfless love), tikkun olam (repairing a broken world), and salam (peace);
- Service, because committing self in service to others connects faith with action and abilities with convictions;
- Integrity, because honesty and trust are the foundations of teaching and learning, enriching, enduring relationships, and strong communities;
- Diversity, because understanding differences develops respect for ethnic, cultural and religious pluralism; an international consciousness; and an appreciation for the infinite worth of every person; and
- Community, because a positive community sharpens self-identity, promotes acceptance of the demands of responsible citizenship, and transforms conflict into mutual respect.

MANCHESTER'S TEACHER EDUCATION PROGRAM MISSION

Mission Statement:

The Harry H. Henney '35 and Jeanette Henney Department of Education bridges theory and practice to prepare students for professional careers that promote individual well-being, community engagement, and social justice.

Learning Goals:

Graduates of the Teacher Education Program will (1) construct and deliver appropriate curriculum or organizational models for children and/or adolescents; (2) assess students' learning and development or effectiveness of organizational programs designed for children and/or adolescents; (3) establish professional and reciprocal relationships with others invested in the emotional, physical, and cognitive well-being of children and/or adolescents; (4) create positive and caring environments for the development and academic progress of children and/or adolescents.

MODEL AND MOTTO FOR THE TEACHER EDUCATION PROGRAM

Manchester University prepares teachers of ability and conviction. This motto, taken directly from the University's Statement of Mission, reflects the broad purpose of both the University and the teacher education program. New teachers who achieve the program goals and objectives listed above will be people of ability and conviction.

The liberal arts-based teacher education program at Manchester University is a student-centered program. Relationships between faculty and students demonstrate mutual concern and respect, and students receive personalized, sensitive mentoring from the faculty and staff.

INTRODUCTION TO THE TEACHER EDUCATION PROGRAM

Governance

Manchester University's academic program is housed in four colleges. The Teacher Education Program is a part of the College of Education and Social Sciences, along with the Departments of Communication Studies, Criminology, Digital Media, Gerontology, History, International Studies, Political Science, Pre-Law, Psychology, Public Relations, Social Work and Sociology. Education faculty develop the teacher licensing curriculum and policies with frequent references to state and professional organizations' standards, requirements of accrediting agencies, current research, and knowledge of "best practice." The Department also conducts annual reviews of the scope and sequence of the curriculum to ensure current alignment with state and federal expectations. All university faculty participate in forming the general education program, which serves education majors as well. University faculty from the academic majors play a central role in choosing proficiencies and courses for the teacher candidates in their areas, by providing input and approval of proposed teaching patterns as representative members on the Teacher Education Committee. This committee meets monthly throughout the academic year. On campus, the Teacher Education Committee, with representatives from the colleges with teacher licensure programs and the student body, recommends policies to guide the program, as well. This group also approves or denies candidates' progression to student teaching and hears appeals from teacher candidates who have special requests. The Teacher Advisory Council, a group of experienced teachers and administrators, provides

practical suggestions that help shape Manchester's Teacher Education Program. The Indiana Department of Education has the final approval over the program developed by Manchester University.

Faculty

The Teacher Education Program is staffed by four full-time faculty and one full-time staff member, each of whom fulfill different roles.

- Dr. Heather Schilling, Director of Teacher Education, teaches Professional Learning Communities, Literacy Block and Teacher in Today's Schools. Questions regarding the licensure track program including required courses and student teaching should be directed to Dr. Schilling.
- Dr. Stacy Stetzel, Department Chair, teaches Disciplinary Literacy, Integrated Methods for Elementary Education, Exploring Educational Systems, Literacy and English Learners, The Teacher in Today's School, and Culturally Responsive Classrooms.
- Dr. Mistie Potts teaches Child and Adolescent Development, The Exceptional Learner, Educational Psychology, Corrective Reading, and Experience courses.
- Dr. Zachary West teaches Creativity in the Classroom, Integrating Technology in the Classroom, Educational Assessment, Learners with Mild Disabilities, Mild Intervention: Strategies for Instruction, Math Curriculum and Methods, and General Methods for Adolescent Learners.
- Ms. Heidi Wieland serves the Education Department as the Field Experience and Assessment Coordinator. Her primary responsibilities involve organizing and evaluating field experiences, collecting data for accreditation, completing Indiana Department of Education reporting and overseeing students' progress in the department. Questions regarding testing and field experience should be directed to Heidi Wieland.

Curriculum

The Liberal Arts Curriculum (LARC)

Building upon foundational skills of written and oral communication, and quantitative skills, candidates take a variety of courses in categories labeled Integration into the World, Ways of Knowing, and Synthesis and Critical Thinking. The CORE courses are outlined in the University Catalog.

The LARC vision includes courses and learning experiences focused on informing, inspiring, and transforming. Students build foundational knowledge and skills for college, work, and life through multidisciplinary study. Curiosity and inquiry are nurtured as students engage in a complex world. The transformation courses develop culturally competent citizens who

strengthen and enhance our communities. The LARC courses are outlined in the University Catalog.

Content Area Courses

While the student completes courses in the CORE/LARC component, concurrent enrollment includes courses which meet the subject matter requirements of the initial standard teaching license. These courses provide the content base for instruction in the public schools. The special characteristics of each license level are presented here.

- *Elementary Education*- Teacher candidates must choose the license they wish to obtain, by spring of their sophomore year. Elementary education majors all are licensed as elementary generalist (K-6). For candidates seeking this license, the subject matter requirements include special courses that include topics such as Number Sense for Elementary Teachers, Measurement for Elementary Teachers, Literacy Block, Culturally Responsive Classrooms, World History, American History, The Exceptional Learner, and selected electives from the sciences, social sciences, and humanities. All elementary teacher candidates are required under the Rules for Educator Preparation and Accountability (REPA) to meet additional requirements. At Manchester University these can be met by adding one of the following areas: Mild Intervention or English Learners licensure.
- *Secondary Education* – For teacher candidates seeking a secondary teaching license (grades 5-12), candidates meet or exceed the same requirements as the corresponding academic major. When an equivalent academic major is not offered, the DOE has permitted units to create programs to meet applicable teaching standards (i.e. English/Language Arts, and Life Science). Teaching content majors with Education 5-12 offered at Manchester University include: English/Language Arts, Spanish, Biology (Life Science), Biology-Chemistry, Chemistry, Human Performance, and History.
- *All-Grade Education* - All-grade standard teacher licensing programs are available at Manchester University in art and music. Coursework and field experiences are designed to prepare prospective all-grade teachers to work with a wide variety of students in their areas of expertise in grades P-12. The programs follow the same guidelines for content as the secondary content areas. All grade teaching majors (P-12) may be done in Choral Music, Instrumental Music, or Visual Arts.

Professional Education Courses

The professional education courses are designed to meet the essential pedagogy under REPA 3 and the standards of various Specialty Program Association Standards (SPAs). They have been selected to help teacher candidates become competent in using the skills and techniques of teaching and in understanding students. Teacher candidates may begin taking professional education courses early in their university careers. Courses which all

teacher candidates must take are Exploring Educational Systems (EDUC 111), Educational Psychology (EDUC 230), The Teacher in Today's School (EDUC 410) (for Class of 2023, 2024, and 2025), Exceptional Learners (EDUC 112), methods courses, and student teaching. Many professional education courses require teacher candidates to observe and participate in public school classrooms. Field experiences require criminal history checks as determined by the setting's administrators.

- *Elementary Education*- In addition to the above courses, the teacher candidate for the elementary generalist license must complete the methods block. This block of courses includes the study of principles and theory underlying the teaching of math, science, social studies, reading, and language arts. The methods block also includes two separate weeks of full-time observation and participation in the public schools. One full week is scheduled in schools where the teacher candidate will have a multi-cultural experience and one full week is spent in the teacher candidate's future student teaching placement. The block's schedule also requires the teacher candidates to be in their student teaching classrooms for Start of School (S.O.S.) and six full days during the fall semester to observe and help the children as they grow during the year.
- *Secondary Education/All-Grade Education* – Teacher candidates seeking the secondary or all-grade teaching licensure must complete the basic professional education courses and special methods with experiences addressing the diversity of students they will teach. Teacher candidates work in their student teaching setting(s) for the Start of School (S.O.S.). Throughout the fall semester, teacher candidates are required to complete a minimum of 25 hours in their student teaching placement(s). These hours must be split close to equally among the placements if they have more than one and must be spread throughout the semester. In addition, General Methods for Adolescent Learners is taken prior to student teaching. This course, offered at an off-campus setting, provides teacher candidates with the opportunity to practice teaching in a diverse setting. Candidates also are encouraged to seek out independent experiences, such as tutoring or volunteering in classrooms, which enhance their program experience.

Responsibilities of the Education Department

The Education Department is on the third floor of the Academic Center. Besides posting this handbook online for students to access, the Department will notify teacher candidates of events that help them satisfy Teacher Education Program requirements and keep records of the teacher candidates' progress through the program, which will also be accessible to candidates through Canvas.

The Department also will answer teacher candidates' questions, place student teachers in appropriate field experiences, and process license applications for graduates. If you have questions, please contact the Field Experience and Assessment Coordinator, Heidi Wieland, at 982-5961 or hewieland@manchester.edu or the Director of Teacher Education, Heather Schilling, at 982-5265 or haschilling@manchester.edu.

Responsibilities of Teacher Candidates

Teacher candidates are expected to know and follow program requirements and deadlines as outlined in this handbook and in the University Catalog. Candidates must:

1. Accept responsibility for the Teacher Education Program and the University requirements. Ultimately, you are responsible for ensuring that you take the appropriate courses to fulfill your major, CORE/LARC graduation and licensing requirements.
2. Register with the Teacher Education Program during your first year on campus by contacting Heidi Wieland to fill out a registration form.
3. Admission to the Teacher Education Program will typically occur during the second semester of the candidate's sophomore year, when the candidate has completed all requirements for admission. In order to continue in the Teacher Education Program once they have been admitted, the candidate must continue to meet the requirements outlined in this handbook.
4. Attend and participate in classes and maintain at least the required 2.50 overall GPA and 2.75 in your major GPA. A 3.0 grade point average is preferred.
5. Check campus mail twice a week and e-mail daily. If requests are made by the Henney Department of Education Office, take care of them promptly.
6. Save documentation to show your competence, including test results.
7. Adopt a professional demeanor, which includes appropriate behavior in all manners, respectful treatment of students, colleagues and other individuals, adherence of school and classroom policies, strong ethical standards and conduct fitting for a teacher. Attendance at departmental professional development opportunities and events is expected.
8. Be responsible and professional during your field experiences in schools. This means you must wear the department uniform, be carefully groomed, be on time, volunteer to help the teacher, carry out the teacher's requests cheerfully, avoid gossip and flirting, keep the confidences of the children and teacher, unless

otherwise required by law, demonstrate interest, and notify both the university instructor and school teacher if you cannot be present. Cell phones or any other electronic devices should be left in the vehicle or turned off when present in the school, unless being used as a tool for teaching or recording your teaching. Failure to adhere to this policy can result in removal from field experience and failure of the class, which requires successful completion of field experience. Field experiences are evaluated by the cooperating teachers and coordinator of field experiences. These evaluations have an impact on your admittance into the Teacher Education Program and other educational opportunities.

9. Keep the Education Department informed about changes that affect your program: adding teaching areas, changing major, dropping out of the program, etc.
10. Complete forms as required. Complete the Election of Major Form on ChetNet, under Departments, and Registrar before the sophomore spring enrollment. Please keep in mind that you must be formally admitted to the program before you can take 300-level education courses. The Declaration of Intent to Graduate Form will need to be filled out online before the junior spring enrollment. Both forms require administrative signatures, which are completed electronically.

Teacher candidates should:

1. Contact your academic advisor with questions about your individual programs and course registrations.
2. Keep the program goals and objectives in mind and work toward achieving them through class work and through personal experiences. Candidates' dispositions on campus, in social media, in the classroom and during field experience are just as important as their academic performance.
3. If you intend to be licensed in another state, contact that state for licensing requirements. Changes are so frequent that direct contact with the state licensing agency is wise. The addresses and phone numbers for these agencies are available on the Department of Education website.

Remember that the impression you make in your classes and in your campus life will affect your future as a teaching candidate. You need professional education faculty who will recommend you for the program and for your first teaching position. You need activities on your résumé that show you have been a responsible, involved member of the campus, preferably with some leadership responsibilities. All candidates should consider joining the Manchester Aspiring Educators (MAE). You need to be cleared on student conduct issues periodically by the Director of Residential Life, with later criminal record checks by school systems and the state.

Your career as a teacher begins with your initial enrollment at Manchester. Teaching is a privilege, not a right; conduct worthy of a professional will get your career off to a good start.

PROGRAMS AVAILABLE IN TEACHER EDUCATION

B.S. or B.A.?

Students at Manchester University complete either the Bachelor of Science (B.S.) degree or the Bachelor of Arts (B.A.) degree. The outlines for these degrees are found in the *University Catalog*. In brief, those requirements, modified for teacher candidates, include a minimum of 120 semester hours of credit with a 2.50 grade point average overall, satisfaction of the CORE/LARC requirements, completion of an education program with at least a 2.75 GPA in the program, residency at Manchester for a minimum of 90 semester hours or taking 30 of the last 36 semester hours at Manchester University, and successful completion of the senior comprehensive evaluation.

The Bachelor of Arts (B.A.) also requires satisfactory completion of a world language through the intermediate level. Some teacher candidates choose this degree because they want to develop language proficiency.

STUDENT ADVISING

First Year Students

First year students are advised by departmental primary advisors. These faculty make a special attempt to get acquainted with their new advisees and to maintain contact with them. Advisors meet with new teacher candidates in late fall to schedule classes for January and the spring semester and in mid-spring to schedule classes for the following fall.

Transfer Students

Transfer students must submit their transcripts to the University Registrar for an evaluation of which courses will transfer to Manchester University. The Registrar will indicate the transfer courses which will satisfy CORE/LARC requirements at Manchester, while the Director of Teacher Education will determine which transfer courses will meet Manchester University teacher education requirements. Transfer students should make an appointment in both the Registrar's Office and the Education Office so these evaluations may be completed. Once in the program, transfer students have the same rights and responsibilities as continuing students.

Transition to Teaching

According to Indiana 515 IAC 1-6, each accredited Indiana institution must offer a *Transition to Teaching* (T2T) program to prepare a qualified person who holds at least a baccalaureate degree to enter the teaching profession. At Manchester University, this program is designed to fit with the existing baccalaureate programs; therefore, most of the

classes are offered during the school day from 8:00 a.m.-3:30 p.m. or 6:30-9:30 p.m. This program for alternative certification allows candidates to add pedagogy knowledge and skills to content knowledge. Licensing is possible in the areas of secondary and all grade content areas, for grades 5-12 only. Guidelines that must be followed to successfully complete the T2T program are available in the Education Department and on the department's website.

BECOMING A PROFESSIONAL

Field Experiences and Records

From the first education courses, teacher candidates work in the P-12 classrooms. These experiences vary according to the teacher candidate's course enrollment and/or year in the program. All field experiences provide excellent opportunities to learn from others and to see what it means to be a teacher.

Field experiences are recorded in the Education Department. Candidates should check periodically to see if records are correct. The office also documents work candidates have completed if school personnel call the Education Department to check during the interview process.

Should a candidate enroll in multiple education courses during the same semester, the Program expects the candidate to complete ALL required hours. The hours may not be counted for both classes.

Year	Semester	Required Courses and Field Experience
Year 1	Fall (1)	EDUC111 – Exploring Educational Systems (F/S)* EDUC 121 – The Exceptional Learner (F/S)*
	Spring (2)	*field experience requirements contained in the syllabus for each course
Year 2	Fall (3)	EDUC230 – Educational Psychology (F/S)* *field experience requirements contained in the syllabus for each course
	Spring (4)	EDUC246 – Educational Assessment (S)* *field experience requirements contained in the syllabus for each course
Year 3	Fall (5) Spring (6)	All Juniors in Elementary Education are required to complete hours in RTI for both semesters. All Juniors in Secondary Education and All Grade are required to complete hours in intermediate, middle or high school for both semesters. Juniors majoring in Educational Studies will be completing an internship during either their Junior or Senior year. Hours of field experience required will vary.
Year 4	Fall (7)	Seniors will be completing their student teaching. Educational Studies majors will be doing an internship if this was not completed during their Junior year. Elementary majors complete methods block in the fall and must receive favorable disposition reviews to student teach.
	January	Secondary and all-grade majors complete EDUC 440 in the an urban setting. Must earn favorable disposition reviews to student teach.
	Spring (8)	Seniors will be completing their student teaching. Educational Studies majors will be doing an internship if this was not completed during their Junior year.

In order to fulfill the requirements of the field experiences, teacher candidates must complete a full background check. Please see Ms. Heidi Wieland for more information regarding the field experience requirements.

Manchester Aspiring Educators

Manchester University has an active professional organization, known as Manchester Aspiring Educators (MAE). Membership in MAE has several advantages: informative meetings, opportunities for volunteer activities, published materials, conferences with students from other Universities, and liability insurance. Candidates are strongly encouraged to join MAE every year of University attendance. Membership looks good on a résumé and tells prospective employers that the candidate has a real interest in being a professional teacher. Candidates who keep yearly membership receipts will get a discount on their first year's Indiana State Teacher Association dues.

The MAE is student run, so programming varies from year to year, depending on the current board. Monthly activities are coordinated with the Arc Center of Wabash County to provide experiences with adults with developmental disabilities. There also are opportunities for local, state, and national leadership training and experience.

Application forms to join MAE are available from one of the MAE officers or online at www.nea.org. Candidates check e-mail for MAE information. Leslie Marlatt is advisor and can help answer your questions. You can contact her at lpmarlatt@manchester.edu

For the 2022-23 academic year, your MAE officers are as follows:

President – Ana Wahll AKWahll-Bigger2024@manchester.edu

Vice President – Sophie Updike SMUpdike2024@manchester.edu

Treasurer – Emma Moore EMMoore2025@manchester.edu

Secretary – Alexia Hernandez AMHernandez2023@manchester.edu

Sophomore Representative – Alexis Ferguson AGFerguson2025@manchester.edu

Social Media Coordinator – Takoda Stone TASStone2025@manchester.edu

Other Professional Experiences through Volunteerism

Candidates who truly want to become teachers should seek opportunities to work with young people. University classes will help to understand students and content, and field experiences provide ideas to use in teaching, but developing teaching skills takes practice. The skills candidates develop almost unconsciously through other experiences with young people will serve them well in teaching. Candidates should look for opportunities for babysitting, coaching, tutoring, camp counseling, helping with Special Olympics, volunteering in schools, serving as a reading coach, teaching Sunday School, life guarding – anything that provides interaction with children.

These other experiences can be added to the Education record if submitted to the department. Candidates should list what they have done, where and when, and ask a supervisor to sign and date it. This information will be added to the record of experiences and importantly, it will deepen knowledge of children.

Candidates should stay alert to other opportunities to learn about their subject and about young people. Speeches, workshops, and informative television programs are just a few ways to add to your knowledge base. There's always more to learn!

TEACHING CANDIDATE CAPSTONE PROJECT - edTPA

During the student teaching semester, teacher candidates will complete an impact on student learning project which involves designing assessments and a series of sequential lessons that incorporates research-based best practices. Teacher candidates must demonstrate a clear knowledge of how data drives their instruction. All candidates must follow the guidelines provided in the discipline specific handbook for edTPA. Student teaching grades will not be submitted until the candidate's edTPA has been submitted. More details will be provided in a separate document.

An additional fee is required for edTPA. Currently, the fee is \$350.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Procedures

Admission to the University does not guarantee admission to the Teacher Education Program. Teacher candidates should register with the Teacher Education Program during their first year on campus, using the form emailed by the Field Experience and Assessment Coordinator. This lets the Education faculty track your progress, contact you about special events or concerns, and plan for future education classes.

Throughout their time at Manchester University, teacher candidates will receive emails regarding their progress towards program requirements.

Admission is required before teacher candidates can take 300 level courses with EDUC prefix. Teacher candidates must have completed all requirements for admission to teacher education one full calendar year prior to student teaching in order to be considered for a student teaching placement for the following academic year.

Criteria

Criteria for acceptance into the various phases of the Teacher Education Program have been established by the Teacher Education Committee. Criteria for admission to the program include:

Criteria	Explanation
Appropriate standardized tests	Teacher candidates must take Praxis I or submit your SAT/ACT scores to the Field Experience and Assessment Coordinator.
Additional expectations	If standardized test scores are lower than national average, student will meet with the Director of Teacher Education to come up with a plan of action to build on their reading, writing or math skills in order to be more prepared for licensure tests.
Minimum Grade Point Average	Teacher candidates must have a 2.5 GPA in their overall course work, as well as a 2.75 in their major.
Departmental approval	Teacher candidates' department of their major complete an approval rubric
Celebrating Diversity Workshop	Teacher candidates attend one Celebrating Diversity Workshop offered in both the fall and spring semesters; within two weeks of attending, candidates must write a reflection, and submit it to the Field Experience and Assessment Coordinator.
Education Course Grade Requirement	Teacher candidates must receive a C or higher in any required EDUC courses. If a teacher candidate receives a C- or lower in a required EDUC course, they must retake it, earning a C or higher, to gain entry into the Teacher Education Program or remain in the Teacher Education Program if they have already been admitted.
Residential Life clearance	Teacher candidates must be in good standing with Residential Life.

Checkpoints

Meeting the above criteria does not guarantee admission into the Teacher Education Program. There are several checkpoints throughout the process which can prevent admittance into TEP or result in removal from TEP. Positive progression at the following checkpoints is necessary to ensure we admit and retain the most highly qualified students:

Checkpoint	Explanation
Dispositional rubrics	Dispositional rubrics (Appendix E) are filled out by education faculty for every education major upon completion of EDUC 111 (formerly 108), EDUC 112 (formerly 211 and 212), EDUC 340, and EDUC 343. They are also filled out for those students who raise dispositional concerns in EDUC 230 (formerly 237) and EDUC 246 (formerly 245). See Appendix E for requirements.
Field experience evaluations	Field experience evaluations are filled out by the teachers you observe and/or assist, the Field Experience and Assessment Coordinator and/or your course professor.
Sophomore interview	You will be contacted early in the spring semester of your sophomore year to schedule a sophomore interview with a faculty member of the Education Department. This is a requirement prior to being admitted into the program, and is based upon final approval by the Teacher Education Committee.
Junior interview	If you have been admitted into the Teacher Education Program, you will complete a junior interview with the Director of Teacher Education during the fall of your junior year. This is a formal interview in which you will analyze a recording of your teaching, articulate how your course work and field experience reflect the InTASC standards, submit a cover letter, resume and application to student teach. This is required prior to student teaching.
Final Approval to Student Teach	Upon completion of methods, education and content faculty will determine whether or not you receive the final approval to student teach. Dispositional rubrics, methods evaluations, and performance in methods courses will guide faculty discussions.

STUDENT APPEAL PROCESS

Teacher candidates who are denied entry into the program or disagree with other action taken by the Teacher Education Committee or the Director of Teacher Education may appeal that action. The Teacher Education Committee adheres to the following policy concerning student appeals:

- If the application for admission to the Teacher Education Program, the application for approval for student teaching, or the recommendation for a teaching license is denied for any reason, the teacher candidate shall be notified in writing by the Director of Teacher Education with reasons for the denial.
- The applicant may appeal the decision within 30 days of the notification.

A teacher candidate appealing a decision should follow this procedure*:

1. Request a meeting with the Director of Teacher Education. The director will explain the basis for the denial. Applicants may be denied for failure to meet published standards for teacher education or individual fitness to teach.
2. Submit a letter of appeal to the Director of Teacher Education and the Chair of the Department of Education stating the reason for the appeal, with evidence supporting the basis for the appeal and the action or relief sought.
3. Appeals will be heard by a hearing committee (Director of Teacher Education, who is a non-voting ex officio member, one member of the Teacher Education Committee who is the divisional representative of the applicant, and one faculty member from the applicant's division, preferably the applicant's department, who teaches in teacher education) within 30 days of receiving the appeal.
4. The Director of Teacher Education will arrange for the hearing at a mutually agreed upon time with the applicant. The applicant shall prepare an appeal argument, in writing, to be circulated to committee members prior to the hearing. The applicant may seek assistance from their academic advisor or other trusted advisor to assist in developing the argument.
5. The hearing procedure shall include presentations by all parties involved. A complete record of hearing procedures shall be made on tape and in writing, which will be available to either party upon request.
6. A written decision will be sent to the applicant by the Director of Teacher Education within 2 calendar days of the hearing, stating the reasons for the final decision.
7. The applicant may appeal the decision of the hearing committee, in writing, to the Vice President for Academic Affairs of the University within 10 days of receiving the hearing committee's written decision.

Decisions of the Vice President for Academic Affairs are final.

*This process does not apply to appeals regarding removal from student teaching due to failure to pass required testing. The appeal process for removal from student teaching due to failure to pass required licensure tests is outlined in the Student Teaching Handbook.

STUDENT TEACHING

Applications will be sent electronically during the junior year when the teacher candidate schedules an interview for approval to student teach with the Education Department. These forms must be completed and brought with the teaching candidate to the interview: the application to student teach, goals for student teaching, resume and cover letter which have been reviewed by the Success Center. In addition, an important component to a successful interview is the analysis of a teaching session in EDUC 362. The student teaching interview is held with the Director of Teacher Education in the Education Office. This is a professional interview, requiring professional dress. It will center on the applicant's readiness to student teach and the school(s) and grade levels or subjects the applicant would prefer for student teaching. This interview should take about half an hour.

Typically, candidates student teach in the spring semester of their senior year. During the student teaching semester, the candidates participate in a full semester of student teaching, for a total of 13 credit hours, and take EDUC 410 for two credit hours. This course will meet on campus or online once a week, during most student teaching weeks. It will deal with discipline and classroom management strategies, the teacher's legal rights and responsibilities, conflict resolution, and other issues brought by the teacher candidates. Attendance is required.

Placement

As a general rule, teacher candidates will be placed within 50 miles of Manchester University and will be grouped in schools for more efficient supervision. On rare occasions, a teacher candidate may be placed at a greater distance. These occasions would include the student teacher's desire for an inner-city student teaching experience or a Montessori teaching experience. Candidates are encouraged to consider student teaching in Chicago Public Schools, which is coordinated by the Chicago Center and the department.

Cooperating teachers are expected to have at least three years teaching experience and a strong recommendation from appropriate supervisors. Cooperating teachers must be licensed to teach in the areas in which they mentor teacher candidates. Manchester seeks exemplary classroom teachers to work with teacher candidates.

Criteria for approval to student teach must be met before a student teaching placement can be sought.

Teacher candidates may request specific schools and teachers during their student teaching interview with the Director of Teacher Education. An attempt will be made to honor this request, but many factors affect the placement of teacher candidates and the chosen placement **cannot** be guaranteed.

By action of the Teacher Education Committee, teacher candidates must meet all the criteria listed above by the completion of **one full year prior to student teaching** in order to be considered for a student teaching placement. All names of applicants for student teaching are acted upon by the Teacher Education Committee one year prior to student teaching after faculty references and approval from the office of the Vice President of Residential Life are received, and final approval for student teaching is granted by this committee. After approval for student teaching is granted, all qualifying requirements must be maintained or the approval will be withdrawn. Teacher candidates who are denied permission to student teach may appeal in writing to the Teacher Education Committee.

Notification of Placement

A formal request for student teaching placement(s) is sent to the appropriate official at each school system. (Some teachers will ask to interview the student teaching applicant. The applicant will need to make individual arrangements for the interview.) The request form is then returned to the University with the name of the cooperating teacher(s) or the information that the request cannot be filled. Most schools return these forms before the Spring Fling in April; assignments are distributed at that meeting if available. Teacher candidates should contact their cooperating teachers as soon as placements are known to introduce themselves and to get information about the first days of school. It is helpful for the teacher candidates to visit their cooperating teachers, if possible, before the school year ends.

START OF SCHOOL EXPERIENCE (S.O.S)

By the end of July of the student teaching year, the teacher candidate should again contact their cooperating teacher(s) to confirm dates for the beginning of the school year (the first four days of the teachers' contract), decide where to meet the cooperating teacher(s) the first day, make lunch arrangements, etc.

All teacher candidates are expected to "shadow" their cooperating teachers during **at least the first four days of the teachers' contract**. This experience allows the teacher candidate to see what is involved in opening the school year, meet students they will be teaching, and begin developing a professional relationship with the cooperating teacher(s). In situations where teacher candidates have two placements, the candidate will need to work with **both** cooperating teachers to establish the schedule for these first four days of school.

Cooperating teachers should use the teacher candidate's "extra hands" to help in preparations during these first days of school. Teacher candidates should take every opportunity to learn about the school, the cooperating teacher(s), and the topics they will be teaching during student teaching. Guidelines for the first days of school will be distributed at Spring Fling.

- Before Student Teaching - Elementary teacher candidates will return to their student teaching classrooms for six full days and one full week during the fall semester; these days are scheduled into their methods block. The teacher candidates may have required assignments related to the placement. Most secondary and all-grade teacher candidates will be in methods courses fall semester of their senior year that require assignments in student teaching placements. In addition to their Start of School days, they must complete a minimum of twenty-five hours in their placements throughout the semester. These hours must be divided equally between the placements and spread throughout the semester.
- During Student Teaching - Teacher candidates, cooperating teachers, and University supervisors will review the policies and procedures outlined in the Student Teaching handbook, which will be provided electronically to the cooperating teachers, University supervisors and students before the Student Teaching Orientation which is held the semester prior to their student teaching. This handbook is also available online on MU's Department of Education website. Teacher candidates should become familiar with this handbook prior to their senior year. Teacher candidates are expected to follow their cooperating teacher's schedule, gradually assume all duties of a regular teacher, prepare, and conduct themselves professionally throughout the whole experience. Ultimately, student teachers are guests in the student teacher placement and must act accordingly. Student teaching is a very time-consuming and emotionally demanding experience. If teacher candidates continue campus activities in athletics, music, etc., they need to alert their supervisors; however, student teaching must come first and the candidate must still spend the full school day at the school. Teacher candidates are urged to cut work hours back to a minimum if they must continue working. Student teaching is a full-time responsibility that must be done well if the teacher candidate is to hope for recommendations and grades that will lead to an initial teaching position.
- Teacher candidates will complete lesson plans in advance for all classes. Candidates are visited at least five times during the semester for support and evaluation by a University supervisor, who is responsible for the teacher candidate's review, with input from the cooperating teacher(s). EDUC 410 The Teacher in Today's School, a two credit hour course, will be held during the student teaching experience. Attendance is mandatory. Grades for performance in student teaching are determined by the department with input from the cooperating teacher and University supervisor(s).

- Occasionally a teacher candidate proves to be unprepared for student teaching or finds it too demanding. If the teacher candidate is a detriment to students' learning, commits educational errors or morally problematic behavior that are intolerable to the school, or is so stressed that his/her mental health becomes fragile, the teacher candidate may withdraw from the experience. The school principal, cooperating teacher(s), or University supervisor also may withdraw the teacher candidate, with the approval of the Director of Teacher Education, after working with the individual to improve performance. Illegal activity will not be tolerated and will result in immediate removal from the student teaching experience.

REQUIRED TESTING

Education majors must take tests required by the Indiana Department of Education. Please visit their website to find up-to-date information about program requirements. Currently, the following are expected:

Take Praxis I or submit their ACT or SAT score to the Field Experience and Assessment Coordinator to be considered for admittance into the Teacher Education Program. If standardized test scores are lower than the national average, the student will meet with the Director of Teacher Education to come up with a plan of action to build on their reading, writing or math skills in order to be more prepared for licensure exams.

Content Tests: Subject assessments are required for teacher licensing in Indiana and in many other states. **Students must take and pass the content tests prior to being allowed to student teach. For spring semester student teachers, the deadline for passing the content tests to student teach during said semester is December 1. For fall semester student teachers, the deadline for being allowed to student teach during said semester is June 1. Candidates must take the Specialty Tests that are required for their teaching area(s).** Passing these tests is required for an Indiana teaching license.

TEACHER LICENSING

Teacher Licensure

During student teaching, the Director of Teacher Education will provide an overview of how teacher candidates may apply for their license using the LVIS portal on the Indiana Department of Education. While the candidate may apply for the license at any time, s/he should not pay for the processing until s/he has met the requirements set by both Manchester University and the Indiana State Department of Education. In particular, the candidate must meet all graduation requirements, hold the required GPA, pass the required Praxis II content tests and Praxis II pedagogy test. The licenses will be processed upon completion of all requirements.

Substitute Teaching

Some teacher candidates gain experience by substitute teaching when the University is not in session. (Substitute teaching is NOT an excused absence from classes.) Requirements for substitute teachers vary among school systems.

To obtain your “sub license,” apply at <https://license.doe.in.gov/>. School corporations may ask you to fill out an application form specific to their school system, as well.

Teacher candidates are not allowed to substitute teach on a day their schools is in session while student teaching.

THE JOB SEARCH

The Career and Professional Development Office (CPD) provides career counseling, helpful workshops, assistance in writing résumés, and videotaped and critiqued professional interviews throughout a student’s four years at Manchester.

Career and Professional Development provides job search assistance to education majors and alumni, including help to create their “self-credentialing” packet. All students and alumni are encouraged to use the following free services:

- Résumé and cover letter assistance
- Job search and interview preparation
- An Evaluation of Candidate form to give to references to use
- A user-friendly website: <http://www.manchester.edu/academics/student-success-center/Career-and-Professional-Development-Office>
- Career-related programs and workshops
- Teacher Recruitment Day held in April in Fort Wayne

Teacher candidates typically collect three to five letters of recommendation on the writer’s letterhead or on an Evaluation of Candidate form provided by OCS. Include recommendation letters from:

- Classroom cooperating teacher
- University supervisor of student teaching assignment
- Professors, principals, and/or previous/current employers

CONCLUSION

This program handbook should provide useful information to you throughout your years at Manchester University. The handbook may not answer all of your questions and there may be program changes during your education, but advisors, your professors, and the Education Office are available to help you with your questions. Periodic meetings of teacher candidates are also planned to keep everyone up to date.

Manchester University's Teacher Education Program is rigorous and challenging because state standards are high and because good teaching requires excellent preparation. We welcome teacher candidates who are committed to teaching as a career and who are willing to work hard to achieve that goal. The education faculty is committed to helping prepare teachers of ability and conviction.

Appendix A: The InTASC Model Core Teaching Standards (April 2011) At a Glance

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #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.

Standard #3: Learning Environments

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.

Content Knowledge

Standard #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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #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 Practice

Standard #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.

Standard #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.

Standard #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.

Professional Responsibility

Standard #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.

Standard #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.

Appendix B: The ABCDs of Writing Objectives

Behavioral objectives provide a direction for a lesson plan, allowing the pedagogy to align with the desired outcome of the lesson. When completely written, a behavioral objective has four components. To aid in your understanding, you might remember the ABCDs of writing behavioral objectives. Your objective is to meet relevant *Academic Standards*. These standards represent the expectations of local, state, and/or federal educators for the students for whom the objective is intended. Your objectives must match the criteria by which the students will be assessed.

Indiana Standards can be located at <https://www.in.gov/doe/students/indiana-academic-standards/>

AUDIENCE: The first section addresses who will be expected to meet this objective.

Who—the student

Audience Examples:

The student

Jane

Fourth graders

BEHAVIOR: The second component of a behavioral objective is the expected student *Behavior*. **Does what**—describe the observable behavior (often the language function found in the academic standard) or specific action/target behavior that the student will be able to do by the end of the lesson/unit. The behavior must be written in terms of **visible actions**.

If it is visible, it can be observed.

If it can be observed, it can be counted.

If it can be counted, it can be summarized.

If it can be summarized, it can be evaluated.

Avoid using verbs that represent covert/non-observable behaviors (e.g., appreciate, believe, feel, respect, improve, enjoy, know, understand).

Use action verbs that demonstrate overt/directly observable and measurable behavior so performance toward mastery of the objective may be assessed.

Examples of Observable Behavior

Complete, Match, Read orally, Construct, Point, Speak, Draw, Write, Identify, List

Examples of Behaviors in Objectives

Will write a paragraph containing 100 words

Will count to 100

Will solve 2-digit multiplication problems

Consider using verbs from Bloom's Taxonomy to reach higher levels of thinking.

Bloom's Taxonomy

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
recall of information such as dates, events, places	explain what information means interpret information	use information, methods, skills, or concepts in new situations to solve problems or answer questions	recognize components and patterns organize parts compare and contrast similarities and differences	use old ideas to create new ones generalize from given facts relate knowledge from several areas combine different ideas or concepts	discriminate between ideas assess value of evidence supporting ideas make choices based on reasoned argument recognize subjectivity
recall of major ideas	translate knowledge into new context order, group, infer causes predict consequences from information				
Verbs:	Verbs:	Verbs:	Verbs:	Verbs:	Verbs:
list, define, tell, describe, identify, show, label, examine, tabulate, quote, name, who, when, where	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend	apply, demonstrate, calculate, complete, illustrate, show, solve, modify, relate, change, classify, experiment, discover	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite	assess, decide, rank, test, measure, recommend, convince, select, judge, evaluate, discriminate, support, conclude, compare, summarize

From: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York: Longmans, Green.

CONDITIONS: The third component of a behavioral objective is the *Condition Given what*—describe the conditions that will need to be in place for your students to demonstrate the behavior or reach the goal. Questions to consider: *What will your students use to complete the learning activity? In what context do you want the student to perform the skill or increase/reduce the occurrence?*

The conditions could include special supports or learning materials, or the setting in which the behavior will be demonstrated by the student.

Examples of Conditions

Special Supports:

- Given two verbal prompts/physical support
- Given a model/Given a visual cue/Given a diagram
- When presented with a choice of three

Materials:

- Given a calculator/When provided a calculator
- Given picture cards

Given a word bank/Given a worksheet with 20 problems

Setting:

During circle time/independent work time

In the lunchroom/gym/throughout the school setting

After reading an assigned story or passage

DEGREE OF PROFICIENCY/CRITERIA: The fourth component of a behavioral objective is the *Degree of Proficiency* or criteria for the learning activity. **How much**—Criteria—describes how many times the behavior must be observed for the goal to be considered completed or mastered. This is the component that allows for the assessment of student learning. What is your criterion for expected level? What level do you want the student to perform to know they mastered or “learned” the skill or goal?

Proficiency level is used to evaluate student achievement, and sometimes it is used to evaluate the effectiveness of the teaching. Student grades likely will be based on proficiency. Some examples of stating a degree of proficiency include:

Degree of Proficiency/Criteria Examples:

Number correct/15 out of 20 correct responses

Within 15-20 minute time period

With 85% accuracy in all settings/ On 80% of opportunities

4 out of 5 trials/ On 5 consecutive trials

Complete all steps

Labeling all 10 items correctly

How to begin writing an objective

This process will ensure you are creating an objective tied to your standards and your students’ needs as well as assessing the performance toward your objective within the lesson/unit plan.

Step #1 Start by looking at your academic standards for learning and reflecting on what your students currently know/understand/cultural background and experiences. What language function (action verb) is present in the standard? If the standard contains an action verb/language function, this may be a great starting point for your B (Behavior).

Step #2 Next write down the potential concept or skill for the lesson/unit you could teach. This will also be part of your objective and may be present in the behavior or degree of proficiency portions of the objective you create.

Step #3 Then Brainstorm what you could teach or want students to know, related to that concept or skill.

Step #4 Determine which ideas are: worth being familiar with (“W”), important to know and/or do (“I”), and essential to enduring understanding (“E”).

Step #5 Choose the concept/skill that you could teach which is categorized as essential to enduring understanding.

Step #6 Based on what your students currently know/understand/cultural background and experiences, list key ideas, understandings, skills students probably don't have, that they will need to learn in order to fully comprehend what you've identified as enduring.

Step #7 List 3-6 things you would like students to be able to do with these understandings or skills, by the end of the lesson/unit. Use Bloom's taxonomy to make sure you include higher levels of thinking.

Step #8 For each of the items above, list at least one potential form of evidence of student learning.

Step #9 Choose one skill/concept to form one objective. Isolate one of the above ideas that are essential to enduring understanding and make that the focus of your objective.

Example 1-elementary education

Consider the 3rd grade Indiana ELA standard (3RL.1) *"Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently."* We will consider this standard our instructional goal.

A learning objective for this instructional goal may include skills/understandings/ideas your students may need but currently do not have to fully meet the goal.

For example, students will need to be able to describe various characters within stories and identify characters' traits, motivations, or feelings (see ELA 3RL2.4).

Your learning objective will link the goal and instruction with the assessment you will use. What learning objective might you create to reflect the requirements?

A good example:

Audience = The student/the third grade student

Behavior= describe characters in a story

Conditions=given (fill-in the blank with any story/passage) Patricia Polacco's *The Mitten*

Degree of proficiency/Criteria =verbally, in terms of traits and feelings

Objective=Given a story (Patricia Polacco's *The Mitten*), the student will verbally describe characters in the story in terms of traits and feelings.

Example 2- secondary education

Instructional Goal: Students will know the conditions of free Blacks during antebellum south.

What objective should we write? In this case, "know" is not an action verb, therefore we need to think about the key ideas, understandings, skills that students will need in order to achieve the goal.

A good example:

Audience=students

Behavior=will describe the conditions of free Blacks in pre-Civil War America

Conditions=Given a traditional essay exam,

Degree of proficiency/Criteria= In at least 2 paragraphs, including 3 of 5 major points that were discussed in class

Objective=Given a traditional essay exam, students will describe the conditions of free Blacks in pre-Civil War America in at least 2 paragraphs, including 3 of 5 major points that were discussed in class.

For additional help, use these references which provide checklists and other instruments to help you format effective and meaningful objectives:

Gibb, G. S., & Dyches, T. T. (2000). *What's best for students with disabilities?*, Allyn & Bacon.

Mager, R. F. (1997). *Measuring instructional results: How to find out if your learning objectives have been achieved*. (3rd ed.). Atlanta, GA: CEP Press.

Mager, R. F. (1997). *Preparing learning objectives: A critical tool in the development of effective instruction*. (3rd ed.). CEP Press.

Northern Illinois University Center for Innovative Teaching and Learning. (2020). Writing goals and objectives. In *Instructional guide for university faculty and teaching assistants*. Retrieved from <https://www.niu.edu/citl/resources/guides/instructional-guide>

Penn State University, Schreyer Institute (n.p.). *Learning outcomes assessment tutorial*. <https://sites.psu.edu/loatutorial/>

Appendix C: Lesson Plan Instructions and Rubric

Henney Department of Education Lesson Plan Instructions

Henney Department of Education teaching candidates will use the following format to design student-centered lessons. This lesson plan, based on best practices in teaching, aligns with expectations of edTPA and the National Board Teacher Certification. Teaching candidates should carefully review each part of the lesson plan as well as the provided rubric. The descriptions under each section are aligned with the Henney Department of Education Lesson Plan Rubric.

Lesson plan written by _____

Lesson title: _____

Length*: ____ **(minutes)** **Age or Grade Level Intended** _____

*a lesson plan is intended for one teaching session (a class period, a 20 minute mini lesson, etc.)

Academic Standard(s):

Identify the specific standard, writing out the entire standard. These standards represent the expectations of local, state, and/or federal educators for the students for whom the objective is intended. The Indiana State Standards (grades K-12) can be located here:

<https://www.in.gov/doe/students/indiana-academic-standards/>

Academic Language (edTPA):

Identify the academic language you expect students to use during and after this lesson. edTPA indicates “Academic language (AL) is the oral and written language used for academic purposes. AL is the “language of the discipline” used to engage students in learning and includes the means by which students develop and express content understandings.” In other words, it is the language used in schools or within specific domains to acquire new or deeper understandings of specific content and communicate those understandings to others.

For example, in elementary literacy standards students will **analyze** character traits. The identified language demands could include the following:

- **Analyze (Function)**- example of planned language support --> model analyzing characters
- **Caring, Stubborn (Vocabulary)**- example of planned language support --> review vocabulary and word chart
- **Descriptive Sentences (Syntax)**- example of planned language support --> Create sentence stems to show structure of description

For example, in secondary social studies standards: Students will **compare and contrast** monarchies, democracies and dictatorships. The identified language demands could include the following:

- **Compare and Contrast (Function)**- example of planned language support --> Provide and model how to use the Venn Diagram to compare and contrast
- **Monarch, Dictator, Democracy (Vocabulary)** example of planned language support --> Present examples of terms
- **Persuasive Essay (Discourse)**- example of planned language support --> Provide a sample essay

Performance Objective/s (edTPA learning target/s):

Objectives need to be written using ABCD method. Your objective must tie directly to the part of the standard you are teaching. Include language from the standard in your objective. The objective must indicate a **cognitive** action. The selected verb should be a high leverage Bloom's taxonomy level. For example, "Given a Venn diagram, fourth grade students will **compare and contrast** the main characters in BFG by identifying three similarities and three differences."

Assessment:

Identify and include as attachments, the assessment(s) and the answer key/grading guide that you will use to monitor student progress towards mastering the targeted objective. The objective should clearly align with the learning objective and the identified standards.

As you develop the formative or summative assessment, make sure you strategically design it to allow individuals or groups with specific needs to demonstrate their learning.

Advanced Preparation by Teacher/instructional resources needed:

Describe the preparation the teacher will need to do prior to teaching the lesson: Create a list of all the materials needed to teach this specific lesson. If the lesson requires a handout (directions, for example), a PowerPoint, or worksheet, please create and attach to your lesson plan.

Procedure:

Introduction/Motivation:

Describe how you will introduce the lesson. It should include a hook that would help motivate the students to participate. Should be brief (under 5 minutes) and student-centered. Connect this lesson with previous lessons. Students should understand the purpose of the lesson that is about to unfold.

Step-by-Step Plan:

Number the steps needed to complete the lesson from start to finish. *This section should be detailed enough that another teacher could read your plans and teach the lesson.*

The step-by-step plan must include explicit description of teaching students when to apply the essential strategy to comprehend or apply skills in meaningful contexts. *As you build your lesson, use the components of gradual release where you model the desired outcome, you practice the strategy with your students, and then you offer independent practice. The instructions should clearly build on each other within a meaningful context.*

The step-by-step support students in making connections for themselves. Include clearly articulated activities and a variety of questions that clearly support students in making these connections themselves. Consider posing open-ended questions that lead students to make connections or offer students opportunities to practice reasoning, critical thinking, and problem solving strategies.

Intentionally integrate technology to support student growth. Where appropriate, intentionally select technology to clearly enhance learning. As you develop the lesson plan, clearly connect the selected technology to the lesson topic and objective(s). Integration of should clearly support diverse learners to equitably use the technology.

Closure:

Explain how the lesson will be closed to ease transition to the next activity. Always review key points.

Adaptations/Enrichment:

Select **one** of the following learners and create **specific** adaptations or modifications for this lesson plan: *emotional disturbance (ED), specific learning disability, or high ability*. Make sure the plan addresses the individual needs of the identified exceptional learner and the planned supports include specific strategies tied directly to the learning objectives that respond to developmental approximations or misconceptions of learners with identified exceptionalities.

Self-Reflection: This section must be completed and written clearly. The teaching candidate should address each bulleted point below with concise and clear statements.

In this self-reflection section, the teaching candidate should address the following elements:

Describe how the objectives address the use of the learning strategy or describe the related skills to support the use of the strategy or learning of the specific skills.

Explain how the assessments will be evaluated/scored and used to monitor student's growth towards the identified learning objective(s). Provide research/evidence-based support with your rationale for selecting/designing the assessment.

(At least one research citation required)

Explain why the materials you selected are engaging, match content, and support students' growth in the specified learning objective(s).

Explain how you use the learning tasks and materials to lead students to independently apply the essential strategy and related skills. This is an extremely important part of the reflection section.

Articulate why the learning tasks and their adaptations are appropriate, referring to students' prior academic learning and personal, cultural, SEL, or community assets.

You should justify the pedagogical decisions you made. In other words, why did you choose to teach the lesson this way? What makes you confident that the way you organized this lesson will support the development of all your students? You want to justify the steps you identified in the step-by-step lesson plan and explain how you will identify and correct errors. ***(At least one citation required)***

References: Cite all sources in APA format, 7th edition, on a formal APA-style references page. This should be on a totally separate page. The Purdue Owl website offers support in the APA-style:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.htm

Helpful YouTube video: Because mastering the art of writing student-centered, articulate lesson plans is the hallmark of good teaching, as well as the requirement for teaching candidates in the Henney Department of Education to submit work samples to edTPA during their student teaching clinical experience, this video is excellent:

<https://www.youtube.com/watch?v=QQl4baDXoIY>

Manchester University Henney Department of Education
Lesson Plan Rubric

<p style="text-align: center;">Manchester University Harry H. Henney '35 & Jeanette Henney Department of Education Lesson Plan Rubric</p> <p>TC Name: _____ Reviewer: _____ Date: _____ Grade/Subject: _____</p>					
Technical Elements and Standards	Level 1	Level 2	Level 3	Level 4	Level 5
<p>1) Objectives</p> <p>InTASC 1. 6. 7</p> <p>CAEP 1.1, 1.4</p>	<p>TC does NOT include learning objectives. TC lists NO learning objectives within the lesson plan.</p>	<p>TC includes a learning objective but has incorrect format. OR The objective is not related to standards. TC includes an objective in lesson plan, but the verb is not measurable, OR the objective does not relate to a standard AND objective does not follow ABCD format.</p>	<p>TC includes objective (s) related to learning standards with incorrect format. TC includes at least one learning objective in the lesson plan related to the standard(s) but the verb is NOT measurable OR objective does NOT follow ABCD format.</p>	<p>TC includes learning objective(s) related to academic standards with correct format. TC includes one or more learning objectives related to academic standards within the lesson plan AND objectives are written correctly WITH ABCD format WITH measurable verbs.</p>	<p>Level 4 plus: TC describes how the objectives address the use of the learning strategy, OR related skills to support the use of the strategy or learning of the specific skills.</p>
<p>2) Assessment Methods</p> <p>InTASC 6;</p>	<p>TC does not assess skills. TC does not provide an</p>	<p>Assessments are present but inappropriate. TC Does Not assess skills</p>	<p>The assessments provide evidence to</p>	<p>The assessments provide multiple forms of evidence</p>	<p>Level 4 plus: TC provides research/evidence-</p>

CAEP 1.2, 1.3, 1.4	assessment OR assessments are not related to the topic OR TC does not attend to ANY ASSESSME NT requirements in IEPs and 504 plans.	listed in objective; OR Not developmentall y OR instructionally appropriate; OR Doesn't explain how assessment is evaluated/score d. The assessments provide limited evidence to monitor students' use of • the essential strategy OR • related skills during the learning segment	monitor students' use of the essential strategy AND related skills during the learning segment .	to monitor students' use of the essential strategy AND related skills throughout the learning segment. TC provides appropriate assessment, explains how assessments are evaluated/scored with clear descriptions and rationale AND monitors students' use of the essential strategy AND related skills throughout the learning segment.	based support with assessment rationale AND The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.
3) Instructional resources and materials used to engage students in learning InTASC 7	Instructional resources and Materials are Not included OR they do Not match content.	Some instructional resources or materials are included that match the content, AND they have many errors.	All instructional resources and materials are included and match content, but they contain minor errors.	All instructional resources and materials used to engage students in learning are included and match the content AND are free of errors.	Level 4 plus: Instructional resources and materials include rationale for use and links/citations to sources

<p>4) Technology integration InTASC 5, 7, 8 CAEP 1.5</p>	<p>TC does not include any use of technology. TC includes no technology integration in the lesson plan.</p>	<p>TC includes technology unrelated to the lesson objectives. TC includes use of technology in the lesson plan but it is not clearly connected to the topic or objectives.</p>	<p>TC includes technology related to the lesson objectives. TC includes use of technology that is somewhat connected to the topic or learning objectives.</p>	<p>TC integrates technology into the lesson plan that relates to the lesson objective(s). TC intentionally integrates use of technology in the lesson plan that is clearly connected to the lesson topic and objectives.</p>	<p>Level 4 plus: TC includes technology integration plans to support diverse learners to equitably use technology.</p>
<p>5) Subject-Specific Pedagogy InTASC 4,8; CAEP Elem. Standard 2; CAEP 1.1, 1.3</p>	<p>There is a clear mismatch between or among strategies, skills, and students' readiness to learn.</p>	<p>TC plans to engage students with the essential strategy without opportunities for students to practice or apply it to comprehend OR connect with other related skills.</p>	<p>TC plans to model the essential strategy to comprehend OR apply skills WITH limited opportunities for practice.</p>	<p>TC plans explicitly describe teaching students how to apply the essential strategy to comprehend OR apply skills AND provides support in the lesson for guided practice.</p>	<p>Level 4 plus: TC plans explicitly describe teaching students when to apply the essential strategy to comprehend OR apply skills in meaningful contexts</p>
<p>6) Content Integration and Flow InTASC 4, 7, CAEP1.3</p>	<p>TC's plans for instruction focus solely on isolated skill without any connections to an essential strategy for comprehending</p>	<p>TC's plans for instruction support student learning of skills with vague connections to the essential strategy for comprehending OR applying skill.</p>	<p>TC's plans for instruction build on each other to support learning of • the essential strategy for</p>	<p>TC's plans for instruction build on each other within a meaningful context that supports</p>	<p>Level 4 plus: TC's plans build an authentic connection between topics. TC explains how s/he will use learning tasks and</p>

	<p>OR applying skills together. OR</p> <p>There are significant content inaccuracies that will lead to student misunderstandings.</p> <p>OR</p> <p>Standards, objectives, and learning tasks and materials are not aligned with each other.</p>		<p>comprehending OR</p> <p>applying skill • with clear connections to related skills.</p>	<p>learning of • the essential strategy for</p> <p>comprehending OR</p> <p>applying skill • with clear AND consistent connections to related skills.</p>	<p>materials to lead students to independently apply the essential strategy AND related skills.</p>
<p>7) Using Knowledge of Students to Inform Teaching and Learning</p> <p>InTASC 1, 2, 7; CAEP 1.2</p>	<p>TC's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.</p>	<p>TC justifies learning tasks with limited attention to students' prior academic learning OR personal, cultural, SEL, or community assets.</p>	<p>TC justifies why learning tasks (or their adaptations) are appropriate using examples of students' prior academic learning OR personal, cultural, SEL, or community assets. TC makes superficial connections to research and/or theory.</p>	<p>TC justifies why learning tasks (or their adaptations) are appropriate using examples of students' prior academic learning AND personal, cultural, SEL, or community assets. AND TC makes connections to research and/or theory.</p>	<p>Level 4 plus: TC's justification is supported by principles from research and/or theory.</p>
<p>8) Development of Student</p>	<p>Standards, objectives, learning</p>	<p>Plans for instruction support student learning</p>	<p>Plans for instruction are</p>	<p>Learning tasks are designed to</p>	<p>Level 4 plus: Plans include activities</p>

<p>Understanding InTASC 1, 2, 7; CAEP 1.1</p>	<p>tasks, and materials are not aligned with each other. There is a pattern of misalignment across two or more areas. For example, if the lesson has a different math topic, then students are developmentally ready for, OR the topic is not aligned with learning goals or objectives there is a significant pattern of misalignment. OR TC plans indicate teaching step-by-step procedures or memorization where there is little or no attention to assisting students in understanding the concepts or subject area reasoning. OR significant content inaccuracies are present.</p>	<p>of facts and/or computations/procedures but with little or no planned instruction to guide understanding of the underlying concepts of facts and procedures or why the procedures work. The connections to concepts or subject area reasoning or problem solving are fleeting or vague so that students are largely left to make sense of these on their own.</p>	<p>logically sequenced to facilitate students' learning. Plans are presented in a linear sequence in which this skill/lesson builds on the previous one(s). The sequencing of the skill/lesson supports students' learning by connecting facts and procedures to concepts. These connections are explicitly written in the plans or commentary and how the connections are made is not left to the determination of the scorer.</p>	<p>support students to make clear, consistent connections between facts, procedures, concepts AND subject area reasoning or problem-solving skills. AND TC addresses connections between and among concepts, procedures, AND subject area reasoning or problem solving in the lesson.</p>	<p>and questions that will clearly support students in making these connections themselves. For example, this would include plans that pose strategic problems and/or questions that lead students to make the connections and/or plans where students develop the habit of looking for connections between concepts and procedures through subject area reasoning and problem-solving strategies, justifying the steps, and/or identifying and correcting errors in their strategy.</p>
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<p>9) Planning to Support Individual Differences and Learning Needs InTASC 1, 2, 8 CAEP 1.4</p>	<p>There is no evidence of planned supports. OR TC does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.</p>	<p>Planned supports are loosely tied to learning objectives OR the central focus of the learning segment</p>	<p>Planned supports are tied to learning objectives AND the central focus WITH attention to the characteristics of the class as a whole.</p>	<p>Planned supports are tied to learning objectives AND the central focus. Supports address the needs of specific individuals or groups with similar needs.</p>	<p>Level 4 plus: Planned Supports include specific strategies to identify AND respond to common developmental approximations or misconceptions.</p>
<p>10) Standard Writing Conventions (lesson plan and documents)</p>	<p>The writing on the lesson plan contains multiple errors throughout in spelling and grammar that interfere with meaning or comprehension. TC displays writing on the lesson plan that contains numerous errors in spelling and grammar. The errors make the meaning of the text very difficult to comprehend and appears unprofessional.</p>	<p>The writing on the lesson plan contains frequent errors throughout in spelling or grammar that detract from meaning. TC displays writing on the lesson plan that contains numerous errors in spelling or grammar. They detract from the meaning of the text and make it difficult to comprehend.</p>	<p>The writing on the lesson plan contains a few inconsistent errors in spelling or grammar. TC displays a few errors in spelling or grammar conventions within the written lesson plan. The meaning of the text in the lesson plan is understood</p>	<p>The writing on the lesson plan contains no visible errors in spelling or grammar. TC displays accurate spelling and grammar conventions in the writing for the unit plan. The meaning of the text in the lesson plan is easily comprehended.</p>	<p>Level 4 plus: TC applies academic language in their writing of the lesson plan consistent with the discipline area of the lesson.</p>

Appendix D: Admission to Teacher Education Program Interview Rubric

Students must have at least a Basic in all categories to be admitted into the TEP

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Oral grammar Models appropriate oral communication skills INTASC 6 NBPTS 1,2	Errors distract when student conveyed ideas/ information while answering questions	Communicated with some errors when conveying ideas and information during responses	Modeled effective communication while answering questions	Consistently modeled effective communication while answering questions
Oral fluency Models appropriate oral communication skills INTASC 6 NBPTS 1, 2	Communicated when conveying ideas and information by responding with one word or short answers during the interview	Communicated when conveying ideas and information by utilizing simple responses when answering during the interview	Used effective communication when conveying ideas and information by creating responses that answered the questions during the interview	Modeled effective communication when conveying ideas and information by elaborating responses, creating a fluid conversation during interview
Writing skills Models appropriate written communication skills INTASC 6 NBPTS 1, 2	Errors distract when reading the student's written ideas and information on the Teacher Education Program Interview form	Communicated with some errors when writing ideas and information on the Teacher Education Program Interview form	Modeled effective communication when conveying ideas and information on the Teacher Education Program Interview form	Consistent effective communication when conveying ideas and information on the Teacher Education Program Interview form
Interest in teaching Demonstrates with full awareness of ethical and legal responsibilities of teachers INTASC 7, 8, 9 NBPTS 4, 5	Responses implied little commitment to teaching, understanding of professional responsibilities and practices	Responses implied an understanding of professional responsibilities and practices	Responses implied a commitment to teaching and an understanding of professional responsibilities and practices	Responses included examples of past experiences that modeled a commitment to teaching, understanding of professional responsibilities and practices
Confidence	Timid: little to no eye contact, voice displayed little interest or apathy; possibly slouching;	Struggling: made eye contact, voice tone showed limited interest, constantly moving trying to determine professional posture	Comfortable: made eye contact, voice tone showed sustained interest, body language relaxed	Poised: communicated with eye contact, appropriate body language, responsive attitude, enthusiasm in tone

Appendix E: Dispositional Rubric

Evaluation of Teacher Candidate

Pre-service teacher's name _____

Teacher licensure area(s): _____

The following dispositions reflect behavior of candidates as students in undergraduate classes. The Department of Education believes it can use these undergraduate behaviors as benchmarks for growth within the teaching profession.

At the mid-way point of the sophomore year, candidates should demonstrate ratings of ***developing*** or ***competent*** in all categories. Failure to demonstrate these dispositions could delay admission to the Teacher Education Program. By the end of the program, the candidate will demonstrate a ***competent*** or ***accomplished*** rating in **all categories** of dispositions.

Disposition	The Beginning Candidate (1)	The Developing Candidate (2)	The Competent Candidate (3)	The Accomplished Candidate (4)
Punctuality/ Attendance InTASC #9: Professional Learning and Ethical Practices	Inconsistently reflects professionalism through attendance or punctuality. EXAMPLE: attendance is spotty and candidate is excessively late or absent throughout the semester; does not communicate reasons for absences; may arrive just on time for class; does not meet timelines for task completion	Reflects developing professionalism through some lapses in attendance or punctuality EXAMPLE: provides short notice to instructor or provides a reason after the absence; arrives slightly before class begins; inconsistently follows through with commitments and due dates	Reflects adequate professionalism through good attendance and punctuality. EXAMPLE: notifies the instructor in advance and makes arrangements for absences (i.e. tests, assignments, content covered); punctual to classes and meetings; follows timelines and due dates	Consistently practices professionalism by intentionally being in attendance and early to class and appointments. EXAMPLE: deliberately arrives early to class, appointments, and meetings; exhibits impeccable attendance; only misses class for true emergency, naturally provides documentation for absences; plans ahead purposefully and demonstrates mastery of time management
Interactions with others InTASC #10: Leadership and Collaboration	Inconsistently takes leadership and collaborative roles through working with others. EXAMPLES: demonstrates an unwillingness to build relationships; negatively interacts with people who have different views or backgrounds; at this time, is not fit to work with others professionally	Reflects developing knowledge and respect for learning. EXAMPLES: shows limited interest for the learning and/or teaching process; does not seek opportunities to gain new knowledge; participates in discussions when prompted	Reflects adequate leadership and collaborative roles through good relationships with others. EXAMPLES: demonstrates a willingness to build relationships, but struggles to do both consistently and intentionally; generally works well with people who have different views or backgrounds; at this time, is a developing pre-professional	Consistently practices leadership and collaboration by intentionally building relationships with others. EXAMPLES: understands how to effectively and intentionally build relationships and does so consistently; works exceptionally well with others, particularly people who have different views or backgrounds and/or in times of conflict; at this time, consistently engages in professional interactions

Attitude toward knowledge and learning InTASC #4: Content Knowledge	Inconsistently takes initiative in attaining knowledge. EXAMPLES: appears uninterested in the learning and/or teaching process; seems apathetic or negative about gaining new knowledge; fails to participate in discussion	Reflects developing knowledge and respect for learning. EXAMPLES: shows limited interest for the learning and/or teaching process; does not seek opportunities to gain new knowledge; participates in discussions when prompted	Reflects adequate depth of knowledge and respect for learning. EXAMPLES: recognizes opportunities to engage in the learning and/or teaching process; occasionally seeks opportunities to gain new knowledge; participates in discussions	Consistently practices intentional mastery of knowledge and respects the learning process. EXAMPLES: consistently engages in the learning and teaching process; consistently seeks opportunities to gain new knowledge; often leads effective discussions; consistently completes work with a high degree of skill and accuracy; models a passion for learning; takes pride in personal and professional work
Patience InTASC #3: Learning Environments	Inconsistently reflects patience with others in the learning environment. EXAMPLES: shows little or no patience with others; does not attempt to learn from mistakes; quick to judge others	Reflects developing patience towards others in the learning environment. EXAMPLES: shows signs of developing patience with others; may struggle in difficult situations; making attempts to learn from mistakes, but relies on excuses; judgment of others is minimal	Reflects adequate respect for others in the learning environment. EXAMPLES: generally respectful toward others even during disagreements and conflicts; has personal integrity; demonstrates good judgment and discretion during interactions; collaborates with others and is attempting to use his/her voice in group settings	Consistently practices patience towards others in the learning environment. EXAMPLES: consistently models patience when working with others in a variety of situations; consistently learns from mistakes; gets things done in spite of hardships; accepts others and demonstrates consistent encouragement of others
Respectful attitude InTASC #3: Learning Environments	Inconsistently reflects respect towards others in the learning environment. EXAMPLES: disrespectful or inappropriate in tone, body language, and/or words; lacks integrity; uses poor or negative judgment during interactions; avoids opportunities to collaborate with others	Reflects developing respect towards others in the learning environment. EXAMPLES: tendency to be disrespectful or inappropriate in tone, body language, and/or words, particularly in difficult situations; exhibits questionable integrity; minimal use of good judgment and discretion during interactions; recognizes the value of collaboration but limits contributions to the group	Reflects adequate respect for others in the learning environment. EXAMPLES: generally respectful toward others even during disagreements and conflicts; has personal integrity; demonstrates good judgment and discretion during interactions; collaborates with others and is attempting to use his/her voice in group settings	Consistently practices respect towards others in the learning environment. EXAMPLES: consistently demonstrates respectful attitudes toward others, especially during disagreements and/or conflicts; integrity and character are held in high regard by peers and/or faculty; consistently relates well with and respects others during interactions; seeks opportunities to collaborate and to lead in group settings

Signature of Instructor

Date

Appendix F: edTPA Overview and Important Links

What is edTPA?

edTPA, a Teacher Performance Assessment, is a “multiple-measurement assessment system aligned to state and national standards.”

edTPA offers important feedback to teacher candidates regarding their teaching knowledge and skills. Teacher candidates can use the process as well as the feedback as an important tool in their teaching careers. Additionally, the feedback gained from edTPA regarding teacher candidates’ teaching knowledge and skills allows the Henney Department of Education to make important curriculum and experiential improvements. Ultimately, Manchester University’s teacher candidates enter the profession more fully prepared.

Overview and Support

This project requires teacher candidates to demonstrate knowledge and skills in planning instruction, teaching, and assessing student learning. Artifacts to collect and submit include

- information about your student teaching setting (context for learning)
- lesson plans aligned with standards and assessments
- video clips of you teaching
- copies of materials used to teach as well as the assessments used
- analysis of your planning and teaching through specific commentary prompts

Comprehensive handbooks exist for each content area, and these handbooks offer guidelines for what to submit and how to write the commentary. You will note that at the beginning of your handbook, edTPA offers you a Task Overview chart, and then, at the end of the handbook, you will find a more detailed Evidence Chart.

The Henney Department of Education and edTPA suggest you read the Evidence Chart before you begin working on the project. The Evidence Chart is also an excellent checklist to ensure you have met the requirements.

The “Making Good Choices: Candidate Support Resource” document is an excellent resource for writing your commentaries and meeting the goals of the project. The Director of Teacher Education and the Assessment and Field Experience Coordinator will be your primary point people on this project; however, each of the faculty and university supervisors in the program can support you as well.

Details of the edTPA Project

The following details are summarized from edTPA materials; much more specific directions can be found in content-specific handbooks as well as the “Making Good Choices” document prepared for teacher candidates.

LESSON PLANS

- Create a learning segment of 3-5 lessons “that build toward your selected central focus for teaching and learning.”
- Align your lessons with state academic standards
- Rely on the district curriculum guide as well as grade-level expectations and requests of your cooperating teacher.
- Submit lesson plans that include learning objectives aligned with state standards, formal and informal assessment plans, specific (engaging) steps outlining what you and the students are doing, and instructional materials.
- As you design your lessons, keep your students in mind. Make sure you offer ways you will accommodate different learners.
- Identify specific pedagogical theory (best practices) for your decisions.
- Be sure to support academic language needed for your students (a separate handout will be offered for academic language).
- Lesson plans must be limited to no more than 4 pages in length.
- You will not include any rationale or discussion in the lesson plans; this will be included in the commentary portion of your project.

VIDEO RECORDING

- Obtain consent from the students in your classroom; do not record those students whose parents have not provided consent.
- Secure a reliable recording device either from your student teaching placement or check out one of the Swivls from the Henney Department of Education (plan ahead, please, as we only have 5 of these devices).
- NEVER POST THESE VIDEOS PUBLICLY
- The video does not need to be professionally produced, but it needs to be clear for the evaluators to know what you are doing.

ANALYZING TEACHING EFFECTIVENESS

- Select one student written sample to analyze; it must be work completed by an individual (content-specific handbooks and the “Making Good Choices” document offer more specific guidelines for selecting the sample to analyze).
- Describe what you discovered/learned about teaching your central theme of your teaching segment; making sure the assessment is aligned with one of the key standards and your central theme to the teaching will support this analysis.
- According to edTPA, you should make sure you align the assessment piece to the objectives of the learning segment, and
 - measure the outcomes of your learning segment as related to the central focus;
 - address the elements of the subject-specific emphasis as defined in your edTPA handbook.

***See the edTPA Canvas site for access to handbooks and additional information**