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INTRODUCTION

Welcome to the Teacher Education Program at Manchester University! Manchester University has prepared excellent teachers since 1889. 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 2025. 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 Department Chair (Dr. Stacy Stetzel), Director of Teacher Education (Dr. Suad Sakalli Gumus), Director of Clinical Experiences (Dr. Heather Schilling), Education faculty or the Assessment and Clinical Experience Coordinator (Ms. Heidi Wieland). 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). Manchester University has been accredited by the Higher Learning Commission (HLC) since 1932.

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. However, teacher candidates need to check with individual states for specific requirements. The State of Indiana does not have reciprocity agreements with all states, and therefore, teacher candidates must first obtain their Indiana license for easier transfer. 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 in which we have

reciprocity 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 vocations that promote individual well-being, community engagement, peace, and social justice.

Learning Goals:
Graduates of the Henney Department of Education will (1) construct and deliver appropriate curriculum or organizational models (2) assess students' learning and development or effectiveness of organizational programs (3) establish professional and reciprocal relationships (4) create positive and caring environments (5) seek to lead principled and productive lives by making ethical and professional decisions.

MODEL AND MOTTO FOR THE TEACHER EDUCATION PROGRAM

As members of the Henney Department of Education, we embrace our roles in graduating people of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives; we understand the impact the discipline of education can have in improving the human condition. With the Manchester University mission statement at the heart of our programs, we anticipate all members of our community will work collaboratively towards the common goal of nurturing a society that values the whole person, including their social, emotional, and cognitive well-being.

We believe everyone deserves access to high quality childcare, education, and programs that respect cultural differences, individuality, and humanity. With these beliefs, we have centered our programs on the guiding principles of Vision – Voice – Vocation.

VISION   The Henney Department of Education values educational professionals as intellectuals committed to putting the social and emotional needs of students at the heart of the educational process. In our capacity as educational leaders – regardless of our vocations – we envision learning opportunities which foster community, embrace restorative justice and trauma-informed practices, support collaboration, focus on social justice, develop intrinsic motivation, inspire deep understanding, create active learning experiences, and value the contributions of children and young adults. Ultimately, graduates of the Henney Department of Education will create visions for themselves as active participants in their communities.

VOICE   As professionals, graduates of the Henney Department of Education recognize and understand the importance of one's voice, especially the power of a collective voice, when one voice is joined by others. Through the department's carefully designed and

scaffolded clinical experiences, extended field trips, professional learning communities, introduction to trauma-informed and culturally responsive pedagogy, and professional development, graduates of the program will develop their voices in the manner that best fits who they are. We understand it takes a wide variety of informed people to make systemic changes, and through careful reflection, graduates will begin to consider their role in how Manchester graduates have a positive impact on the world.

VOCATION Frederick Buechner wrote, "Vocation is the place where your deep gladness and the world's deep hunger meet." Throughout our education programs, undergraduates will explore their gifts and talents as well as reflect on that which makes their hearts sing. As a Manchester graduate, they will have a better understanding of what they may be called to do, recognizing a vocation may change as life unfolds – circumstances arise – and new people enter the picture. Graduates of the Henney Department of Education, though, may continue to seek purpose and seek ways to impact those around them in positive ways.

Ultimately, our goal is to empower graduates to be agents of change – to develop their visions of themselves and their communities – to develop their voices in such a way they can advocate for themselves and others – to understand their calling in life. We believe strongly in our power to *truly* improve the human condition, and we nurture this ability by introducing undergraduates to high-leverage practices through modeling, scaffolded practices, authentic environments, opportunities to reflect and research in communities of practice and intentional focus on social justice issues. We also appreciate the unique differences each of us brings to the department whether we are faculty or staff or undergraduates, and we recognize the individuality in our journeys.

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 Business and Human Services, along with the Departments of Business, Social Work/Sociology and Psychology. 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 3 full-time faculty and two full-time staff members, each of whom fulfill different roles.

- o Dr. Suad Sakalli Gumus, Director of Teacher Education, teaches The Exceptional Learner, Learners with Mild Disabilities, Mild Interventions: Strategies for Instruction, Assessment and Implementation of Mild Interventions, and Corrective Reading. Questions regarding accreditation and licensure track program, including edTPA, should be directed to Dr. Sakalli Gumus.

- o Dr. Heather Schilling, Director of Clinical Experiences, teaches Professional Learning Communities, Child and Adolescent Development, Building Communities in Schools, Developing Reading Comprehension, and Culturally Responsive Classrooms. Questions regarding clinical experiences should be directed to Dr. Schilling.

- o Dr. Stacy Stetzel, Department Chair, teaches Professional Learning Communities, Disciplinary Literacy, Educational Psychology, Math Curriculum and Methods, Integrated Methods for Elementary Education, Exploring Educational Systems, and Educational Psychology.

- o Mrs. Emily Straub, Reading Specialist, directs the Henney Department of Education Literacy Lab, home of Oakley's Treehouse, which is located on the 2nd floor of the Funderburg Library. Questions regarding the Literacy Lab should be directed to Emily Straub.

- o Ms. Heidi Wieland, Clinical Experience and Assessment Coordinator. Her primary responsibilities involve licensure track program requirements, organizing and evaluating clinical experiences, collecting data for accreditation, completing Indiana Department of Education reporting and overseeing students' progress in the department. Questions regarding licensure track programs, testing and clinical experiences should be directed to Heidi Wieland.

Curriculum

The Manchester Core

Manchester University seeks to develop in each student an appreciation for learning through an academic foundation grounded in the disciplines and in-depth study in specific majors. This combination prepares students for graduate school, the professions, and positions of leadership in all areas of society. A broad-based, flexible General Education curriculum in the liberal arts provides the most appropriate formal preparation to meet contemporary challenges, fulfill career goals, lead a purposeful, healthy and rewarding life, and serve society as a responsible citizen. The courses are outlined in the University Catalog.

Content Area Courses

While the student completes courses in the Manchester Core 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, Emergent Literacy, Developing Reading Comprehension, 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.
- Indiana EPPs undergo continuous review via state and national processes, including reporting annual EPP performance data posted to the Indiana Department of Education's (IDOE's) public website pursuant to Indiana Code (IC) 20-28-3-1 and IC 20-28-11.5-9. All programs are expected to provide high-quality educator preparation and meet minimum standards and benchmarks, thus ensuring rigorous content and pedagogical skill development. House Enrolled Act (HEA) 1558 (2023) added the science of reading as a required component of EPPs and their accountability measures. More specifically, programs preparing elementary, early childhood, and special education teacher candidates must include content aligned to science of reading within their curriculum by July 1, 2024. EPPs must also prepare future teachers to obtain the new Early Literacy Endorsement required under IC 20-28-5-19.7.

- *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: Applied Mathematics, English/Language Arts, Biology (Life Science), Biology-Chemistry, Chemistry, 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, Human Performance (Physical Education) or Visual Arts.

- *Transition to Teaching* For adults who seek a career change, the Henney Department of Education offers an online Transition to Teaching program designed for professionals who already have knowledge and expertise in a content area but need the pedagogy and training in how to teach. Manchester University's 18-credit program enables you to continue working while pursuing a teaching license. Teaching areas offered include licensure areas approved in Indiana for all secondary (such as English, history, chemistry, etc.) and all-grade (such as music, physical education, etc.).   At this time, the Henney Department of Education does not offer a Transition to Teaching Program in elementary education or special education.

Professional Education Courses

The professional education courses meet essential pedagogy under REPA 3; additionally, these courses meet program content standards aligned with expectations of the state reviews conducted by the Indiana Department of Education. 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), Exceptional Learners (EDUC 112), methods courses, and student teaching.   Many professional education courses require teacher candidates to observe and participate in public school classrooms. Clinical 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. 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 clinical experiences, and process license applications for graduates. If you have questions, please contact the Director of Teacher Education, Suad Sakalli Gumus, at 982-5261 or ssgumus@manchester.edu or the Department Chair, Stacy Stetzel, at 982-5421 or ssstetzel@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 curriculum 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. Explore and keep current on the Canvas Check Points class designed to identify and track major expectations and requirements for all education majors. Teacher candidates can also find key documents and expectations in this Canvas class. They will also submit required documents and clinical experience assignments.
4. 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.
5. 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.
6. 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.
7. Save documentation to show your competence, including test results.
8. 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.

9. Be responsible and professional during your clinical experiences in schools. This means you must abide by the required dress code, 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 cooperating 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 clinical experience and failure of the class, which requires successful completion of clinical experience. Clinical experiences are evaluated by the cooperating teachers and a representative of the university. These evaluations have an impact on your admittance into the Teacher Education Program and other educational opportunities.
10. Keep the Education Department informed about changes that affect your program: adding teaching areas, changing major, dropping out of the program, etc.
11. 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 400-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 clinical 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.

Attendance Policy

Attendance: The Henney Department of Education values the engagement of all learners in the classroom. Creating a meaningful community of learners comes from developing relationships between educators and students and between classmates. Class periods support the development of important knowledge and skills required of highly effective educational professionals. Professors use a variety of best practices: lectures, discussions, group projects, inquiry, and presentations, to name a few.

When a student is not present, they are missing key information that enables them to become the best educational professional possible. The department also draws on research that indicates chronic absenteeism (missing more than 10% of classes) severely diminishes a student's academic success. Students enrolled in education courses who choose to not attend or are excessively tardy risk not achieving important course outcomes which can result in failure of the class or failure to pass important licensure exams. In the case of teaching candidates, excessive absences and/or tardies could result in dismissal from the teacher education program.

To develop professional dispositions in pre-service educational professionals, it has adopted the following departmental attendance policy.

- Attendance is recorded at the beginning of each class period.

- A *tardy* is recorded if a student is not present or not prepared at the start when the class period begins.

- Regardless of the reason for the absence, the program requires an email to the professor, and it is the student's responsibility to secure missed material and assignments.

- Planned absences *other than* school-related activities (e.g. athletic or music competitions of which the student is involved) must be discussed in person with the Director of Teacher Education, currently Dr. Suad Gumus. Students should not assume the planned absence is excused. The Henney Department of Education does not excuse vacations that are not part of the official Manchester University academic calendar.

- Unplanned absences, such as illness, may be excused at the discretion of the faculty for the course if the student has followed this absence protocol: If the student is ill, they notify the faculty member at least one hour prior to the start of class. Texting

the faculty member is acceptable if that is the professor's preferred method of communication. Asking a classmate to pass along the information is not acceptable.

Consequences of excessive tardies and/or absences: After the 3rd absence in a class, the student will be required to meet with the instructor and the Director of Teacher Education to discuss consequences and to create an educational professional contract with the understanding that failure of the course, the inability to pass the licensure exam(s), or the removal from the education program may occur.

Unplanned classroom absences over 15% of the allotted class time *may result* in course failure. Unexcused absences of any kind over 15% of the allotted class time *will result* in course failure.

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 curriculum 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 curriculum 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 person's employment and other obligations, and thus, it is entirely online. This program for alternative certification allows candidates to add pedagogy knowledge and skills to content knowledge. Licensing is possible in the areas of secondary (5-12) and all grade (P-12) content areas 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

Clinical 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 clinical experiences provide excellent opportunities to learn from others and to see what it means to be a teacher.

Clinical 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 Clinical Experience
Year 1	Fall (1)	EDUC 111 – Exploring Educational Systems (F)* EDUC 223 – Child and Adolescent Development (F) *clinical experience requirements contained in the syllabus for each course
	Spring (2)	EDUC 112 – The Exceptional Learner (S)* *clinical experience requirements contained in the syllabus for each course
Year 2	Fall (3)	EDUC 230 – Educational Psychology (F)* EDUC 202 – Professional Learning Community I *clinical experience requirements contained in the syllabus for each course
	Spring (4)	EDUC246 – Educational Assessment (S)* EDUC 204 – Professional Learning Community II EDUC 207 – Educational Technology (S) *clinical 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 working with literacy in the elementary school, as well as time in a classroom of their concentration 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.
Year 4	Fall (7)	Seniors will be completing their student teaching. Educational Studies majors will be doing an internship in fall or spring of year 4. Elementary majors complete methods block in the fall. Secondary and all-grade majors complete EDUC 440 in the fall. All students must earn favorable disposition reviews to student teach.
	Spring (8)	Seniors will be completing their student teaching. Educational Studies majors will complete an internship.

In order to fulfill the requirements of the clinical experiences, teacher candidates must complete a full background check. Please see Ms. Heidi Wieland for more information regarding the clinical 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 the advisor and can help answer your questions. You can contact her at lpmarlatt@manchester.edu

For the 2025-26 academic year, your MAE officers are as follows:
President – Kinzi Whitton kjwhitton2027@manchester.edu
Vice President – Emilee Manns eamanns2027@manchester.edu
Treasurer – Ali Paul alpaul2027@manchester.edu
Secretary – Ty Fagan thfagan2028@manchester.edu
Activities Coordinator – Laine Elkins eeelkins2029@manchester.edu
Social Media Manager – Micah Jenkins mmjenkins2028@manchester.edu
Sophomore Representative – Charlie Toth cstoth2028@manchester.edu
Freshman Representative – Reagan Claus rlclaus2029@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 clinical 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. The Department encourages students to obtain their substitute teaching permit to gain valuable experience in the classroom.

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 Clinical 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 400 level courses with EDUC prefix. Teacher candidates <u>must</u> have completed all requirements for admission to teacher education one full calendar year <u>prior</u> 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, submit your SAT/ACT scores, or complete the Reading and Math CORE courses in 240 Tutoring and submit same to the Clinical 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. Our department uses 240 Tutoring as a remediation tool.
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	Teacher candidates attend one event on the Celebrating Diversity menu and submit the proper documentation to the Canvas Checkpoint Course.
Education Course Grade Requirement	Teacher candidates must receive a C or higher in any required EDUC courses except for EDUC 111. If a teacher candidate receives a C- or lower in a required EDUC course, with the exception of EDUC 111, 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 for their first year in EDUC112, 2nd year in PLC2, 3rd year in PLC4, and 4th year in student teaching, and at the discretion of the department if a dispositional issue arises. See Appendix E for requirements.
Clinical experience evaluations	Clinical experience evaluations are filled out by the teachers you observe and/or assist, a representative of the University 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	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 clinical 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 completed during junior clinical experience. The student teaching interview is held with the Director of Teacher Education. 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 will complete professional development on campus during finals week. 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.

Clinical Educators (cooperating teachers) are expected to have at least three years teaching experience and a strong recommendation from appropriate supervisors. Clinical educators must be licensed to teach in the areas in which they mentor teacher candidates. Manchester seeks exemplary classroom teachers to work with teacher candidates. Clinical educators may be nominated by principals, co-workers, and faculty. Before the start of the clinical experience, information packets are sent to each clinical educator. In addition, a training video that is recorded and provided by the Director of Clinical Experiences explaining the expectations, assessments, and instruments to be used as well as the timelines for certain tasks to be completed during the experience.

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 **<u>one full year prior to student teaching</u>** 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. Assignments are distributed as they become 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 clinical educators, if possible, before the school year ends.

START OF SCHOOL EXPERIENCE (S.0.S)

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

All teacher candidates are expected to "shadow" their clinical educator(s) during <u>at least the first four days of the teachers' contract</u>. 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 clinical educator(s). In situations where teacher candidates have two placements, the candidate will need to work with **both** clinical educators to establish the schedule for these first four days of school.

Clinical educators 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 clinical educator(s), and the topics they will be teaching during student teaching. Guidelines for the first days of school will be distributed at the Student Teaching 101 meeting.

- 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, clinical educators, and University supervisors will review the policies and procedures outlined in the Student Teaching handbook, which will be provided electronically to the clinical educators, 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 clinical educator'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 clinical educator(s). During finals week of their student teaching semester, student teachers must complete professional development on campus. Grades for performance in student teaching are determined by the department with input from the clinical educator 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, clinical educator(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, submit their ACT or SAT score to the Clinical Experience and Assessment Coordinator or complete the Reading and Math portions of 240 Tutoring 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 pass the Specialty Tests that are required for their teaching area(s) prior to student teaching as well. In the alternative, the student candidate my request access to 240Tutoring for one month and pass all required content test preparation with at least a 90% prior to the testing deadline.** 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, they should not pay for the processing until they have 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.

In a spirit of collaboration, we have updated our substitute teaching policy for student teacher as follows:

- During the first 10 weeks of the student teaching clinical experience, the minimum student teaching required by the Indiana Department of Education (IDOE), candidates will <u>not</u> be allowed to substitute teach.

- Following the first 10 weeks, candidates *may be hired* as substitute teachers *in their placement classroom only,* for the duration of their placement. We ask that candidates not be hired at any one time for more than two consecutive days.

- Should a school need a teacher candidate to serve as a substitute teacher for more than is noted above, then we recommend that the school/school corporation reach out to the Director of Teacher Education to request shortening the student teaching placement in order to hire the candidate on a short-term contract.

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 clinical educator
- 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/

<u>A</u>UDIENCE: The first section addresses who will be expected to meet this objective.
Who—the student

> **Audience Examples:**
> The student
> Jane
> Fourth graders

<u>B</u>EHAVIOR: 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 recall of major ideas	explain what information means interpret information translate knowledge into new context order, group, infer causes predict consequences from 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
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.

__C__ONDITIONS: 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 <u>may need</u> but currently <u>do not have</u> 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.

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

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 <u>tie directly</u> 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 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

<table>
<tr>
<td colspan="6">Manchester University
Harry H. Henney '35 & Jeanette Henney Department of Education Lesson Plan Rubric
TC Name: Reviewer: Date: Grade/Subject:</td>
</tr>
<tr>
<td>Technical Elements and Standards</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
</tr>
<tr>
<td>1) Objectives

InTASC 1. 6. 7

CAEP 1.1, 1.4</td>
<td>TC does NOT include learning objectives. TC lists NO learning objectives within the lesson plan.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>2) Assessment Methods InTASC 6;</td>
<td>TC does not assess skills. TC does not provide an</td>
<td>Assessments are present but inappropriate. TC Does Not assess skills</td>
<td>The assessments provide evidence to</td>
<td>The assessments provide multiple forms of evidence</td>
<td>Level 4 plus: TC provides research/evidence-</td>
</tr>
</table>

CAEP 1.2, 1.3, 1.4	assessment OR assessments are not related to the topic OR TC does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.	listed in objective; OR Not developmentally OR instructionally appropriate; OR Doesn't explain how assessment is evaluated/scored. 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

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

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

Understanding InTASC 1, 2, 7; CAEP 1.1	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.**	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.	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.	**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.	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.**

9) Planning to Support Individual Differences and Learning Needs InTASC 1, 2, 8 CAEP 1.4	There is **no evidence** of planned supports. **OR** TC does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.	Planned supports are **loosely tied** to learning objectives **OR** the central focus of the learning segment	Planned supports are tied to learning objectives **AND** the central focus **WITH** attention to the characteristics of the class as a whole.	Planned supports are tied to learning objectives **AND** the central focus. Supports address the needs of specific individuals or groups with similar needs.	**Level 4 plus:** Planned Supports include specific strategies to identify **AND** respond to common developmental approximations or misconceptions.
10) Standard Writing Conventions (lesson plan and documents)	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.**	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.**	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**	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.**	**Level 4 plus:** TC applies academic language in their writing of the lesson plan consistent with the discipline area of the lesson.

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	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	Comments
Oral Grammar INTASC 9, 10, CAEP R1.3, R1.4	Consistently models effective communication, with no distracting errors.	Models effective communication, with minor errors.	Communicates with some errors that occasionally distract.	Errors significantly distract from communication.	
Oral Fluency INTASC 9, 10, CAEP R1.3, R1.4	Effectively elaborates responses and maintains a fluid conversation.	Provides effective responses, addressing questions well.	Uses simple responses with limited elaboration.	Responds with one-word or very short answers.	
Writing Skills INTASC 9, 10, CAEP R1.3, R1.4	Consistently communicates ideas effectively in writing.	Generally, communicates ideas effectively in writing.	Communicates ideas with some errors in writing.	Errors in writing significantly distract from understanding.	
Interest in Teaching INTASC 7, 8, 9, CAEP R1.4	Provides examples of past experiences showing strong commitment and understanding of professional responsibilities.	Shows commitment and understanding of professional responsibilities.	Implies an understanding of professional responsibilities.	Shows little commitment or understanding of professional responsibilities.	
Experiences with Children INTASC 9, CAEP R1.4, R3.2	Actively engages with learners and professionals; values all learners.	Seeks opportunities to work with learners and professionals; values learners.	Participates in college-initiated experiences with learners.	Few or no documented experiences with learners.	
Confidence INTASC 9, CAEP R3.2	Communicates with strong eye contact, appropriate body language, and enthusiasm.	Demonstrates good eye contact and a relaxed body language.	Makes eye contact but shows limited interest and occasional discomfort.	Little to no eye contact; displays apathy or discomfort.	
Professional Attitude INTASC 1, 2, 7, 9, CAEP R1.4, R3.2	Reflects enthusiastically and knowledgeably on teaching practices.	Reflects appropriately on teaching experiences.	Shows developing reflective skills in discussing teaching practices.	Non-reflective and immature in discussing teaching experiences.	
Total: _____/28 points					

Comments:

Appendix E: Admission to TEP Approval Form

Candidate Name: _____
Date: _____
TEP/Major: _____

Checklist

Criteria	Met	Not Met	Comments/Explanation (if Not Met)
Disposition	☐	☐	_____
GPA Requirement	☐	☐	_____
Grade Requirement for Education Courses	☐	☐	_____
Clinical Experience Requirement	☐	☐	_____
Standardized Test Requirement	☐	☐	_____

Disposition: achieved developing or competent in all categories of the disposition rubric evaluation.

GPA Requirement: Achieved 2.50 overall and 2.75 major GPA

Grade Requirement for Education Courses: Received a C or higher in any required EDUC courses except for EDUC 111.

Clinical Experience Requirement: Successful *Completion of a clinical experience as indicated by evaluations* Junior Clinical Experience Evaluation - Clinical Educators.doc*.conducted by the MU supervisor and the cooperating teacher.*

Standardized Test Requirement: Praxis I or SAT/ACT scores or completion of CORE reading and math modules of 240 Tutoring are submitted to the and Clinical Experience and Assessment Coordinator

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Additional Notes/Recommendations:

Admission Decision:

☐ Approved

☐ Not Approved

Approved By: _____
Title: _____
Date: _____

Appendix F: Disposition Assessment 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 Henney Department of Education believes it can use these undergraduate behaviors as benchmarks for growth within the teaching profession.

Disposition assessments will be conducted every year (1st year in EDUC 112, 2nd year in PLC 204 and 3rd year in PLC 304, and 4th year in student teaching) to capture the progression and/or lack of progression throughout the program, the first 3 being used as formative and the last one being summative. If any concern arises at any point in the program, the instructor/faculty member will fill out a disposition and submit it to the DTE so that the DTE will set up a meeting with the student (and the faculty member if need be) to address the issue(s) on the spot in addition to the yearly check-ups.

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.

INTASC Standards	Disposition	The Beginning Candidate (1)	The Developing Candidate (2)	The Competent Candidate (3)	The Accomplished Candidate (4)	N/A
InTASC #9: Professional Learning and Ethical Practice	Professional demeanor, integrity	Does not adhere to legal requirements, professional behaviors, and practices within the scope of educational assignment; does not make decisions based on moral, social, and ethical ideals; Inconsistently reflects professionalism through attendance or punctuality: attendance is spotty, and candidate is excessively late or absent throughout the semester; does not communicate reasons for absences; does not meet timelines for task completion, lacks the quality of work accuracy and thoroughness.	Meets basic legal requirements, professional behaviors and practices within the scope of educational assignment; attempts to make decisions based on moral, social, and ethical ideals; Reflects developing professionalism through some lapses in attendance or punctuality; 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.	Meets legal requirements and practices within the scope of the educational assignment; makes decisions based on moral, social, and ethical ideals; Reflects adequate professionalism through good attendance and punctuality; notifies the instructor in advance and makes arrangements for absences (i.e. tests, assignments, content covered); follows through with commitments and due dates.	Adheres to legal requirements, professional behaviors, and practices within the scope of educational assignment; makes decisions based on moral, social, and ethical ideals; Consistently practices professionalism by intentionally being in attendance and early to class, appointments, and meetings; exhibits impeccable attendance; plans ahead purposefully and demonstrates mastery of time management; Displays responsibility, and dependability.	N/A

InTASC #10: Leadership and Collaboration	Interactions with stakeholders (learners, families, colleagues, and any others).	Inconsistently takes leadership and collaborative roles through working with others; demonstrates an unwillingness to build relationships; negatively interacts with people who have different views or backgrounds; not fit to work with others professionally.	Reflects developing leadership and collaborative roles through making efforts to work with others; demonstrates a limited understanding of how to effectively and intentionally build relationships; does not consistently work well with people who have different views or backgrounds; at this time, is a struggling pre-professional that needs assistance.	Reflects adequate leadership and collaborative roles through good relationships with others; 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; understands how to effectively and intentionally builds 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.	**N/A**

InTASC #1: Learner InTASC #3: Learning Environments Development InTASC #4: Content Knowledge InTASC #5: Application of Content InTASC #7: Planning for Instruction InTASC #9: Professional Learning and Ethical Practice	Attitude toward knowledge and learning	Inconsistently takes initiative in attaining knowledge, appears uninterested in the learning and/or teaching process; seems apathetic or negative about gaining new knowledge; fails to participate in discussion; does not complete work; does not take input/feedback well; Inconsistently reflects respect and patience.	Reflects developing knowledge and respect for learning, shows limited interest for the learning and/or teaching process, does not seek opportunities to gain new knowledge, participates in discussions when prompted, completes work with limited capacity, reflects limited processing of input/feedback, displays limited patience and respect.	Reflects adequate depth of knowledge and respect for learning, recognizes opportunities to engage in the learning and/or teaching process, occasionally seeks opportunities to gain new knowledge, participates in discussions, completes work with an acceptable quality, values input, patient and respectful.	Consistently practices intentional mastery of knowledge and respects the learning process, 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, values the input and contributions of families, colleagues, and other professionals, patient and respectful.	N/A

Additional Comments:

_____

_____   _____
Signature of the Instructor   Date

Appendix G: Admission to Student Teaching Interview Rubric

Candidate's name _____

Student teaching semester _____

Rating: _____ (refer to category headings)

STUDENT TEACHING INTERVIEW

Before the Manchester University Department of Education secures a student teaching placement, the candidate will interview with the Director of Teacher Education, submit a cover letter and current resume, meet all criterion outlined in the Teacher Education Student Handbook, and submit the names of four references. The DTE will complete this rubric based on the professional demeanor and depth of answers provided during the interview. Candidates must have an average of Competent (3) to earn permission to student teach.

Criterion	Beginning Candidate (1)	Developing (2)	Competent (3)	Accomplished (4)	Score
Knowledgeable of Content InTASC #4	Candidate cannot answer questions related to content knowledge, the profession of teaching, instructional resources, and the daily routine of the school.	Candidate struggles to answer or provides vague responses to questions related to content knowledge, the profession of teaching, instructional resources, and the daily routine of the school.	Candidate demonstrates mastery of content knowledge, 21st century instruction, appropriate instructional resources, and the daily routine of the school.	Candidate responds accurately and enthusiastically to questions concerning content knowledge, the teaching profession, 21st century skills, and the daily routine of the school.	
Reflective Stance InTASC #9	Candidate shows little interest in the profession and fails to express professional goals, and cannot discuss InTASC standards reflected in the program's conceptual framework (CARE). Candidate does not give much consideration of professional stance	Candidate indicates some interest in the profession, and neglects to reflect on the InTASC standards reflected in the program's conceptual framework (CARE). Candidate needs more time reflecting on self as a professional educator in order to set professional goals.	Candidate reflects clear understanding of the importance of the InTASC standards reflected in the program's conceptual framework (CARE). Candidate demonstrates moderate interest in the profession and has developed at least one professional goal.	Candidate reflects clear understanding of the importance of the InTASC standards reflected in the program's conceptual framework (CARE). Candidate reflects a clear vision of high-quality professional goals.	
Research and Leadership InTASC #10	Candidate expresses a belief that the teacher is not responsible for student learning. Candidate fails to discuss current or relevant educational research or related current events.	Candidate reflects on impact of teacher on learning but cannot speak with depth. Candidate mentions some educational research but is clearly not comfortable with discussion.	Candidate believes all children can learn and that the teacher is responsible for student learning. Candidate discusses relevant educational research, with a moderate level of understanding.	Candidate believes that all students can learn and as the teacher accepts responsibility for student learning. Candidate discusses the relevance and importance of educational research; reflects on how research positively impacts student learning.	

Communication InTASC #9	Candidate makes grammatical errors, mumbles, mispronounces words, or speaks too softly/loudly to be understood. Candidate uses limited and unprofessional vocabulary. (**If the candidate has a speech related disability, please indicate so in the comments area.**)	Candidate makes a few grammatical errors or does not use sophisticated language. Candidate uses a basic, underdeveloped vocabulary.	Candidate makes no grammatical errors or corrects himself/herself, pronounces most words correctly, and speaks clearly and audibly. Candidate uses limited, but appropriate, vocabulary.	Candidate uses clear voice and correct, precise pronunciation of words with no grammatical errors. Candidate uses mature and professional vocabulary.	
Caring Dispositions and Ethical Responsibility InTASC #9	Candidate is unable to articulate what it means to be fair, honest, ethical, or possess integrity in the professional setting. Candidate has no knowledge of a professional code of ethics	Candidate offers vague examples of the role of honesty, integrity, fair treatment, and respect for others, in the professional setting. Candidate is minimally aware of a professional code of ethics.	Candidate can articulate the role of honesty, integrity, fair treatment, and respect for others, in the professional setting using professional examples. Candidate offers a clear awareness of a professional code of ethics.	Candidate demonstrates a clear understanding of honesty, integrity, fair treatment, and respect for others, in the professional setting using personal experiences in the classroom as evidence. Candidate gives appropriate and authentic examples of a professional code of ethics.	
Respect for Diversity and Individual Worth InTASC #2	Candidate demonstrates little understanding of professional respect for differences in race, culture, ethnicity, religion, gender, ability, etc. Candidate struggles to discuss the use of differentiation in a classroom.	Candidate demonstrates some understanding of professional respect for diverse students and the need for differentiated instruction and high expectations for all students. Candidate uses vague or general examples of differentiation.	Candidate reflects on ways to respect diverse students and differentiate. Offers general examples of differentiation. Candidate offers a general discussion of special education law, referring to IDEA or examples discussed in class.	Candidate demonstrates deep understanding of and the ability to respect diverse students and the need to differentiate instruction. Speaks naturally of authentic differentiation examples. Candidate speaks with confidence of special education law, and the need to have high expectations for all students.	
Working with Families and Communities InTASC #10	Candidate is unable to respond to questions related to the needs of families, and the significance of family and community support in student success. Candidate shows little interest in the needs	Candidate acknowledges importance of working with families but lacks experience in fostering positive relationships. Candidate offers general examples of collaborating with families.	Candidate indicates understanding and sensitivity to the needs of families and the importance of their involvement in a child's learning. Candidate is able to articulate the need to	Candidate can give specific examples of how to encourage family and community involvement in student learning. Candidate discusses the significance of working collaboratively with	

	and involvement of families in student learning.		collaborate and seek solutions to overcome obstacles that prevent family and community involvement.	families and significant adults to increase student success.	
Technological Competence and Educational Applications InTASC #8	Candidate is unable to discuss the use of technology in creating one's own educational projects or the importance of global readiness.	Candidate tries to discuss the role of technology but cannot provide specific examples of technology benefitting P-12 student learning.	Candidate demonstrates a moderate understanding of the role of technology in contributing to personal and professional growth, global readiness or P-12 student learning.	Candidate can discuss the integration of technology in their instruction, how to help P-12 students use technology to learn content, and the implications for global readiness.	
Personal Appearance InTASC #9 & #10	Candidate is dressed inappropriately (too casual-jeans, t-shirt; too provocative; dirty or wrinkled).	Candidate is dressed too casually for an interview, but exhibits care in appearance.	Candidate is dressed in business casual, not fully appropriate for an interview.	Candidate is dressed in business- like attire (business suit or dress).	
Non-verbal/ Personal Presentation InTASC #9 & #10	Candidate exhibits poor posture and makes no eye contact . **(If the candidate has a physical disability, please indicate so in the comments area.)** Candidate lacks confidence and poise.	Candidate fails to hold eye contact and good posture when answering the interviewer's questions. Candidate appears uncomfortable some of the time during the interview	Candidate exhibits good posture, makes appropriate eye contact. Candidate exhibits confidence and poise consistently throughout interview.	Candidate exhibits a professional and polished level of eye contact, gestures, facial expression and confidence. Candidate engages interviewer with confidence and poise.	

OVERALL SCORE
Comments:

Appendix H: Final Permission to Student Teach

Unacceptable	Acceptable	Target
Teacher candidate fails to connect content with content-specific pedagogy; candidate cannot incorporate professional, state, and institutional standards in a way that engages students, integrates technology and builds on students' culture and background knowledge. Candidate does not embody professional dispositions expected of professional, state, and institutional standards. Candidate does not demonstrate classroom behaviors consistent with the ideal of fairness and the belief that all students can learn. Candidate neglects professional behavior, and his/her professional appearance may undermine work with students, families, colleagues, and communities.	Teacher candidate connects content and content- specific pedagogy. Candidate demonstrates a broad knowledge of research-based instructional strategies and draws upon content and pedagogical knowledge and skills to help all students learn. The candidate engages students by presenting content in clear and meaningful ways as well as through the integration of technology. Candidate is familiar with the professional dispositions expected of professional, state, and institutional standards. Candidate discusses behaviors consistent with the ideal of fairness and the belief that all students can learn. Candidate reflects professional behavior, and his/her professional appearance reflects the level of professionalism needed to work with students, families, colleagues and communities.	Teacher candidate thoroughly connects content and content-specific pedagogy. Candidate embraces and expresses understanding of professional, state, and institutional standards. Candidate has in-depth content knowledge, and s/he uses multiple explanations and research-based instructional strategies so that all students learn. Candidate presents content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. Candidate's professional dispositions demonstrate ability to work with students, families, colleagues, and communities. Candidates demonstrate behaviors that create caring and supportive learning environments and encourage self- directed learning by all students. Candidates recognize when their own professional dispositions and appearance may need adjustment and are able to do so.
This rubric is borrowed heavily from Fayetteville State University https://www.uncfsu.edu/assets/Documents/Office%20of%20Teacher%20Education/Admission%20to%20Student%20Teaching%20Interview%20Rubric.pdf		

Appendix I: Modified Danielson Rubric

This Rubric is the modified (abbreviated) version of the Danielson Framework for Teaching adopted for the evaluation of pre-service Teacher Candidates.

Original Domain aligned with INTASC and CAEP Standards	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Domain:1a APPLYING KNOWLEDGE OF CONTENT AND PEDAGOGY				
Critical Attributes: ***Disciplinary Expertise** ***Pedagogical Content Knowledge** ***Knowledge of Interdisciplinary Relationships and Skills** **INTASC 1, 2, 3** **CAEP R1.1, 1.2, 1.3**	The Teacher Candidate lacks sufficient knowledge of content and pedagogy to support student learning of the content as demonstrated in the plans by central concepts, instructional strategies, consideration for prerequisite knowledge important to student learning of the content, connections to concepts and skills that transfer across disciplines	The Teacher Candidates' understanding of content and pedagogy partially supports student learning of the content as demonstrated in the plans by central concepts, instructional strategies, consideration for prerequisite knowledge important to student learning of the content, connections to concepts and skills that transfer across disciplines	The Teacher Candidates' understanding of content and pedagogy supports student learning of the content as demonstrated in the plans by central concepts, instructional strategies, consideration for prerequisite knowledge important to student learning of the content, connections to concepts and skills that transfer across disciplines	The Teacher Candidates' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection as demonstrated in the plans by central concepts, instructional strategies, consideration for prerequisite knowledge important to student learning of the content, connections to concepts and skills that transfer across disciplines
Domain: 1b KNOWING AND VALUING STUDENTS				
Critical Attributes: *** Respect for Students' Identities** *** Understanding of Students' Current Knowledge and Skills** *** Knowledge of Whole Child Development** *** Knowledge of the Learning Process and Learning Differences**	The Teacher Candidate lacks sufficient knowledge of students to support student learning or development as demonstrated by knowledge of and attention to students' race, culture, identity, awareness and application of students' varying knowledge and skill levels, understanding of students' social, cognitive, emotional, linguistic, physical development	The Teacher Candidate's knowledge of students' identities, as well as their strengths and needs partially supports learning and development as demonstrated by knowledge of and attention to students' race, culture, identity, awareness and application of students' varying knowledge and skill levels, understanding of students' social, cognitive, emotional, linguistic, physical development	The Teacher Candidate's knowledge of students supports learning and development, and enables the Teacher Candidate to build upon student assets as demonstrated by knowledge of and attention to students' race, culture, identity, awareness and application of students' varying knowledge and skill levels, understanding of students' social, cognitive, emotional, linguistic, physical development	The Teacher Candidate's knowledge of students is extensive and fosters student learning and development to support academic and personal success as demonstrated by knowledge of and attention to students' race, culture, identity, awareness and application of students' varying knowledge and skill levels, understanding of students' social, cognitive, emotional, linguistic, physical development
Domain: 1c SETTING INSTRUCTIONAL OUTCOMES				
Critical Attributes: *** Value and Relevance** *** Alignment to Grade-Level Standards** *** Clarity of Purpose** *** Integration of Multiple Aspects of Student Development**	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
Domain: 1d USING RESOURCES EFFECTIVELY				
Critical Attributes: *** Instructional Materials** *** Technology and Digital Resources** *** Supports for Students**	The Teacher Candidate is not aware of or does not appropriately or effectively use instructional materials and other resources to support student learning and development.	The Teacher Candidate understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The Teacher Candidate's knowledge of instructional materials and other resources lead to discerning choices to support learning and development.	The Teacher Candidate makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
Domain: 1e PLANNING COHERENT INSTRUCTION				

Critical Attributes: *Tasks and Activities * Flexible Learning * Student Collaboration * Structure and Flow	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning through authentic opportunities.
Domain: 1f DESIGNING AND ANALYZING ASSESSMENTS				
Critical Attributes: * Congruence with Instructional Outcomes * Criteria and Standards * Planning Formative Assessments * Analysis and Application	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the Teacher Candidate determine whether students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to Teacher Candidates and feedback to students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
Domain: 2a CULTIVATING RESPECTFUL AND AFFIRMING ENVIRONMENTS				
Critical Attributes: * Positive Relationships * Sense of Belonging * Cultural Responsiveness * Positive Conflict Resolution	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Domain: 2b FOSTERING A CULTURE FOR LEARNING				
Critical Attributes: * Purpose and Motivation * Dispositions for Learning * Student Agency and Pride in Work * Support and Perseverance	The culture of the class is not conducive to learning and does not support development.	The culture of the class is somewhat conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters, dialogue, reflection, and growth, allowing all students to experience success.
Domain: 2c MAINTAINING PURPOSEFUL ENVIRONMENTS				
Critical Attributes: * Productive Collaboration * Student Autonomy and Responsibility * Equitable Access to Resources and Supports * Non-Instructional Tasks	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the Teacher Candidate, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
Domain: 2d SUPPORTING POSITIVE STUDENT BEHAVIOR				
Critical Attributes: * Expectations for the Learning Community * Modeling and Teaching Habits of Character * Self-Monitoring and Collective Responsibility	There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the Teacher Candidate and occasionally taught explicitly.	Students display positive behaviors, which are modeled by Teacher Candidates and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
Domain: 2e ORGANIZING SPACES FOR LEARNING				
Critical Attributes: * Safety and Accessibility * Design for Learning and Development * Co-Creation and Shared Ownership	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful

				spaces for all to learn and grow.
Domain: 3a COMMUNICATING ABOUT PURPOSE AND CONTENT				
Critical Attributes: *** Purpose for Learning and Criteria for Success** *** Specific Expectations** *** Explanations of Content** *** Use of Academic Language**	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
Domain: 3b USING QUESTIONING AND DISCUSSION TECHNIQUES				
Critical Attributes: *** Critical Thinking and Deeper Learning** *** Reasoning and Reflection** *** Student Participation**	Questioning and discussion are absent or do not support learning and development.	Questioning and discussion, primarily framed and led by the Teacher Candidate, are used to support student learning and development.	Questioning and discussion, framed or led by the Teacher Candidate and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.
Domain: 3c ENGAGING STUDENTS IN LEARNING				
Critical Attributes: *** Rich Learning Experiences** *** Collaboration and Teamwork** *** Use of Instructional Materials and Resources** *** Opportunities for Thinking and Reflection**	Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.
Domain: 3d USING ASSESSMENT FOR LEARNING				
Critical Attributes: *** Clear Standards for Success** *** Monitoring Student Understanding** *** Timely, Constructive Feedback**	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	Formative assessment partially supports student learning and development.	The Teacher Candidate and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.
Domain: 3e RESPONDING FLEXIBLY TO STUDENT NEEDS				
Critical Attributes: *** Evidence-Based Adjustments** *** Receptiveness and Responsiveness** *** Determination and Persistence**	The Teacher Candidate makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The Teacher Candidate makes some adjustments to learning experiences and is responsive to student needs with partial success.	The Teacher Candidate's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.
Domain: 4a ENGAGING IN REFLECTIVE PRACTICE				
Critical Attributes: *** Self-Assessment of Teaching** *** Analysis and Discovery** *** Application and Continuous Improvement**	The Teacher Candidate does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.	The Teacher Candidate's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The Teacher Candidate's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The Teacher Candidate consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most.
Domain: 4b DOCUMENTING STUDENT PROGRESS				

Critical Attributes: * **Student Progress Toward Mastery** * **Shared Ownership** * **Maintaining Reliable Records**	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The Teacher Candidate documents some aspects of student progress in a manner that is accessible to students and those who support them.	The Teacher Candidate documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals: they analyze and discuss their progress with the Teacher Candidate and those who support them.

Domain: 4c ENGAGING FAMILIES AND COMMUNITIES

Critical Attributes: * **Respect and Cultural Competence** * **Community Values** * **Instructional Program** * **Engagement in Learning Experiences**	The Teacher Candidate makes some efforts to engage families and communities and does so in a respectful manner.	The Teacher Candidate engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The Teacher Candidate's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.	N/A as was not observed. Teacher Candidate Candidates may not get the chance to interact with families and the community when observed by the University Supervisor. Hence the supervisor should check this box to prevent deviation in the overall assessment. Clinical educators however, will be able to make a better judgement holistically as they get to observe every day. If proficient mark this box.

Domain: 4d CONTRIBUTING TO SCHOOL COMMUNITY AND CULTURE

Critical Attributes: * **Relational Trust and Collaborative Spirit** * **Culture of Inquiry and Innovation** * **Service to the School**	The Teacher Candidate is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The Teacher Candidate makes modest contributions to the school culture, supporting professional learning and upholding the values of the school.	The Teacher Candidate takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The Teacher Candidate takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.

Domain: 4e GROWING AND DEVELOPING PROFESSIONALLY

Critical Attributes: * **Curiosity and Autonomy** * **Developing Cultural Competence** * **Enhancing Knowledge and Skills** * **Seeking and Acting on Feedback**	The Teacher Candidate does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The Teacher Candidate engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.	The Teacher Candidate directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The Teacher Candidate appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.

Domain: 4f ACTING IN SERVICE OF STUDENTS

Critical Attributes: * **Acting with Care, Honesty, and Integrity** * **Ethical Decision-Making** * **Advocacy**	The Teacher Candidate's actions are uncaring or dishonest.	The Teacher Candidate acts honestly and with care and integrity.	The Teacher Candidate is known for and looked to as a model of care, honesty, and integrity.	The Teacher Candidate is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and Teacher Candidates to seek opportunities to develop these qualities.

Appendix J: 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
  o measure the outcomes of your learning segment as related to the central focus;
  o 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