Heritage University

College of Education
Teacher Preparation Program

Teacher Prep Handbook

Teacher Candidates
Innovate
&
Middle Level/Secondary

Signature Form/Acknowledgment of Receipt

Disclaimer: This handbook is intended to guide Teacher Preparation candidates to successful completion of their teacher education program. At no time do the policies and/or procedures in this handbook supersede the contents of the current Heritage University Student Handbook available for student review in MyHeritage under the Student Services tab.

I _____ (Student's Complete Name) received a copy (physical or electronic) of the Teacher Preparation Candidate Handbook on the date listed below. **I understand that I am expected to read the entire handbook and comply with the policies and procedures included therein.** Additionally, I will sign the two copies of this Acknowledgment of Receipt, retain one copy for myself, and return one copy to the Heritage University representative listed below on the date specified. I understand that this form will be retained in my student file. My signature constitutes acknowledgement of access and review of *Teacher Education Program Handbook*.

I agree to the following program requirements for the Heritage University Teacher Preparation Program:

- Maintain a minimum GPA of 3.0 throughout program
- As an undergraduate student, repeat any course where I have earned a C- or lower as the final course grade
- As a graduate student, repeat any course where I have earned a B- or lower as the final course grade
- Maintain Clear Moral Character and Personal Fitness–**WAC 181-86, WAC 181-87,** and **RCW 28-A.410**, and **OSPI Pre-Residency Clearance**
- Successful *Pass* rating on the **Candidate Disposition Form** every semester
- Complete and submit a **Professional Growth Plan (PGP)** during the last semester of the program
- Complete and submit an accurate **Time Log** of hours spent in classroom during Clinical Practice (Minimum of 450 hours for Undergraduates & MIT Theory to Practice Candidates; Minimum of 540 hours for MIT Accelerate & Residency Candidates)
- Submit and attempt to pass each subtest of the WEST-B, SAT, or ACT exam prior to admission.
- Submit and attempt to pass the appropriate NES/WEST-E (s) Tests.
- Submit and attempt to pass the appropriate Final Portfolio Assessment.

DISCONTINUANCE IN ANY SEMESTER

Recommendations for discontinuance are made to the Chair of Teacher Preparation. **Candidates will be removed from the program if:**

- They are unable to demonstrate adequate progress in student (K-8 learner) learning
- They are unable to demonstrate adequate progress in content knowledge and skills
- They are unable to demonstrate adequate progress in pedagogical techniques
- They are unable to achieve an expected level of classroom management knowledge and skills
- They are unable to serve effectively as a mentored resident intern
- They do not participate actively and effectively in team and school-based learning teams
- They fail to meet expectations for attendance at school site or courses
- They fail to maintain requirements of the teacher preparation program
- They fail to meet Disposition Standards

Failure to complete any of the above requirements at any point in the program may result in the following process:

1) Meet with Academic Advisor and/or University Mentor to create Academic Action Plan
2) Student Advocacy staff/director notified.
3) Meet with the Department Chair to discuss progress on the Academic Action Plan
4) Program suspension or program removal.

* Program and certification requirements are subject to change as a direct result of state legislation or additional measures required by the Professional Educators Standards Board.

_____

Candidate, *Name Printed* Signature Date Signed

University Representative, *Name Printed* Signature Date Signed

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Heritage University

SECTION ONE

General Program Information:

Heritage University

Land Acknowledgement:

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisquouse, Wenatshapam, Klikatat, Klinquit, Kow was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our university's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

MISSION

Heritage University empowers a multicultural and inclusive student body to overcome the social, cultural, economic and geographic barriers that limit access to higher education. Rooted in the homeland of the Yakama Nation, we embrace transformational student-centered education that cultivates leadership and a commitment to the promotion of a more just society**.**

CORE THEMES

Access and Equity: Heritage University strives to identify, recruit, enroll and retain students from a wide range of different types of backgrounds.

Academic Excellence: Academic excellence includes all aspects of a high-quality liberal arts and career-preparatory educational experience for all students, from the individual course level through completion of their goals. It includes student satisfaction with courses and student services, employer satisfaction with Heritage students, the percentage of courses taught by full-time faculty and student outcomes (graduation rates, placement rates and course success).

Community Engagement: Community engagement includes partnerships with various organizations across the regions that Heritage University serves. It embraces an outreach mentality leading to immersion in local communities to understand their educational needs and adapt to meet them, and to lead students and graduates to give back to their communities.

Institutional Vitality: Vitality relates to the health of the institution itself, such as its financial sustainability.

CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION (COE)
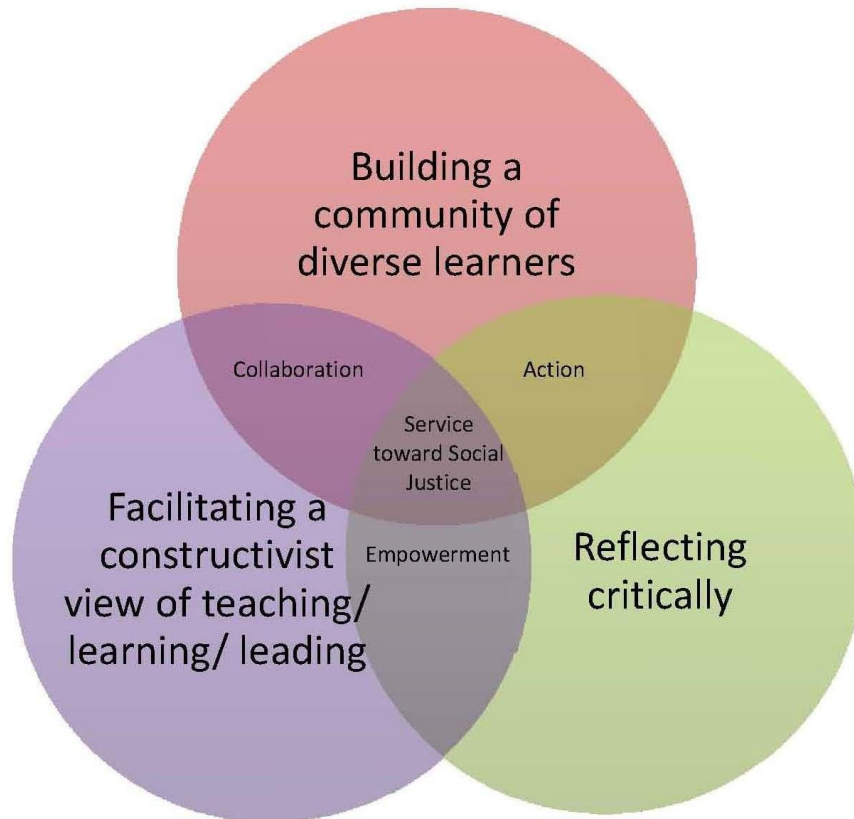
Building Community While Constructing Knowledge to Serve a Pluralistic Society Heritage University

"Knowledge Brings Us Together"

Critical reflection is essential if one is to improve the quality and appropriateness of one's future actions or the context in which those actions will occur. Educators **serve** the needs of a pluralistic society by working on the faculty's conception of what is important to the preparation of educators, and the relationships between the key elements, as depicted in the above figure. According to this conception, a safe, caring, and diverse community in which each is respected allows people to *collaborate* in the socially mediated process of **constructing knowledge**. This leads to a sense of individual and collective *empowerment* allowing one the confidence, courage, and desire to **reflect** on one's aims and practices, as well as the context in which these occur. This process meets the needs of all students; they serve the needs of a *just* society by challenging the inequities of the status quo.

VISION: To create educators who are **Competent, Collaborative, Creative and Catalyst**.

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"Knowledge Brings Us Together"

Building Community While Constructing Knowledge to Serve a Pluralistic Society

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Heritage University's mission is to provide a quality education for multicultural populations that have not traditionally had access to higher education. It was the need for such access and the desire to create an environment in which individuals could develop their human potential and a sense of empowerment that brought people together to create the institution.

One dimension of the University's mission is personal transformation within a supportive, pluralistic community of learners, which will result in improvement in the community at large. Implied within its mission statement and the University's motto, "Knowledge Brings Us Together," are the valuing of a richly diverse learning community, active engagement in the learning process, and the continuing development of a just and pluralistic society through service.

Candidates and others using this Handbook should be aware of the College's and University's commitment to the themes of community, inclusion, collaboration, a constructivist approach to learning, and engagement in reflection that leads to better action on behalf of students. It is the expectation of the College of Education that Candidates who graduate from Heritage University are *fully competent* in the skills and attitudes necessary to allow learners to grow within culturally inclusive environments.

Teacher Preparation Pathways

Heritage University offers graduate and undergraduate teacher preparation pathways to certification.

Undergraduate Program- Fall Start

HU Innovate

HU Innovate is a teacher preparation program for a Bachelor of Arts in Elementary Education with an English Language Learners endorsement and emphasis in elementary STEM (Science, Technology, Engineering and Mathematics). The program is four semesters, the last of which is a semester of co-teaching in a classroom.

HU Middle/Secondary Education Majors (levels 4-9 or 9-12)

This baccalaureate degree program is designed to provide focused preparation for students planning to teach at the middle school or high school level. Students complete the General University Course Requirements (GUCR's), professional education core courses, specialty methods courses, selected concentration and required supporting courses.

HU Master's in Teaching (MIT) – Summer Start

The Heritage University MIT Program provides a teacher preparation pathway for individuals who hold a Bachelor's degree and/or an emergency/conditional teaching certificate. Candidates can earn a Master in Teaching (MIT) degree in elementary education with K-8 teacher certification, and an endorsement in English Language Learner (ELL) or Special Education (SPED).

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HU INNOVATE Course Sequence

The HU Innovate program consists of 60 credits of coursework and fieldwork/Clinical Practice experiences. The program culminates in a Residency Teacher certificate with an emphasis in elementary STEM education. Candidates complete the coursework required for a K-8 teaching certificate and an ELL endorsement.

Semester I	Semester II	Semester III	Semester IV
ED 304 Teacher Preparation Orientation (0) ED 305CW Foundations of Education and Learning Theory (2) ED 315B Introduction to Curriculum, Management, Methods, and Assessment (3) ED 324 Literacy Foundations (3) ED 347A – Differentiated Instruction: Diversity Issues in the School (2) Ed 359 Social Studies & Children's Lit (2) BLE 411 History & Theory of Bilingual Education (3)	ED 367 Writing Across the Content Areas (2) ED 347B Exceptional Learners and Inclusion (2) ED 388 Project based Teaching & Learning in the Elem Classroom (2) BLE 413AW ELL Methodology and Assessment (3) BLE 311 Structure of Language (2) ED 317C Field Practicum I (1) ED 343A Foundations in Education Technology (3)	ED 486 Advanced STEM Methodology for Elem Teachers (3) BLE 307 Language Acquisition (2) BLE 495AW Advanced Literacy in Bilingual Education (3) ED 417C Field Practicum II (1) ED 407A Teaching Inquiry through Science and Engineering Practices (2) ED 459W Advanced Literacy (2) ED 336 Health & Fitness (1) ED 498AW Introduction to Teaching Portfolio Assessment (2)	ED 410D Clinical Practice Seminar (1) ED 481E Elem Clinical Practice (8) **14 weeks** **450 hours** ED 410B Issues of Abuse (online) (1) BLE 415 Equitable Assessment (2) ED 328A Fine Arts (1) ED 498BW Teaching Portfolio Assessment Essentials (1) **Final Portfolio Assessment during Student Teaching**
WEST Bs (95, 96 & 97), SAT, or ACT ATTEMPTED** PRIOR TO STARTING PROGRAM		**NES Subtest 102 & 103 PASSED BY END OF FIRST SUMMER**	**WEST E (051) PASSED BY END OF LAST SEMESTER**
15 credits	**15 credits**	**16 credits**	**14 credits**

HU Middle Level/Secondary Course Sequence

The HU Middle Level /Secondary program consists of 38 credits of coursework and fieldwork/Clinical Practice experiences in Education and the rest of the required credits in the chosen specialty of the student. The program culminates in a Residency Teacher certificate with a chosen specialty. Candidates complete the coursework required for a teaching certificate.

Semester I	Semester II	Semester III	Semester IV
ED 304 Teacher Preparation Orientation (0) ED 305CW Foundations of Education and Learning Theory (2) ED 315B Introduction to Curriculum, Management, Methods, and Assessment (3) ED 347A – Differentiated Instruction: Diversity Issues in the School (2)	ED 347B Exceptional Learners and Inclusion (2) BLE 413AW ELL Methodology and Assessment (3) BLE 311 Structure of Language (2) ED 317C Field Practicum I (1) ED 343A Foundations in Education Technology (3) ED 491M Specialty Methods in Middle level Teaching Methods (3) *OR* ED 491S Specialty Methods in Secondary Teaching Methods (3)	BLE 495AW Advanced Literacy in Bilingual Education (3) ED 417C Field Practicum II (1) ED 498AW Introduction to Teaching Portfolio Assessment (2)	ED 410D Clinical Practice Seminar (1) ED 410B Issues of Abuse (online) (1) ED 481M Midlevel Clinical Practice (8) **14 weeks** **450 hours** *OR* ED 481S Secondary Clinical Practice (8) **14 weeks** **450 hours** ED 498BW Teaching Portfolio Assessment Essentials (1) **Final Portfolio Assessment during Student Teaching**
WEST Bs (95, 96 & 97), SAT, or ACT ATTEMPTED** PRIOR TO STARTING PROGRAM		NES Subtest 102 & 103 PASSED BY END OF FIRST SUMMER	WEST E (051) PASSED BY END OF LAST SEMESTER
7 credits	**14 credits**	**6 credits**	**11 credits**

Policy and Procedure

1. COURSE GUIDELINES AND EXPECTATIONS:

    A. Audio visual materials: Video recording of lessons is required as part of the Final Portfolio Assessment. Instructions in video recording, transferring to video, editing, converting, and compressing video will be provided.

    B. Use of Technology: All Candidates are required to upload assignments to Anthology (formerly Chalk and Wire). Candidates will also upload their Final Portfolio Assessment electronically through Chalk and Wire. Candidates are required to submit video evidence for feedback and, if necessary, complete virtual teaching experience.

2. REQUIRED TEXT(S) AND STUDY AIDS:

    A. Required readings: As assigned by the faculty.
    B. Recommended readings:
- Curriculum guides and materials
- School policies and procedures
- Weekly bulletins
- Professional journals and articles

CO-TEACHING INTERNSHIP REQUIREMENTS AND GRADING POLICY

1. CORE TEACHER AND MENTOR FINAL RATING:
- Receive a final evaluation score of 3 or 4 on the Final Rating Sheet from his/her Core Teacher.
- Receive a final evaluation score of 3 or 4 on the Final Rating Sheet from his/her University Mentor.

2. FINAL PORTFOLIO ASSESSMENT:

Complete and submit all documents for your Final Portfolio Assessment which includes the Professional Competencies Assessment Instrument (PCAI) and other forms of evidence. Candidates will complete their Final Portfolio Assessment in their final semester of the program. Submission of the Final Portfolio Assessment is a requirement to receive a **Pass** grade for the Co-teaching Internship and to graduate. Candidates must pass the Final Portfolio Assessment to be recommended for Teacher certification. A passing score is a rating of three; however, a Candidate may receive three twos if no more than one of these is received in the same criterion. Candidates cannot receive a score of one for any competency and pass the PCAI.

At midterm, if the level of competence warrants, the Candidate, with the help of the University Mentor, may be asked to develop an improvement plan.

3. DISPOSITION EVALUATION:

Receive a Candidate Disposition Evaluation Form showing no concerns by the end of the semester.

A rating of 'Unsatisfactory' for any disposition brought forth by core teacher or University Mentor at any time during the internship will require an improvement plan written by the Candidate with guidance and input from the University Mentor and Core Teacher.

4. PRACTICUM and CO-TEACHING ATTENDANCE POLICY:

- Teacher candidates in undergraduate programs must complete two 30-hour Practicums and a 450-hour co-teaching internship. These field internship placements must take place with at least two different teachers.
- Teacher Candidate hours must match those required by the Core Teacher's school/district.
- Candidates will complete an attendance log (an example log of the log is included in this handbook) of student contact hours in classroom and seminar. (Required by PESB)
- If illness or other emergency prevents you from attending school, you must notify your Core Teacher/University Mentor as soon as possible.
- Attendance at scheduled seminars is **required**. If you are unable to attend, you must notify the course faculty.
- **Heritage's co-teaching internship is 14 weeks**. The Professional Educator Standards Board (PESB) requires a minimum of 450 contact hours for Traditional Routes (Undergraduate); however, Heritage's semester schedule requires candidates to remain in the classroom for 14 weeks. Start and end dates may vary depending on the district in which the candidate is placed.
- A Candidate's internship may be extended at the discretion of the University Mentor, and/or Teacher Preparation Exceptions Committee if competencies and/or requirements have not been met.

NOTES:

Strikes

Teacher strikes are sensitive issues and often can have long-lasting effects in a school district. Generally, a Heritage University teacher candidate assigned to a school district in which a teacher strike occurs should not report to the clinical internship setting until the strike is concluded. In most cases, you should not engage in any activity that could be interpreted as support for either the school district or the teacher association. However, if circumstances are such that you believe it is important to take a position, please contact the appropriate Teacher

Preparation Program faculty member to discuss the implications.

If, as the result of strike activity, the internship is substantially shortened, the Teacher Preparation Program will make a reasonable effort to enable you to meet established course requirements for credit. Under these circumstances, it may be necessary to extend the internship or find a new field placement.

Remote Learning:
Technology has made it possible for school districts to educate students remotely in case of weather shutdowns, staff shortages, pandemics, and other emergencies. If a school district, school building, or class goes to remote learning, the teacher preparation candidates placed within the district, school or class can continue their Practicum or Student Co-teaching in the virtual classroom. If the administration, core teacher or student is not comfortable continuing during the time the school or class is remote, they can arrange to continue in person once learning returns to the classroom if the school is remote for only a short period. If the school goes remote for an extended period and, as a result, the internship is substantially shortened, the Teacher Preparation program will make a reasonable effort to find an alternative placement, or it may be necessary to extend the student internship to meet the requirement for the program.

Rights and Responsibilities

Academic Honesty Policy

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. Academic dishonesty is serious and will carry appropriate sanctions ranging from a written record of the violation being placed in the student's file, to course failure, and even to suspension or dismissal from the university. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and all behavior inconsistent with academic integrity and honesty. Candidates are expected to adhere to the highest standards of academic honesty and to refrain from any dishonest or unethical action. In all academic exercises, exams, papers and reports, candidates are expected to submit their own work. The use of the words or ideas of others is always to be indicated through an acceptable form of citation. To plagiarize is "to use another person's idea or part of their work and pretend that it is your own" (Cambridge Dictionary of American English).

Academic Warning, Probation and Suspension

A student whose midterm grade for any course is below a GPA of 2.00 may receive an academic warning in writing upon recommendation of the course instructor.

If the semester GPA is below 2.00, the student is placed on academic probation. Once an undergraduate student is placed on academic probation, the student must attain at least a 2.00 semester GPA for the next six semester credits to continue their studies. A student on academic probation for two consecutive semesters is subject to academic suspension, which is noted on their permanent record (transcript).

After each semester, the Academic Standards Committee reviews the grades of all students who have made unsatisfactory progress and decides the action to be taken. Students are notified by letter of the committee's decision and are given the opportunity to appeal in writing to the provost/vice president of Academic Affairs if circumstances warrant.

For both undergraduate and graduate candidates, the university reserves the right to dismiss at any time a student whose conduct, academic standing or health is such that the administration believes continuance at the university is undesirable.

Academic Grievance Process

Students who feel that an academic decision affecting them should be re-examined may present their case according to the following grievance process.

These steps are followed until the concern is resolved:

- A student confers with the instructor concerned.
- If the student believes the matter has not been satisfactorily resolved, the student confers with the department chair or department director.
- If the student believes the matter has not been satisfactorily resolved, the student confers with the college dean to seek assistance in resolving the concern.

- A student makes an appointment with the provost/vice president of Academic Affairs to seek assistance in resolving the concern.
- The student and the provost/vice president of Academic Affairs may request a hearing committee to review the matter.
- The provost/vice president of Academic Affairs communicates the decision to the concerned student.

Faculty: _____

Phone Number: _____

E-mail: _____

Teacher Prep Program- Intervention Plan

Student:_ ID#

Concerns:

1.

Intervention Plan

Student Signature   Advisor Signature

Date:
Cc: Advisor
Cc: Student
Cc: Teacher Preparation Chair

<u>Follow Up Form</u>

Notes / Comments: _____

_____

_____

_____

Student Signature Advisor Signature

Date:

Action Plan for Program Completion

Team Members Team of Advisor, Candidate, and Department Chair	Candidate	Advisor	Dept Chair	Evidence of Progress

Date: REQUIREMENTS MET BEFORE:
Action Plan Component(s): ………… Requirement

Performance Goals	Goal and Action Steps	Optional Support	Evidence of Progress
Coursework – Candidate needs to …	***Goal:*** *Candidate will ….*		***Outcome:*** Candidate will ….. before
Issue from candidate's point of view:	1. Create ….		

Signatures

Candidate	Date and Signature	Advisor	Department Chair

Attendance

Candidates are expected to attend all classes. Should you have an emergency that prevents your attendance, it is your responsibility to notify the instructor prior to class. Due to the accelerated timeline for the course as well as the collaborative nature of the learning opportunities, preparation, attendance, and participation affect the course grade. The instructor reserves the right to adjust the final grade in a negative direction based upon class preparation, attendance, and participation.

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance AND participation in each course are minimal requirements and expected from each candidate. Absences are counted from the first official meeting of the course regardless of the date of the candidate's enrollment. Arriving late or leaving early from any class session is calculated in the overall time missed for the course. It is advisable for candidates to establish contacts or partnerships with their course mate to obtain relevant notes and course information in the event of absence.

For all field practicum courses, **candidates are expected to be on time and stay for the duration**, as arranged with the core teacher. Consult your program or practicum handbooks for the required number of hours.

Campus Security and Safety

In case of an emergency, call 911. Campus security services provide the following services to Heritage University staff, faculty, and students: employee training; student training; increased lighting and security camera systems; jump starting batteries; help with vehicle lockouts; security escorts; tow truck assistance; secure lost-and-areas. For these services, call (509) 865- 8555 or (509) 961-4674 or go to CampusSecurity@heritage.edu. ***Important:*** The University has an emergency notification system that allows students to receive notifications via email and text message to inform students of an on-campus emergency and campus closure. Updates to security contacts and services can be found in the course syllabi. You are encouraged to enroll in the Rave Mobile Safety program by logging into https://www.getrave.com/login/Heritage.

Email Policy

Candidates will obtain an electronic mail (email) address through Heritage University. Candidates are responsible for **reading email daily**, as this is the primary way of communicating important information to candidates.

Heritage faculty reserves the right to utilize email communication for class assignments, announcements, etc. Email will be used periodically to send information from the College of Education regarding scholarship opportunities and other pertinent announcements. Heritage email may be forwarded to a personal email address.

Technology

Candidates have access to My Heritage, Heritage email, online course evaluations, Anthology (formerly Chalk and Wire) and the College of Education web page. Candidates may be expected to access education related websites and literary sources. Unless stated otherwise, candidates complete all written assignments using a word processing program.

Tutorial Support

Heritage University has made a commitment to provide peer-tutoring learning communities. The ASC offers several tutoring options to fit your academic needs. During regular ASC hours, you may schedule a virtual Zoom appointment with one of our incredible college tutors. Or for 24-hour assistance, you may connect with a qualified, off-campus tutor via Smarthinking online tutoring.

The ASC is committed to providing high-quality academic support while protecting the health of our tutors, students, and the community at large. We appreciate your patience as we adjust our services to meet the evolving needs of the Heritage learning community.

Hours: On Campus- M-F 9:00am-7:00pm

Remote- M-F 7:00pm-10:00pm and Sat – Sun 10:00am-7:00pm

Contact ASC: Phone (509) 865-8517

Email ASC@heritage.edu

DISABILITY POLICY (RCW 28 B.10.912)
Americans with Disabilities Act of 1990 (ADA Policy)

The current law of the Americans with Disabilities Act of 1990, states the following:

"A disability can be a physical or mental impairment that substantially limits one or more major life activities of an individual." The ADA law prohibits discrimination and ensures that individuals with disabilities have "the same opportunities as everyone else to participate in the mainstream of American life - to enjoy employment opportunities, education, to purchase goods and services, to participate in State and local government programs and services." As an institution of higher education, Heritage University commits to making reasonable accommodations to students with disabilities.

If you believe you have a disability which may warrant you an accommodation, the first step is to contact the Office of Ability Services to schedule an appointment at: 509-865-8515 or e-mail OfficeofAbilityServices@heritage.edu

For more information about disability services online, please visit:
http://www.heritage.edu/AboutHeritage/PresidentsWelcome/PresidentsCabinet/AccessandAc commodationsforPersonswithDisabilities.aspx

POSSESSION AND USE OF FIREARMS ON HERITAGE UNIVERSITY PROPERTY

Policy Statement
The possession or use of any firearm on university (or school) property is strictly prohibited.

Policy Standard/Procedures
No air gun, firearm, rifle, shotgun, or weapon may be possessed, stored, discharged, loaded, or used on property owned or leased by Heritage University with two exceptions:

1. A firearm in the possession of a uniform or nonuniform officer of the law, and
2. A firearm in a vehicle unloaded and locked within the vehicle and concealed from view.

Severe disciplinary action up to and including termination will be taken against any employee discovered in possession of an unauthorized firearm or similar weapon on their person while on university property. Disciplinary action up to and including dismissal from academic courses, will be taken against any student discovered in possession of an unauthorized firearm or similar weapon on their person while on university (or school) property.

THE ESSENTIAL ELEMENTS OF CO-TEACHING

Commitment to student growth through individualized or differentiated, data-driven instruction

Commitment to working as a TEAM; commitment to collaboration to improve one's practice (co-planning; co-teaching; co-analysis)

Commitment to on-going professional development and learning; altering educational practice to create more just and productive learning environments

Commitment to honest communication among candidates, core teachers, PLC members, and staff.

CO-TEACHING STRATEGIES

One Teach, One Observe: One teacher has primary instructional responsibility while the other gathers specific observational information on student or teacher behavior. During the co-planning session the team should determine what specific behaviors will be observed. The key to this strategy is to focus the observation. It is important to remember that either teacher could take on either role.

One Teach, One Assist: One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or gives students immediate feedback on their assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

Station Teaching: The co-teaching team divides the instructional content into parts. Each teacher instructs one of the groups. Groups rotate or spend a designated amount of time at each station. Additional stations can be led by trained parents or paraprofessionals. The difference between station teaching and centers is that a teacher or adult leads stations.

Parallel Teaching: Each teacher instructs half of the students. The two teachers are addressing the same instructional material, using the same teaching strategies. During the co-planning session, this option will be chosen when the team determines that the students would benefit from a reduced student-teacher ratio.

Supplemental Teaching: This option allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information taught at an extended level or re-taught for remediation.

Differentiated Teaching: Differentiated instruction strategies provide two different approaches to teaching the same information. The objective is the same for all students, however the avenue for getting there is different.

Team Teaching: Well, planned and team -taught lessons exhibit an invisible flow of instruction with no prescribed division of authority; both teachers are actively involved in the whole group lesson. From the students' perspective, there is no clearly defined leader as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.

MODEL OF CORE TEACHER AND CANDIDATE
SHIFTING INFLUENCE in a Mentored Pathway

The co-teaching model expects that for much of the time both Core Teacher and Candidate will be actively involved in the delivery of instruction. Candidates, however, do need some time to get the experience of managing the class individually. Therefore, an 80%/20% division of the time between coteaching and solo teaching is required.

CORE TEACHER

LEVEL ONE: CORE TEACHER AS PRIMARY GUIDE AND INSTRUCTIONAL LEADER, GUIDE AND COACH

1

LEVEL TWO: CORE TEACHER AS INSTRUCTIONAL PARTNER, MUTUALLY SHARING RESPONSIBILITY

2

3

LEVEL THREE: CORE TEACHER AS COACH, PROVIDING SPECIFIC FEEDBACK ON HOW TO BE A MORE EFFECTIVE PROFESSIONAL
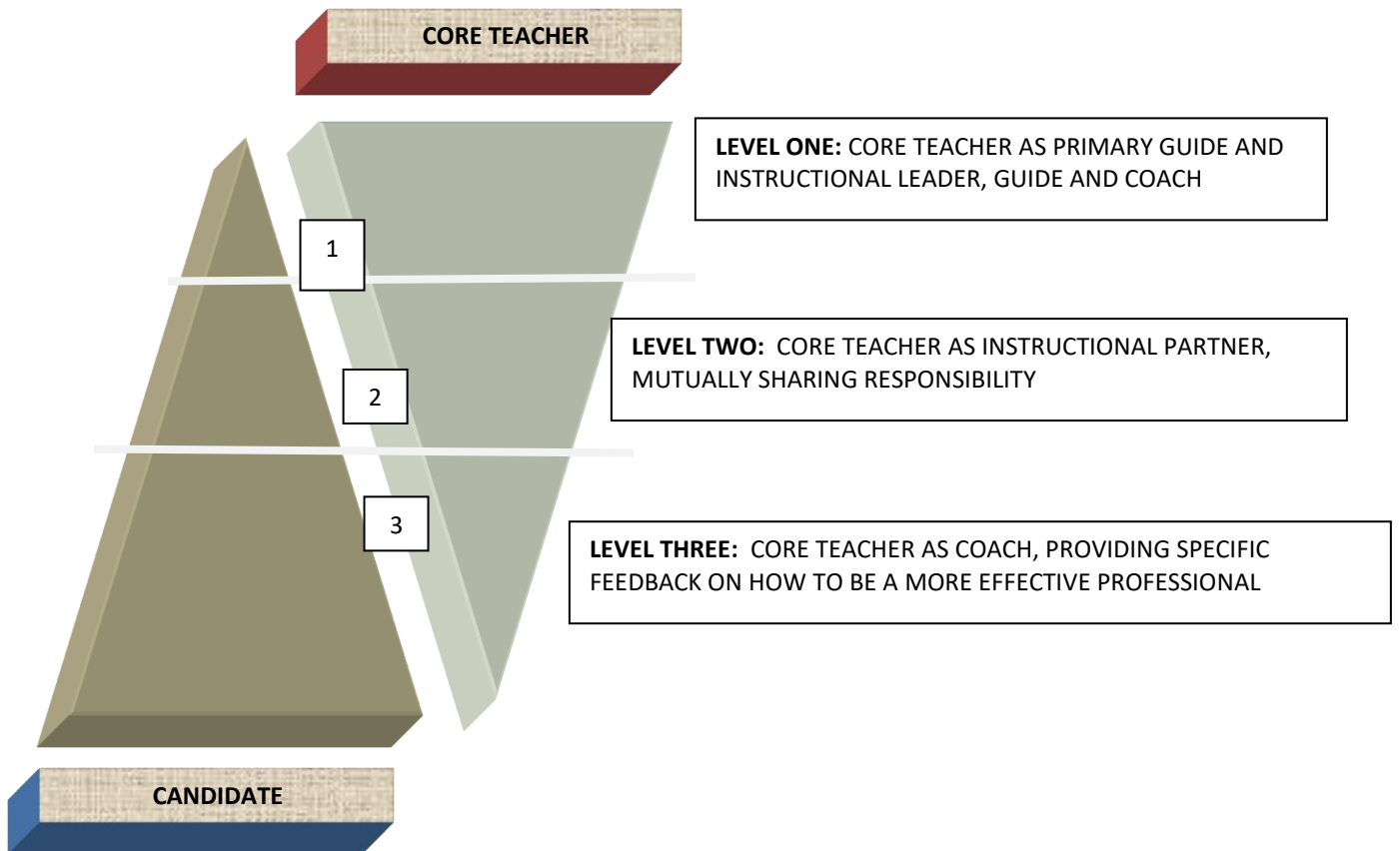
CANDIDATE

NOTE: The shift of the responsibilities of the Core Teacher to the Candidate should begin no later than midterm. The Core Teacher and University Facilitator will monitor the progress the student makes in moving from one level to the next.

CO-PLANNING

Co-planning is one of the hallmarks of the co-teaching model. Successful co-teaching requires co-planning. *If teaching pairs don't co-plan they won't co-teach!* Commitment to a shared planning time facilitates the communication and collaboration necessary for successful co-teaching.

Core Teachers and Candidates should spend <u>at least one hour per week co-planning</u> during a mutually designated time. This co-planning time must be considered a high priority by both teachers.

The Team Planning Schedule described in the following Elements of Planning document contains a model of the Team Planning Sheet, an example of what a weekly co-planning worksheet might look like. The Core Teacher and Candidate create the framework for the week ahead of time considering schedule changes, upcoming curricula, what lessons will be co-taught, what strategies or approaches will be used, and the needs of each learner before determining which role each will play in the lessons of the week.

In the early stages of the internship the core teacher will lead these team planning sessions, but as time progresses the Candidate should assume more responsibility and ultimately should take the lead. (Refer to the Model of Core Teacher and Candidate Shifting influence on page 16)

Although pairs are not expected to use co-teaching for EVERY lesson, they are encouraged to try each strategy, and to combine strategies to best meet students' needs.

<u>Candidates and core teachers will spend additional time planning on their own to prepare for their individual part in each lesson.</u>

CO-EVALUATING STUDENT PROGRESS

Co-assessment. The team is responsible for completing adequate assessments for all students. It is the expectation of Heritage University that the team will complete all three purposes of assessment in the critical areas of reading, language arts, and mathematics. It is expected that the data from assessments will be used to set individual and group goals and objectives/targets and will help inform lesson design.

There are three common levels of assessment:

> **Diagnostic assessment:**
> A diagnostic assessment assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises.

> **Formative assessment**:
> This assessment is used to determine how a student is progressing on a very specific task which is monitored daily or nearly daily. Teachers use formative assessment data to adjust the instruction design when learning is not occurring as planned.

> **Summative assessment:**
> This assessment is used to determine overall retention of information previously taught and assumed to have been learned. The results of summative assessment can be used to reset goals and objectives/targets.

Practicum and Student Co-Teaching Field Placement

The classroom internship experience is a vital part of the Heritage Teacher Preparation process. The Field Placement Director and their team make every effort to ensure that students are placed in a Practicum or Student Co-Teaching environment that best suits the candidate's academic certification path and the needs and preferences of the student; however, student Practicum and Co-Teaching placements are facilitated by the area school districts, which are under no obligation to place Heritage University students.

Placement Process:

1. Prior to field placement, students must complete the Pre-Residency Clearance Application on the OSPI website and be fingerprinted. Even if you have previously been fingerprinted for a specific district, you will likely need to have your fingerprints done at the Pre-Residency Clearance. We cannot request internship placement for you until your Pre-Residency Clearance is complete and all other placement requirements are met.

2. Students complete the Field Placement Application, complete with resume and letter of introduction, by the stated deadline for each placement that is needed. Some districts have strict deadlines for placement requests and will not accept students after the established district deadline.

3. The Field Placement Director and/or the Internship Placement team go through the application to ensure that all the applications have the correct information and that the requests fall within the requirements of the program. We also pay particular attention to those who indicate that they currently work with a school district requested.

4. The Field Placement Director and/or the Internship Placement team create the Field Placement request lists and send formal requests for placement to the school district offices.

5. Placements are made at the district level. The school district generally contacts the school building principals regarding placement requests. Please note—Not all Teachers are qualified to host and mentor Student Co-teaching Placements.

6. The school district contacts the Field Placement Director or the Internship Placement Team regarding students they are interested in hosting or placements they can facilitate.

7. Once a Practicum or Student Co-teaching placement has been found, the student candidate will be contacted and an email finalizing the placement and connecting the core teacher and teaching candidate.

8. Once the introduction email is received, contact your core teacher to ensure that all district requirements have been met, and schedule a start date and practicum or co teaching schedule.

To Facilitate Practicum or Student Co-Teaching Placement:

1. **DO NOT** try to find yourself a placement! Heritage University does not allow candidates to pre-arrange placements. Do not contact districts, principals, prospective core teachers or facilitators prior to or during the placement process. Failure to adhere to the University policy in this area could jeopardize any placement and affect future placements of Heritage University students in the school district.

2. Complete the Pre-Residency Clearance, Fingerprinting, and Field Placement application prior to established deadlines.

3. Washington requires all state employees to be fully vaccinated. Any teacher candidates placed in a school district for the purpose of an internship, student teaching, or practicum, must abide by this same rule.

4. Be aware that the school districts do use your introduction letter and resume when

considering candidate placements. Make sure that the letter and resume reflects you and your education experience in the best light.

5. The more attentive you are to requirements and deadlines and the more flexible you are in your placement consideration, the more likely we will be able to place you in a timely manner.

6. Please note that the Field Director and/or Internship Placement Team do everything they can to facilitate placement of candidates in an internship in keeping with their academic certification program; however, the program cannot guarantee candidate placement in a particular school or within a particular semester. The school districts accept candidates at their discretion. They are under no obligation to accept placement of Heritage University candidates.

ROLE OF THE CANDIDATE

The following specific dispositions are critical to a successful co-teaching internship and therefore are expected of Candidates:

1. Come ready to learn, be enthusiastic and show initiative. PROFESSIONALISM)

2.   Ask questions--discuss professional issues honestly. (COLLABORATION)

3.   Work with a collaborative attitude. (COLLABORATION)

4.   Be flexible and resilient. (SITUATION APPROPRIATE BEHAVIOR)
5.   Be sensitive to all members of the team. (SITUATION APPROPRIATE BEHAVIOR)

6. Be prepared. (PROFESSIONALISM)

7. Be accepting of feedback and put suggestions for improvement into practice. (SITUATION APPROPRIATE BEHAVIOR)
8. Value the diversity in a community of learners. (RESPECT)

Candidate Responsibilities:

1.   Completes all expectations and requirements of the internship cited on the Expectation Timeline, Grading, and Attendance Policy.
2. Reliable transportation is a must. The candidate is responsible for ensuring reliable transportation to Field Internship Placements and being able to travel outside their home district for placement if necessary. Medical conditions that bar an individual from driving should be identified to the Field Placement Director with the Field Placement Application and will be considered when placing students in internships.
3. Punctuality and attendance. Notify your Core Teacher and University Mentor as soon as possible if illness or another emergency prevents you from attending class. Candidates who

miss more than three days during the term may be required to extend the internship.

4. Helps with all classroom responsibilities; record keeping, grading, etc.

5. Knows and follows all school policies and procedures related to teaching responsibilities.

6. Is available before and/or after school for co-planning and conferencing sessions with Core Teacher and or mentor.

7. Attends all faculty meetings, parent conferences, and other professional meetings with the Core Teacher as requested by school leadership.

8. After consultation with the University Mentor and Core Teacher, sets weekly goals that lead to acquisition of competencies in the Professional Competencies Assessment Instrument (PCAI) and/or Final Portfolio Assessment.

9. Completes a PCAI self-evaluation at the beginning, mid-term, and final evaluations of the internship, giving his/her perspective to the PCAI evaluation process of the Core Teacher and University Mentor.

10. Models' professional ethics and attitudes. (Professional Code of Ethics)

ROLE OF THE CORE TEACHER

1. Implements elements of the co-teaching model.
2. Accepts the co-teaching attitude: We are both teachers.
3. Helps the teacher candidate feel comfortable.
4. Share instructional time, ideas, materials, and workspace with the candidate.
5. Introduces the candidate to school faculty and staff as his/her "Co-teacher."
6. Mentors and guides the candidate.
7. Alerts the University Mentor with concerns regarding the candidate and his/her performance.
8. Models effective teaching strategies and professional attitudes.
9. Communicates expectations and checks for understanding.
10. Share with the candidate the management/behavioral philosophies that he/she has adopted over time. Discuss which strategies and philosophies best support the co teaching experience.
11. . Provides the candidate with district adopted texts, guides, and academic expectations.
12. Discusses school/district policies, procedures, and regulations with the candidate.
13. Selects a mutually agreed upon time for reflection and co-planning.
14. Supports candidates with completion of the Final Portfolio Assessment.
15. Helps the candidate set weekly goals towards acquisition of competencies detailed in the Professional Competencies Assessment Instrument (PCAI).
16. Scores the Professional Competencies Assessment Instrument at midterm and final time.
17. Rates the candidate's demonstration of expected dispositions using the Candidate

Disposition Evaluation Form at mid-term and final time.

ROLE OF THE UNIVERSITY MENTOR

Dispositions:

1. Represents Heritage University in the most positive manner with prospective, former, and current students, clients, suppliers and the community.
2. Interacts effectively with a diverse group of faculty, staff, and students.
3. Learns and uses operating practices/procedures of the COE and Heritage University.
4. Upholds the ideals of Heritage University's Mission Statement and the College of Education's Conceptual Framework.
5. Handles confidential information with tact, discretion, and in compliance with FERPA regulations.
6. Communicates effectively with the Director of Teacher Field Experiences and the Chair of Teacher Preparation to ensure consistent and effective implementation of adopted policy/procedures and program approval standards.

University Mentor Responsibilities:

1. Provides elements of co-teaching information and internship requirements to the Core Teacher and teacher candidate.
2. Facilitates team building and honest communication.
3. Conducts weekly observations and provides written feedback to the candidate.
4. Develops competency priorities individualized for the candidate and based on the needs identified by the Core Teacher and observations.
5. Develops specific direct intervention plans when competencies or expectations are not being met in accordance with the Timeline of Expectations. Documents these using the PCAI Summary Sheet.
6. If needed to encourage implementation of co-teaching, conduct the Mid-term Co teaching Profile with Core Teacher and Candidate. Submits digital copy to the Director of Teacher Field Experiences.
7. Informs the Chair of Teacher Preparation when progress of any candidate is inadequate and may indicate need for additional support, intervention, or program extension.
8. Scores the Professional Competencies Assessment Instrument at midterm and final time.
9. Formally rates the candidate's demonstration of expected dispositions using the Candidate Disposition Evaluation Form at mid-term and final time.
10. Monitors completion of required documents for certification.
11. Supports candidates with completion of the Final Portfolio Assessment.
12. Attends and fully participates in meetings and activities related to the position (i.e., co teaching seminars, mentor meetings and training).

It is important to know yourself – so you can share with and know your co-teaching partner

_____

Clear and honest communication is vital to achieving the goals of co-teaching. Therefore, consistent with the desire to create and sustain a healthy, professional working environment, each candidate and mentor/core teacher should work to maintain a high level of honest communication.

This means that candidates and mentor/core teachers should:

1. *Raise concerns as soon as they arise.*
2. *Attempt to give feedback that is clear and unambiguous while being respectful. Over politeness may confuse the listener and not give the issue the priority it deserves.*
3. *Receive feedback with the understanding that the person offering it is doing so to create a stronger team. Do not ascribe any other motivation to feedback that is given.*

CO-TEACHING INTERNSHIP SUBSTITUTE POLICY

WAC 180-79A-231(6)

The intern substitute certificate is issued under special circumstances for a limited period of service to an individual who is student teaching or is a co-teaching intern but does not yet meet requirements for a regular certificate. A school district, educational service district (ESD), or approved private school must formally request the intern substitute certificate, and a college/university must verify enrollment and approve the Candidate.

OVERVIEW:
To protect the integrity of the co-teaching experience, Heritage candidates will follow these requirements regarding substitute teaching during the internship.

- At the end of **seven weeks** of co-teaching, Candidates may be eligible to request clearance to substitute in the absence of their Core Teacher. Candidates may not substitute in any other room or for any other classroom teacher.
- All Candidates will substitute under the Intern Substitute Certificate only. Even if a candidate has an Emergency Substitute Certificate, he/she may NOT substitute under this certificate.
- The Intern Substitute Certificate allows the Candidate to substitute **only** for the Core Teacher with whom they are placed.
- Candidates can substitute for a total of five days.
- The Intern Substitute Certificate will be requested by the ESD office or the School District when the candidate is completing the Co-teaching internship.

Intern Substitute Applications

There may be situations when an opportunity arises for the candidate to obtain an Intern Substitute Certificate. Through collaboration with the college/university preparation program, the school district, and the candidate, this type of certificate may be recommended. This limited certificate is **only available through the need and application initiated by the school district** and approved by the college or university where the candidate is conducting their field experience. In all cases, communication between the school district, preparation program, and candidate is essential.
The Intern Substitute Certificate application begins at the school district level.
Once Heritage University College of Education Director of Field Experiences has verified that the Candidate is eligible for the Intern Substitute Certificate, then the District and Heritage University Certification Officer will be notified, and the appropriate recommendations will be made with the Office of Superintendent of Public Instruction (OSPI).
Similar to all applications initiated by school districts or college/university programs, the candidate will enter E-Certification and "Apply for Your District Request here".

1. After the candidate chooses to apply for the Intern Substitute Credential, the E-Certification wizard will guide you through the application process.
2. To claim and complete the application includes paying the fees associated with the certificate and/or processing of the application. Clear communication between the school district and preparation program, and preparation program and candidate can avoid the processing of an application in which the candidate applies, pays the appropriate fees, and then is denied certification.
3. At the completion of the process and upon submitting the application, the OSPI Professional Certification Office will then begin to review the application. The Professional Certification Office will confirm the approval of the Intern Substitute Certificate during the application review.
4. Upon approval and issuance of the certificate, an electronic copy of the certificate will be available within the E-Certification system.
5. The candidate, school district, and college/university program administrator will have the ability to view and print the certificate once it is issued.
6. The Intern Substitute Certificate is **valid for one year, or less**, as evidenced by the expiration date which is printed on the certificate and are **used by the intern to serve as a substitute**

teacher in the absence of the classroom teacher in which the candidate is performing their field experience.

The WAC for intern subs is 181-79A-231 and reads as follows:

6) Intern substitute teacher certificate.
(a) School districts and approved private schools may request intern substitute teacher certificates for persons enrolled in student teaching/internships to serve as substitute teachers in the absence of the classroom teacher.
(b) The supervising college or university must approve the candidate for the intern substitute teacher certificate.
(c) Such certificated substitutes may be called at the discretion of the school district or approved private school to serve as a substitute teacher only in the classroom(s) to which the individual is assigned as a student teacher/intern.
(d) The intern substitute teacher certificate is valid for one year, or less, as evidenced by the expiration date which is printed on the certificate.

Toppenish:	ESD 105
	33 South Second Ave,
	Yakima, WA 98902.
	(509)-575-2885
	www.esd105.org
Tri Cities:	ESD 123
	3918 W. Court St. Pasco, WA 99301
	(509) 547-8441

Heritage University

SECTION TWO

Professional Growth Plan (PGP)
&
Disposition Form

THE PROFESSIONAL GROWTH PLAN (PGP) OF HERITAGE UNIVERSITY

T he attached a professional growth planning tool intended for use by Heritage University teacher Candidates during their Co-teaching Internship. The PGP helps its owner reflect on where they've been, where they are, and where they want to be as an educator. As such, it is formative and developmental and reflects one's growth, successes, and desires while working in the complex profession of education. A draft of the professional growth plan will be completed at several junctures in a teacher's development from pre-service through the highest level of certification and experience.

A Professional Growth Plan is completed during the final weeks of the Co-teaching Internship.

First the Candidate **_reflects_** on the internship experience and identifies the competencies they have already acquired and areas in need of improvement. Next he/she **_selects three professional competencies to set as goals_** for the next stage in their professional life (first year of teaching). The Candidate must select from the list of standards set by Washington State. A link to the list of these standards is provided on the form. The Candidate should try to pick competencies that he/she foresees as areas of weakness during the first year of teaching. A Candidate then identifies the rationale for improvement.

The Candidate's next step is to **_create a plan_** that identifies available resources and strategies that support the development of these skills. Examples might include: 1) reading research on the topic, 2) interviewing and/or observing educators identified as proficient in the area, 3) collaboration with Core Teacher. This step also needs to include the activities that the candidate will engage in, and the evidence that he/she will collect to show acquisition of the skill.

Finally, the PGP requires a Candidate to **_analyze the plan_**. In this analysis, Candidates should include how the plan will increase his/her effectiveness as a teacher and its subsequent impact on student achievement.

The schematic on the next page briefly describes this PGP process.

Final documentation of the Professional Growth Plan is required for certification in the State of Washington. A scanned copy of the original PGP signed by the candidate and Regional Director/Director of Teacher Field Experiences will be submitted to the Certification Officer as part of the certification documents (Section 6).

A sample copy of the official PESB form can be found in the following section and in the certification section of this handbook. A digital copy can be found in the Co-teaching Internship section of MyHeritage.

A rubric for scoring the adequacy of the Professional Growth Plan is in the PCAI, C8.5.

CRITICAL ELEMENTS OF THE PROFESSIONAL GROWTH PLAN

STEP 1 A : ASSESS

What are the important skills and comptencies needed to be a successful first year teacher?

How am I doing on each one?

STEP 1 B: SET GOALS

What three areas of growth will my plan address?

What is my rationale for improvement?.

What professional standard(s) will my plan address?

STEP 2: PLAN

What resources will I need?

What evidence will I collect?

What activities will I engage in?

STEP 3: ANALYZE

How will this plan improve my teaching skills?

What impact will this have on student achievement?

Educator information	
First name: Click here to enter text.	**Last name:** Click here to enter text.
Preparation program: Click here to enter text.	**Academic year:** Click here to enter text.

Self-assessment and goal selection

1. **Self-assessment.** Use a self-assessment to identify an area of focus that will lead to your professional growth. You might choose to assess yourself using the pre-service standards for your role, or you might choose to use another self-assessment.

   ▪ What is the name of the self-assessment you used?
   Click here to enter text.

2. **Personalized area of focus.** Based on your self-assessment, what area or topic will you focus your learning on that will lead to your professional growth?

   ▪ What is your area of focus?
   Click here to enter text.

3. **Standards.** The area of focus for your professional growth goal needs to align to at least one standard from at least one of the following:

   Pre-service role standards

   ▪ To what standard did you align your area of focus (include name of standards used and standard number or another identifier):
   Click here to enter text.

4. **Professional growth goals.** Professional growth goals are goals that you set for your own professional growth, not for the growth of your students (although your own professional growth will have an impact on the growth of your students). What would you like to learn this year? In what specific area would you like to grow?

   ▪ What is your goal for your professional growth?
   Click here to enter text.

   ▪ Describe how this goal relates to your self-assessment:

Click here to enter text.

- ▪ Describe how this goal relates to your focus area identified in question two:
  Click here to enter text.

Intended outcomes

5. **Educator outcomes.** Professional growth creates outcomes. Educator outcomes refers to some new skill or ability that you, the educator, are able to do or some skill or ability that you can improve based on your learning.

   - ▪ What will you be able to do as a result of attaining your professional growth goal that you are not able to do now? What skill or ability will you have improved upon?
     Click here to enter text.

6. **Student outcomes.** As noted previously, students are impacted by educator learning and growth.

   - ▪ What impact will attaining your professional growth goal have on students?
     Click here to enter text.

Professional growth action plan and evidence

Complete the two-column chart below.
In the *left column*, list the professional growth activity you plan to complete.
In the *right column*, list at least one piece of evidence you plan to collect for that activity.

You do not need to use all the available rows. Additionally, if you need more rows, complete and attach this supplemental chart.

| 7. **Activities.** List your professional growth activities (one per row).

To increase your learning and accomplish your goal, you will need to engage in specific growth activities. Examples of activities you could engage in may include, but are not limited to: attending training, participating in a book study, researching specific information, observing other educators, etc. Activities should connect back to your goal. | 8. **Proposed evidence.** List the evidence you plan to
plan to use to verify your engagement in your professional growth activities.

Evidence may include, but is not limited to: professional learning reflections, professional learning community (PLC) notes, certificates of completion, programs implemented, videos of lessons, and other adult data. If desired, you may also plan to collect evidence regarding the impact of your professional growth on students. Evidence of your professional growth impact on students may include, but is not limited to: student |

	work, student reflections, notes from observing students, student test scores, attendance rates, and other student data. The same evidence can be used for multiple activities.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
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Click here to enter text.	Click here to enter text.
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Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

Review

Candidate signature
Click here to enter text.
Print name
Click here to enter text.
Date

Reviewer signature
Click here to enter text.
Print name
Click here to enter text.
Date

Click drop down to enter a date.
Click drop down to enter a date.

PROFESSIONAL CERTIFICATION STANDARDS

The Professional Educators Standards Board (PESB) has set professional standards for teachers in the state of Washington. The Professional Certification Standards document sets the standard for effective teaching and is the foundation for the competencies expected of co-teaching candidates at Heritage.

1 **EFFECTIVE TEACHING -** Knowledge and skills for ***effective teaching*** that ensure student learning by:

    a. using instructional strategies that make learning meaningful and show positive impact on student learning.

    b. using a variety of assessment strategies and data to monitor and improve instruction.

    c. using appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment.

    d. designing and/or adapting a challenging curriculum that is based on the diverse needs of each student.

    e. demonstrating cultural sensitivity/competence in teaching and in relationships with students, families, and community members.

    f. integrating technology into instruction and assessment.

    g. informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.

2. **PROFESSIONAL DEVELOPMENT –** The knowledge and skills for ***professional development*** by:

    a. evaluating the effects of his/her teaching through feedback and reflection.

    b. using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.

    c. remaining current in subject area (s), theories, practice, research, and ethical practice.

3. **TEACHING AS A PROFESSION –** ***Professional contributions*** to the improvement of the school, the community, and the profession by:

    a. advocating for curriculum, instruction and learning environments that meet the diverse needs of each student.

    b. participating collaboratively in school improvement activities and contributing to collegial decision making.

HERITAGE UNIVERSITY CANDIDATE DISPOSITION POLICY

Heritage University's College of Education has identified dispositions that it considers essential to success in the program, the education profession, and life. It is expected that Candidates will demonstrate these dispositions in their co-teaching internship.

Dispositions are formally evaluated by the Core Teacher and University Mentor at midterm and final time following this procedure:

Procedure:

At each evaluation period the Core Teacher and University Mentor will separately rate the Candidate for each of the disposition categories and provide written comments. They will then compare results and come to a consensus score. The Core Teacher and Mentor together share the results with the Candidate. The University Mentor then submits a signed scanned copy of the completed form to the Certification Officer and the candidate.

A rating of 'Some Concern' for any disposition brought forth by core teacher or University Mentor at any time during the internship will require an improvement plan written by the Candidate with guidance and input from the University Mentor and Core Teacher. This written plan will be submitted to the Certification Officer. It will be the responsibility of the Candidate to follow up on the implementation of the plan and report progress to the University Mentor. If this dispositional concern is not resolved or any party at any time raises 'Significant Concern' this may be the basis for non-continuance in the internship.

A sample copy of the Candidate Disposition Evaluation Form follows. A digital copy can be found in the Co-Teaching Internship section of MyHeritage.

Heritage University
College of Education

CANDIDATE DISPOSITION EVALUATION FORM

☐ **Midterm**   ☐ **Final**

Candidate Name:	

Core Teacher:	Semester:

University Facilitator:

Respect

	0	1	2	3	4	
Disposition	**Not Observed**	**Below Standard**	**Basic**	**Proficient**	**Distinguished**	**Comments**
Diversity		Lacks awareness of diversity or is resistant to demonstrating appreciation of diversity	Displays awareness of diverse individuals and developing ability to demonstrate appreciation of diversity.	Displays ability to work with diverse individuals and seeks opportunities to include or demonstrate appreciation for diverse individuals.	Displays ability to work with diverse individuals. **Consistently includes and demonstrates** appreciation for diverse individuals.	

Collaboration & Communication

	0	1	2	3	4	
Disposition	**Not Observed**	**Below Standard**	**Basic**	**Proficient**	**Distinguished**	**Comments**
Collaboration		**Fails to demonstrate** active listening and respect for others.	**Inconsistently demonstrates** active listening, respect for others, and collaboration.	**Consistently demonstrates** collaboration through active listening, courtesy, and respect.	**Consistently demonstrates** collaboration through active listening, courtesy, and respect. **Assumes leadership responsibilities.**	

1.41

		Does not communicate clear expectations and responsibilities to others.	Inconsistently communicates clear expectations and responsibilities to others.	Communicates clear expectations and responsibilities to students, faculty, and colleagues.	Consistently Communicates clear expectations and responsibilities and follows up to resolve misunderstandings.	
Communication						

Professionalism

Disposition	Not Observed	Below Standard	Basic	Proficient	Distinguished	Comments
	0	**1**	**2**	**3**	**4**	
Honesty & Integrity		Plagiarized or cheated on coursework or assessment; allowed someone to copy work.	Demonstrates behaviors that exemplify honesty. Some concerns about doing his or her own work.	**Always demonstrates** behaviors that exemplify honesty and integrity.	**Models and teaches** behaviors that exemplify honesty and integrity, including in challenging circumstances.	
Trustworthiness		Is **often** late OR fails to follow through with commitments.	Is **usually** punctual and inconsistently follows through with commitments.	Is **consistently** punctual and follows through with commitments.	Is **consistently** punctual, follows through with commitments, and is respectful of time and commitments of others.	
Social Justice		**Does not** demonstrate awareness of social justice issues or concerns.	**Demonstrates basic** awareness of social justice issues or concerns.	Demonstrates awareness of impacts of social justice issues or concerns.	Demonstrates awareness of impacts of social justice issues or concerns. **Advocates** for access and equity.	
Professional Dress		Wears clothing **inappropriate** for school context; disregard for school dress code.	Wears clothing **appropriate** for school context; complies with school dress code.	Wears dress that **reflects respect** for self, others and the profession.	Wears dress that **promotes respect** for self, others, and the profession. Uses **interview dress code** as a standard.	
Safe/Respectful Environment		**Does not establish** or maintain code of honesty and truth-telling personal and professional practice.	**On occasion**, engages in **disrespectful** or unprofessional communication requiring intervention or re-direction.	**Consistently** maintains safe and honest environment. Confronts unsafe and destructive behaviors.	**Models and teaches** others to maintain and advocate for a safe and honest learning environment, and to confront unsafe and destructive behaviors.	

| Student Growth Expectations | | **Fails to establish** high expectations and/or to accept responsibility for student growth. | **Developing ability to establish** high expectations and accept responsibility for student growth. | **Establishes** high expectations, accepts responsibility for student growth, and responds proactively. | Analyzes data, reflects upon student growth, and develops positive interventions to promote student growth. | |

Situation Appropriate Behavior

	0	1	2	3	4	
Disposition	Not Observed	Below Standard	Basic	Proficient	Distinguished	Comments
Flexibility		**Unable to adjust** to changes; is not adaptable.	**Has some ability** to make changes. Is fairly adaptable.	**Responds positively** to change and demonstrates adaptability.	Responds positively to change, demonstrates adaptability, and **actively facilitates** constructive solutions.	
Empathy		**Insensitive** to the feelings/concerns of others.	Has **some insight** into the feelings and concerns of others.	Is able to "step into another person's shoes" and see their point of view.	**Consistently** reflects upon and incorporates insights, feelings, and concerns of others.	
Resiliency		**Unable to recover** from a setback; persists in disruption.	**Able to recover** from a setback but continues to focus on the negative circumstances.	Able to recover **quickly** from a setback or challenging circumstance. Able to **shift focus** to positive solutions.	Recover quickly from a setback or challenging circumstance. Able to shift focus to positive solutions and **takes leadership role** in seeking positive solutions.	
Professional response to critical feedback		**Resistant** to or non-responsive to critical feedback; withdraws, disengages, or engages in negative behavior.	**Listens attentively** and accepts feedback in a professional manner; **recognizes** need for corrective action.	Listens attentively and accepts feedback in a professional manner; **acts** on the feedback in a timely manner.	**Consistently** seeks out and accepts feedback, reflects on performance, and **pursues** appropriate professional development.	

Candidate Signature: _____ Date: _____

Core Teacher Signature: _____ Date: _____

University Facilitator Signature: _____ Date: _____

Heritage University

SECTION THREE

PCA1

Overview

Heritage University: College of Education - Teacher Preparation

THE PROFESSIONAL COMPETENCIES ASSESSMENT INSTRUMENT (PCAI)

K-8 Competencies

TENTH EDITION

Table of Contents

1. CRITERION ONE: Centering Instruction on High Expectations for Student Achievement

Definition: Candidate communicates high expectations for student learning

Key Word: Expectations

Common Framework Themes:
- Interactions, discussion and discourse, support learning
- Clear communication of success criteria, and learning targets
- Student accountability for instructional purpose or learning targets
- Intellectual engagement that challenges student thinking with high cognitive demand

C1.1 Candidate identifies an appropriate academic learning standard that aligns with the central focus of the instructional plan.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The instructional plan is **not tied** to appropriate academic learning standards. The instructional plan is **not connected** to the central focus.	The instructional plan **is tied** to appropriate academic learning standards **OR** the central focus.	The instructional plan is tied to appropriate academic learning standards **AND** to the central focus.	The instructional plan is tied to appropriate academic learning standards and central focus specific to content area. (Math: conceptual understanding; procedural fluency; and mathematical reasoning OR Literacy: the essential literacy strategy; related skills that support use of the strategy; reading/writing connections.)

Possible Evidence:
- Copy of lesson plan with academic learning standard
- Unit plan that includes academic learning standard

Anthology Portfolio Uploads:
- ED 315B -Initial Lesson Plan
- ED 359 - Social Studies & STI Lesson Plan
   -Social Studies Text Set
- ED 388 - Unit Plan
- BLE 413AW - WIDA Standards Presentation
- BLE 413AW - Lesson Plan
- BLE 413AW - Micro-teach Lesson.
- ED 343A - Key Assignment: Virtual Classroom
- ED 516A - Lesson Plan
- ED 516B – Lesson Plan

C1.2 Candidate writes instructional plans that include learning targets clearly aligned with appropriate academic learning standards.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The instructional plan **does not** include learning targets.	The instructional plan **includes** learning targets, but the targets **are not** clearly aligned with appropriate academic learning standards.	The instructional plan includes learning targets **clearly** aligned with appropriate academic learning standards.	The instructional plan includes learning targets clearly aligned with appropriate academic learning standards **AND** includes a plan for sharing targets with students.

Possible Evidence:
- Copy of lesson plan with learning targets
- Photo of learning targets posted on the white board, wall, or bulletin board

Anthology Portfolio Uploads:
- ED 315B - Initial Lesson Plan
- ED 359 - Social Studies & STI Lesson Plan
- ED 359 - Social Studies Text Set
- BLE 413AW - Lesson Plan: Content with SEL Standards
- ED 343A - Key Assignment: Virtual Classroom
- ED 486 - Microteach
- ED 407A -Microteach
- ED 516A - Lesson Plan
- ED 516A - Strategy Share Micro-teach
- ED 516B - Math Unit Plan
- ED 516B Partner-Teach Presentation

C1.3 Candidate writes instructional plans that include language targets clearly aligned with appropriate English Language Proficiency (ELP) standards.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The instructional plan **does not** include language targets.	The instructional plan **includes** language targets, but the targets **are not** clearly aligned with appropriate English Language Proficiency (ELP) standards.	The instructional plan includes language targets **clearly** aligned with appropriate English Language Proficiency (ELP) standards.	The instructional plan includes learning targets clearly aligned with appropriate English Language Proficiency (ELP) standards **AND** include a plan for sharing targets with students.

Possible Evidence:
- Copy of lesson plan with language targets aligned with ELP
- Photo of learning targets posted on white board, wall, or bulletin board

Anthology Portfolio Uploads
- ED 359 - ED 359 - Social Studies & STI Lesson Plan
- ED 359 - Social Studies Text Set
- ED 413AW - Lesson Plan: Learning Targets Alignment
- ED 343A - Key Assignment: Virtual Classroom
- ED 336 - Lesson Plan
- ED 516B - Math Unit Plan

C1.4 Candidate writes appropriate success criteria aligned with content and language targets.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never writes** appropriate success criteria aligned with content and learning targets.	Candidate **sometimes writes** appropriate success criteria aligned with content and learning targets.	The candidate **frequently writes** appropriate success criteria aligned with content and learning targets.	The candidate **consistently writes** appropriate success criteria aligned with content and learning targets.

Possible Evidence:
- Copy of lesson plan with success criteria
- Photo of learning success criteria posted on the white board, wall, or bulletin board

Anthology Portfolio Uploads
- ED 315B - Initial Lesson Plan
- ED 359 - Social Studies & STI Lesson Plan
- ED 359 - Social Studies Text Set
- BLE 413AW - Lesson Plan: Adding WIDA Standards
- ED 486 - Microteach
- ED 407A - Microteach
- ED 336 - Lesson Plan
- ED 516A - Lesson Plan
- ED 516A - Strategy Share Micro-teach
- ED 516B - Partner-Teach Presentation

C1.5 Candidate writes instructional plans that include opportunities for student self-monitoring and self-assessment.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** plan tools or strategies for student to communicate their understanding of the learning target and success criteria.	Candidate plans tools **OR** strategies for student to communicate their understanding of the learning target and success criteria.	Candidate plans **effective** tools **AND** strategies for student to communicate their understanding of the learning target and success criteria.	Candidate plans a variety of effective tools AND strategies for student to communicate their understanding of the learning target and success criteria.

Possible Evidence:
- Copy of lesson plan with student self-monitoring and self-assessment opportunities

Anthology Portfolio Uploads
- ED 315B - Initial Lesson Plan
- ED 413AW - Lesson Plan: Success Criteria
- BLE 495AW - Language Proficiency Project & Text Set
- ED 336 - Lesson Plan

C1.6 Candidate writes instructional plans that include appropriate assessment measures and planned feedback aligned with student learning targets.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Assessment tasks **are rarely or never aligned**, allowing students to **demonstrate little** of their understanding and/or skill related to the learning targets.	Assessment **tasks are partially aligned** allowing students **to demonstrate some** understanding and/or skill related to the learning targets.	Assessment tasks **are completely aligned, allowing students to demonstrate their** understanding and/or skill related to the learning targets.	Assessment tasks **are aligned, engaging students in demonstrating** their understanding and/or skill related to the learning targets.

Possible Evidence:
- Copy of lesson plan with assessment measures
- Copy of unit plan with assessment measures
- Copy of assessment to be used during instruction

Anthology Portfolio Uploads
- ED 315B - Initial Lesson Plan
- ED 347A - Concept Map
- ED 388 - Unit Plan
- ED 343A - Key Assignment: Virtual Classroom
- ED 486 - Unit Plan
- BLE 415 - Student Growth Goals
- ED 516B - Math Unit Plan

C1.7 Candidate writes instructional plans that include instructional strategies (motivational and academic) that differentiate for individual learning strengths, styles, and needs.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate writes instructional plans that **rarely or never use** motivational or academic strategies and is based on individual learning strengths, styles and needs of students.	Candidate writes instructional plans that **use a collection** of motivational **OR** academic strategies based on individual learning strengths, styles and needs of students.	Candidate writes instructional plans that use a collection of motivational **AND** academic strategies based on individual learning strengths, styles and needs of students.	Candidate writes instructional plans that **use a broad collection** of motivational and academic strategies and are based on individual learning strengths, styles and needs of students.

Possible Evidence:
- Copy of lesson plan with instructional plans
- Copy of unit plan with instructional plans
- Copy of differentiated material to be used during instruction

Anthology Portfolio Uploads
- ED 367 - Writing Rubrics
- ED 388 - Unit Plan
- ED 486 - Unit Plan
- ED 336 - Lesson Plan
- ED 516B - Math Unit Plan

C1.8 Candidate writes instructional plan that includes culturally responsive teaching strategies.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Instructional plan **does not** include culturally responsive teaching strategies.	Instructional plan **infrequently includes** culturally responsive teaching strategies.	Instructional plan **regularly includes** culturally responsive teaching strategies.	Instructional plan regularly includes culturally responsive teaching strategies, **engaging students in demonstrating** their understanding in relationship to their own culture.

Possible Evidence:
- Copy of lesson plan with culturally responsive teaching strategies

Anthology Portfolio Uploads
- BLE 413AW - Lesson Plan: Instructional Strategies
- ED 459W - Micro-teach
- ED 524C - Micro-teach

C1.9 Candidate writes instructional plans that include appropriate sequence of instruction.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The candidate **does not prepare** an instructional plan that is organized in digestible chunks.	The candidate **prepares** an instructional plan that is organized into digestible chunks **OR** gradually releases responsibility to students according to learner needs.	The candidate prepares **an** instructional plan that is organized into digestible chunks **AND** gradually releases responsibility to students according to learner needs.	The candidate prepares an instructional plan that is organized into digestible chunks and gradually releases responsibility to students according to learner needs. **The candidate includes research-based strategies designed to preview, introduce new knowledge, and connect previous knowledge.**

Possible Evidence:
- Copy of lesson plan with appropriate sequence of instruction
- Copy of unit plan with appropriate sequence of instruction

Anthology Portfolio Uploads
- ED 315B - Initial Lesson Plan
- ED 388 - Microteach
- ED 343A - Key Assignment: Virtual Classroom
- ED 486 - Microteach
- ED 524B - Writing Lesson & Rubric
- BLE 522 - Unit Plan
- ED 517A - Micro-teach Lesson Plan

C1.10 Candidate writes instructional sequence with detailed plans for student selection of tools and strategies to support their progress towards the learning targets.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate writes instructional sequence with **no** plans for student selection of tools and strategies to support their progress towards the learning targets.	Candidate writes instructional sequence with **general** plans for student selection of tools and strategies to support their progress towards the learning targets.	Candidate writes instructional sequence with **detailed** plans for student selection of tools and strategies to support their progress towards the learning targets.	Candidate writes instructional sequence with detailed plans for student selection of tools and strategies to support their progress towards the learning targets **AND** student reflection on effectiveness of selected tools and strategies.

Possible Evidence:
- Copy of lesson plan with strategies that foster critical thinking and engagement
- Copy of materials that support motivational and academic strategies

Anthology Portfolio Uploads
- ED 347A - Teaching and Learning & Advocacy Plan
- ED 388 - Microteach
- ED 486 - Microteach
- ED 407A - Microteach
- ED 336 - Lesson Plan
- ED 516A - Lesson Plan
- ED 516A - Strategy Share Micro-teach
- ED 516B - Math Unit Plan
- ED 516B - Partner-Teach Presentation
- ED 517A - Micro-teach Lesson Plan

C1.11 Candidate identifies the appropriate language function in each lesson, along with related academic language (vocabulary, syntax, discourse) and plans opportunities for practice based on students' language assets and needs.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate writes instructional sequence with **no** plans for academic language support (language function, syntax, vocabulary, discourse) and opportunities for practice based on students' language assets and needs.	Candidate writes instructional sequence with **minimal** plans for academic language support (language function, syntax, vocabulary, discourse) and opportunities for practice based on students' language assets and needs.	Candidate writes instructional sequence with **detailed** plans for academic language support (language function, syntax, vocabulary, discourse) and opportunities for practice based on students' language assets and needs.	Candidate writes instructional sequence with detailed plans for academic language support (language function, syntax, vocabulary, discourse) and **abundant, targeted** opportunities for practice based on students' language assets and needs.

Possible Evidence:
- Copy of lesson plan with appropriate language function, related academic language, and practice based on student language assets and needs

Anthology Portfolio Uploads
- BLE 413AW - Lesson Plan: Language Development
- ED 336 - Lesson Plan
- BLE 522 Unit Plan

2. CRITERION TWO: <u>Demonstrating Effective Teaching Practices</u>

Definition: Candidate uses research-based instructional practices to meet the needs of all students.

Key Word: Instruction

Common Framework Themes:
- Lessons are designed using research-based instructional practices for effective pedagogy
- Plan for scaffolding and a gradual release of student responsibility
- Lessons include strategies for participation, including questioning, protocols, and feedback
- Monitor effectiveness of strategies during the lesson
- Facilitates meaningful discussion through learning structures

C2.1 Candidate communicates the learning target and success criteria for the lesson to the learners as specified in the instructional plan and checks for learner understanding of the target.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
In the course of a lesson, candidate **rarely states** the learning target and purpose.	The candidate **states** the learning target and purpose at the beginning of each lesson and **inconsistently** checks for understanding.	The candidate states the learning target and the purpose at the beginning of each lesson **and refers to it throughout the lesson**. **The candidate frequently uses verbal OR visual strategies to check for student understanding of the target.**	The candidate states the learning target and purpose at the beginning of each lesson and refers to it throughout the lesson. The candidate uses verbal **AND** visual strategies to check for student understanding of the target.

Possible Evidence:
- Video of instruction - Copy of exit tickets to check understanding - **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- BLE 413AW - Lesson Plan: Academic Language Development - ED 343A - Key Assignment: Virtual Classroom - BLE 495AW - Vocabulary Instruction Micro-teach - ED 417C - Lesson Video - ED 516A - Strategy Share Micro-teach - ED 516B - Partner-Teach Presentation - ED 524B - Writing Lesson & Rubric

C2.2 Candidate introduces lesson by activating prior knowledge and frontloading vocabulary.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** introduce lesson by activating prior knowledge and frontloading vocabulary.	Candidate introduces lesson by activating prior knowledge **OR** frontloading vocabulary.	Candidate introduces lesson by activating prior knowledge **AND** frontloading vocabulary.	Candidate introduces lesson by activating prior knowledge and frontloading vocabulary; **AND creates opportunities for students to express their own connections.**

Possible Evidence:
- Video of instruction
- Entry task
- Word Wall with cards showing illustrations that hint at the meaning
- Vocabulary instructional strategy
- Questions & response stems to support discussion
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 324 - Micro Lesson-Phonological Awareness
- BLE 413AW - Micro Lesson
- ED 343A - Key Assignment: Virtual Classroom
- ED 417C - Lesson Video
- ED 459 - Micro-teach
- ED 516A - Strategy Share Micro-teach
- ED 524B - Micro Lesson-Phonological Awareness
- ED 524C -Micro-teach

C2.3 Candidate implements instructional plan(s) and engages students in meaningful learning opportunities.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never uses** strategies and structures that facilitate participation and meaning making by students; **OR rarely or never** asks or utilizes questions that promote student thinking and understanding.	Candidate **inconsistently uses** strategies and structures that facilitate participation and meaning making by students; **OR attempts to frame** questions that promote student thinking and understanding.	Candidate **frequently uses** strategies and structures that facilitate participation and meaning making by students; **AND frequently asks questions** that promote student thinking and understanding.	Candidate **uses a variety** of strategies and structures that facilitate participation and meaning making by students; **AND asks a variety** of questions to challenge students cognitively.

Possible Evidence:
• Video of instruction
• Assignment sample
• Student work sample
• Student projects & presentations
• **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
• ED 324 - Micro Lesson-Phonological Awareness
• ED 388 - Microteach
• ED 343A - Key Assignment: Virtual Classroom
• ED 486 - Microteach
• ED 407A - Microteach
• ED 459W - Literacy Project
• ED 524B - Micro Lesson-Phonological Awareness
• ED 517A - Micro-teach Reflection
• ED 524C - Literacy Project

C2.4 Candidate monitors and adjusts the elements of the lesson (e.g., pacing, amount of material presented, and response to errors) while the lesson is in progress using formative assessment.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The candidate **rarely or never knows** whether a lesson was effective or if the lesson met the instructional target.	The candidate **uses** formative assessment during the lesson and is **somewhat accurate** in adjusting to meet the instructional target.	The candidate **frequently uses** formative assessment during the lesson and is **accurate** in adjusting to meet the instructional target.	The candidate frequently uses formative assessment during the lesson and is accurate in adjusting to meet the instructional target; **AND uses a variety of strategies to adjust to meet the needs of individual learners.**

Possible Evidence:
• Video of instruction
• Description or copies of the lesson's formative assessment strategies
• Student samples of formative assessments e.g., exit ticket
• **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
• ED 324 - Micro Lesson-Phonological Awareness
• BLE 413AW - Micro Lesson
• ED 524B - Micro Lesson-Phonological Awareness

C2.5 Candidate provides corrective and supportive feedback per instructional plan specifications and can make immediate adjustments as needed by the learners.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never probes** answers in an attempt to monitor the quality of responses. Provides **unrelated or no** feedback to the learning target.	The candidate **inconsistently probes** students correct **OR** incorrect answers to monitor the quality of the responses providing feedback for the learning target.	The candidate **frequently probes** students correct **AND** incorrect answers to monitor the quality of the responses providing feedback for the learning target.	The candidate **probes all** students correct and incorrect responses to monitor the quality of the responses providing feedback for the learning target; **AND implements strategies for student self-evaluation of the learning target.**

Possible Evidence:
- Video of instruction
- Before & after student work samples
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 388 - Micro-teach
- BLE 413AW - Micro-Lesson
- BLE 311 - Micro Lesson: Syntax
- ED 486 - Micro-teach
- ED 407A - Micro-teach
- ED 517A - Micro-teach Reflection

C2.6 Candidate completes the lesson by reviewing learning target and success criteria, engaging students in an exit task, and providing extension activities when appropriate.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** complete the lesson by reviewing learning target and success criteria, engaging students in an exit task, and providing extension activities when appropriate.	Candidate **completes** the lesson by **using one of the following**: reviewing learning target and success criteria, engaging students in an exit task, **OR** providing extension activities when appropriate.	Candidate **completes** the lesson by **using two of the following**: reviewing learning target and success criteria, engaging students in an exit task, **AND/OR** providing extension activities when appropriate.	Candidate **completes** the lesson by reviewing learning target and success criteria, engaging students in an exit task, **AND** providing extension activities when appropriate.

Possible Evidence:
- Video of instruction
- Exit task
- Description, photo, or copy of extension activity
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 324 - Micro Lesson-Phonological Awareness
- ED 388 - Microteach: Review and Extension
- BLE 311 - Micro Lesson: Syntax
- ED 343A - Key Assignment: Virtual Classroom
- BLE 495AW - Vocabulary Instruction Micro-teach

- ED 524B - Micro Lesson-Phonological Awareness
- ED 517A - Micro-teach Lesson Plan

C2.7 Candidate explicitly models processes, procedures, strategies, and applications to support students' learning.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The candidate **does not use** demonstrations, manipulatives, and modeling during the lesson and supports students as they practice and apply strategies, processes, and concepts.	The candidate **occasionally uses** demonstrations, manipulatives, and modeling during the lesson and supports students as they practice and apply strategies, processes, and concepts.	The candidate **frequently uses** demonstrations, manipulatives, modeling, **and think aloud strategies** during the lesson and supports students as they practice and apply strategies, processes, and concepts.	The candidate **consistently uses** demonstrations, manipulatives, modeling, and think aloud strategies during the lesson and supports **whole groups and individual students** as they practice and apply strategies, processes, and concepts.

Possible Evidence:
- Video of instruction
- Description of student supports
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 324 - Micro Lesson-Phonological Awareness
- BLE 413AW - Micro Lesson
- ED 343A - Key Assignment: Virtual Classroom
- ED 486 - Micro-teach
- BLE 307 - Scaffolding Micro Lesson
- ED 407A - Micro-teach
- ED 524B - Micro Lesson-Phonological Awareness

C2.8 Candidate employs a variety of tools and strategies to facilitate student self-assessment and reflection.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not use** tools and strategies that facilitate student self-assessment and reflection.	Candidate **occasionally uses tools and strategies** that facilitate student self-assessment and reflection.	Candidate **frequently uses tools and** strategies that facilitate student self-assessment and reflection; **AND**, **explicitly models** the use of those tools and strategies.	Candidate **consistently** uses tools and strategies that facilitate student self-assessment and reflection; AND, explicitly models the **differentiated** use of those tools and strategies.

Possible Evidence:
- Video of instruction
- Copy of assessment tools for student self-assessment and reflection
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 388 - Micro-teach
- BLE 413AW - Micro Lesson
- BLE 311 - Micro Lesson: Syntax
- ED 417C - Lesson Video
- ED 459W - Literacy Project
- ED 524B - Writing Lesson & Rubric
- BLE 522 - Unit Plan
- ED 524C - Literacy Project

3. CRITERION THREE: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs

Definition: Candidate acquires and uses specific knowledge about students' cultural, individual intellectual and social development and used the knowledge to adjust their practices by employing strategies that advance student learning.

Key Word: Differentiation

Common Framework Themes:
- Student growth goals for individual students or sub-groups
- Learning needs defined as levels of development, student background, culture, skill, language, interest, and special needs
- Identifies learning needs of individuals and small groups designing interventions with a repertoire of strategies

C3.1 Candidate accurately identifies the impact of language proficiency and economic and cultural variables on learning.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate has little understanding of students' backgrounds, economic and cultural variables, skills, language proficiency, interests, and special needs **and does little to seek such understanding.**	Candidate has **some understanding; OR some misconceptions** about students' backgrounds, economic and cultural variables, skills, language proficiency, interests, and special needs, **and seeks to attain some knowledge about the class as a whole.**	**Candidate accurately identifies** the importance of students' backgrounds, economic and cultural variables, skills, language proficiency, interests, and special needs, and **attains this knowledge** about the class as a whole.	Candidate **seeks knowledge** and accurately identifies the importance of students' backgrounds, economic and cultural variables, skills, language proficiency, interests, and special needs, and **attains this knowledge about groups of students or individual students.**

Possible Evidence:
- List of variables on learning with explanation for each
- PD handouts about the variables
- Notes from PLC discussions about the variables
- Summary of literature read about the variables
- Copy of data review to support this impact

Anthology Portfolio Uploads
- ED 347A - Funds of Knowledge
- ED 317C - PCAI 3.2 and 3.2 Application Activity
- ED 486 - Student Thinking Interview: Fractions
- BLE 307 - Scaffolding Micro Lesson
- ED 407A - Student Thinking Interview: Multiplication & Division
- BLE 415 - Bias Review
- ED 516B - Student Thinking Interview: Multiplication & Division

C3.2 Candidate identifies students with unique and/or special needs and describes the individual student strengths and needs.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not identify students** with unique and/or special needs.	Candidate **can identify students** with unique and/or special needs.	Candidate can identify students with unique and/or special needs **AND can generally describe individual student strengths and needs.**	Candidate can identify students with unique and/or special needs AND can **specifically and measurably** describe individual student strengths and needs.

Possible Evidence:
- Data review of students with special needs and a description of their strengths and needs
- A journal about student interests, strengths & challenges, as well as family information
- Notes from a collaborative meeting with the ELL and/or SpEd teacher
- Anecdotal evidence collected during instruction
- Copies of student work to support strengths and needs
-

Anthology Portfolio Uploads
- ED 317C - PCAI 3.2 and 3.2 Application Activity
- BLE 307 - Scaffolding Micro Lesson
- BLE 415 - Student Growth Goals

C3.3 Candidate writes SMART (specific, measurable, attainable, relevant, time-bound) goals for individuals and subgroups.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not write SMART** goal(s) for individuals or subgroups of students. Goal(s) **do not identify** a data source to monitor, adjust and evaluate achievement of goal(s).	Candidate **writes incomplete SMART** student growth goal(s) for individuals **OR** subgroups of students. Goal(s) **identify a source** of data to monitor, adjust, **OR** evaluate achievement of goal(s).	Candidate **writes complete SMART** student growth goal(s) for individuals **AND** subgroups of students. Goal(s**)** **identify sources** of data to monitor, adjust, **AND** evaluate achievement of goal(s).	Candidate writes complete SMART growth goal(s) for individuals and subgroups of students **in collaboration with students**. Goal(s**)** identify sources of data to monitor, adjust, and evaluate achievement of goal(s).

Possible Evidence:
- Spreadsheet with SMART goals for individuals and subgroups
- Lesson plan outlining SMART goals
- Plan for assessments that will measure SMART goals

Anthology Portfolio Uploads
- ED 336 - Health and Fitness Analysis and Plan
- BLE 415 - Student Growth Goals

C3.4 Candidate interprets assessment results to correctly identify patterns of understanding and misunderstanding among individuals and sub-groups.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate does not use or misinterprets assessment results when identifying patterns of understanding or misunderstanding among individuals or sub-groups.	Candidate **sometimes correctly interprets assessment results,** identifying patterns of understanding **OR** misunderstanding among individuals **OR** sub-groups.	**Candidate correctly interprets assessment results to identify** patterns of understanding **AND** misunderstanding among individuals **AND** sub-groups.	Candidate correctly interprets **multiple data points from various sources** to identify patterns of understanding and misunderstanding among individuals and sub-groups.

Possible Evidence:
- Copy of IEP goals and objectives
- Spreadsheet with goals for individuals or subgroups
- Plan for assessments that will measure SMART goals
- Corrected class assignment with analysis

Anthology Portfolio Uploads
- BLE 411 - Achievement Gap Analysis and Proposal
- ED 367 - Writing Rubrics
- ED 336 - Health and Fitness Analysis and Plan
- BLE 415 - Student Growth Goals
- ED 516B - Math Unit Plan

C3.5 Candidate uses data to identify/propose necessary changes (instructional or motivational) to daily instruction that will result in greater instructional effectiveness for each learner.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never uses data** to identify or propose necessary changes to daily instruction that will result in greater instructional effectiveness for each learner.	Candidate **inconsistently uses data** to identify **OR** propose necessary changes to daily instruction that will result in greater instructional effectiveness for each learner.	Candidate **frequently uses data** to identify **AND** propose necessary changes to daily instruction that will result in greater instructional effectiveness for each learner.	Candidate **uses data** to identify **AND implement** necessary changes to daily instruction that will result in greater instructional effectiveness for each learner.

Possible Evidence:
- Copy of data collected
- Spreadsheet with data on each student
- Anecdotal evidence to change instruction for greater effectiveness
- Notes from goal setting with students

Anthology Portfolio Uploads
- ED 367 - Writing Rubrics
- BLE 307 - Schumann
- ED 336 - Health and Fitness Analysis and Plan

C3.6 Candidate identifies appropriate accommodations and modifications for individual students.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** identify appropriate accommodations and modifications for individual students.	Candidate **identifies** accommodations and modifications for individual students but **does not distinguish** them from one another,	Candidate **clearly** identifies appropriate accommodations and modifications for individual students, **distinguishing** them from one another.	Candidate clearly identifies appropriate accommodations and modifications for individual students, distinguishing them from one another **AND** analyzes data regarding student progress.

Possible Evidence:
- Copy of IEP
- Copy of notes from conferences with students about their learning
- Copy of accommodations and modifications for individual students
- Lesson plan teaching same concept through several modalities (learning styles)
- Explanation of differentiation strategies used during instruction

Anthology Portfolio Uploads
- BLE 307 - Schumann
- ED 336 - Health and Fitness Analysis and Plan
- BLE 415 - Student Growth Goals
- ED 524B - Writing Lesson & Rubric
- BLE 522 Unit Plan

C3.7 Candidate identifies students' language assets and needs based on levels of language proficiency and grade-level standards.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **is unable to identify** students' language assets and needs based on levels of language proficiency and grade-level standards.	Candidate **accurately identifies** students' language assets and needs based on levels of language proficiency and grade-level standards.	Candidate accurately identifies students' language assets and needs based on levels of language proficiency and grade-level standards **AND** is able to cite examples of student use of academic language (language function, vocabulary, syntax and/or discourse) as evidence.	Candidate accurately identifies students' language assets and needs based on levels of language proficiency and grade-level standards **AND** is able to cite **specific group and individual** examples of student use of academic language as evidence.

| **Possible Evidence:** |
| ● Spreadsheet of students' language assets and needs based on language proficiency and standards |
| ● Samples of student use of academic language |
| **Anthology Portfolio Uploads** |
| ● BLE 411 - Student Language Proficiency Analysis |
| ● BLE 413AW - Lesson Plan: Language Scaffolding |
| ● BLE 307 - Home Language Assignment |
| ● BLE 495AW - Language Production Project and Text Set |

4. CRITERION FOUR: Providing Clear and Intentional Focus on Subject Matter Content and Curriculum

Definition: Candidate uses content area knowledge, learning standards, appropriate pedagogy, and resources to design and deliver curricula and instruction to impact student learning.

Key Word: Content Knowledge

Common Framework Themes:
- Solid knowledge of concepts in a discipline
- Knows relationships of concepts within a discipline, including a logical progression
- Instruction includes content-specific pedagogy and habits of thinking
- Knowledge of content standards and quality resources
- Ability to identify and address misconceptions

C4.1 Candidate displays a solid knowledge of important concepts in the academic content areas.

4.1.A Mathematics

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays, while teaching, solid knowledge of important concepts in the area of mathematics.	Candidate **occasionally** displays, while teaching, solid knowledge of important concepts in the area of mathematics.	Candidate **frequently** displays, while teaching, solid knowledge of important concepts in the area of mathematics.	Candidate displays, while teaching, **extensive** knowledge of the important concepts in the area of mathematics.
Possible Evidence: ● Video of instruction ● Photographs of instruction ● Copy of building's scope and sequence for content ● Anchor charts ● Word Wall ● **(from mentor)** observation notes of lesson			
Anthology Portfolio Uploads ●			

4.1.B Literacy

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays, while teaching, solid knowledge of important concepts in the area of literacy.	Candidate **occasionally** displays, while teaching, solid knowledge of important concepts in the area of literacy.	Candidate **frequently** displays, while teaching, solid knowledge of important concepts in the area of literacy.	Candidate displays, while teaching, **extensive** knowledge of the important concepts in the area of literacy.

Possible Evidence:
- Video of instruction
- Photographs of instruction
- Copy of building's scope and sequence for content
- Anchor charts
- Word Wall
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 324 - CCSS Activity
- ED 367 - Writing from Sources
- BLE 311 - Write Reader Morphology
- BLE 307 - Home Language
- BLE 495AW - Language Production Project and Text Set
- ED 459 W - Micro-teach
- ED 524B - CCSS Activity
- ED 524C - Writing Lesson & Rubric
- ED 524C - Writing from Source Papers
- ED 524 - Micro-teach

4.1.C Science

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays, while teaching, solid knowledge of important concepts in the area of science.	Candidate **occasionally** displays, while teaching, solid knowledge of important concepts in the area of science.	Candidate **frequently** displays, while teaching, solid knowledge of important concepts in the area of science.	Candidate displays, while teaching, **extensive** knowledge of the important concepts in the area of science.

Possible Evidence:
- Video of instruction
- Photographs of instruction
- Copy of building's scope and sequence for content
- Anchor charts
- Word Wall
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
● ED 407A - Micro-teach Reflection

4.1.D Social Studies

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays, while teaching, solid knowledge of important concepts in the area of social studies.	Candidate **occasionally** displays, while teaching, solid knowledge of important concepts in the area of social studies.	Candidate **frequently** displays, while teaching, solid knowledge of important concepts in the area of social studies.	Candidate displays, while teaching, **extensive** knowledge of the important concepts in the area of social studies.
Possible Evidence: ● Video of instruction ● Photographs of instruction ● Copy of building's scope and sequence for content ● Anchor charts ● Word Wall ● **(from mentor)** observation notes of lesson			
Anthology Portfolio Uploads ● ED 359 - Social Studies & STI Lesson Plan ● ED 359 - Social Studies Text Set ● ED 525A - Social Studies & STI Lesson Plan ● ED 525A - Social Studies Text Set			

4.1.E The Arts

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays, while teaching, solid knowledge of important concepts in the area of the arts.	Candidate **occasionally** displays, while teaching, solid knowledge of important concepts in the area of the arts.	Candidate **frequently** displays, while teaching, solid knowledge of important concepts in the area of the arts.	Candidate displays, while teaching, **extensive** knowledge of the important concepts in the area of the arts.
Possible Evidence: ● Video of instruction ● Photographs of instruction ● Copy of building's scope and sequence for content ● Anchor charts ● Word Wall ● **(from mentor)** observation notes of lesson			
Anthology Portfolio Uploads ●			

4.1.F Health/PE

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays, while teaching, solid knowledge of important concepts in the area of health/PE.	Candidate **occasionally** displays, while teaching, solid knowledge of important concepts in the area of health/PE.	Candidate **frequently** displays, while teaching, solid knowledge of important concepts in the area of health/PE.	Candidate displays, while teaching, **extensive** knowledge of the important concepts in the area of health/PE.

Possible Evidence:
- Video of instruction
- Photographs of instruction
- Copy of building's scope and sequence for content
- Anchor charts
- Word Wall
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads:
- ED 336 - Lesson Plan
- ED 336 - Health and Fitness Analysis with Improvement Plan

4.1.G English Language Learners (ELL)

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays, while teaching, solid knowledge of important concepts in the area of ESOL.	Candidate **occasionally** displays, while teaching, solid knowledge of important concepts in the area of ESOL.	Candidate **frequently** displays, while teaching, solid knowledge of important concepts in the area of ESOL.	Candidate displays, while teaching, **extensive** knowledge of the important concepts in the area of ESOL.

Possible Evidence:
- Video of instruction
- Photographs of instruction
- Copy of building's scope and sequence for content
- Anchor charts
- Word Wall
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- BLE 413AW - Lesson Plan
- BLE 413AW - Micro-lesson
- BLE 415 - Portfolio Assessment
- BLE 415 - Bias Review
- BLE 520 - BLE Timeline
- BLE 520 - Program Models
- BLE 522 - Unit Plan

4.1.H Special Education

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays, while teaching, solid knowledge of important concepts in the area of special education.	Candidate **occasionally** displays, while teaching, solid knowledge of important concepts in the area of special education.	Candidate **frequently** displays, while teaching, solid knowledge of important concepts in the area of special education.	Candidate displays, while teaching, **extensive** knowledge of the important concepts in the special education.

Possible Evidence:
- Video of instruction
- Photographs of instruction
- Copy of building's scope and sequence for content
- Anchor charts
- Word Wall
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- BLE 495AW - Vocabulary Instruction Micro-teach

C4.2 Candidate displays a comprehensive knowledge of the standards in the academic content areas.

4.2.A Mathematics

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays an acceptable but incomplete knowledge of the standards in the area of mathematics.	Candidate **occasionally** displays an acceptable but incomplete knowledge of the standards in the area of mathematics.	Candidate displays a **comprehensive** knowledge of the standards in the area of mathematics.	Candidate displays a comprehensive knowledge of the standards in the area of mathematics. **Candidate is recognized as a leader in helping others understand the mathematics standards**

Possible Evidence:
- Notes from PLC showing contribution to the planning and discussion
- Copy of the content standards
- Content standards posted with learning target(s) and success criteria on bulletin or white board
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 516B - Student Thinking Interview

4.2.B Literacy

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays an acceptable but incomplete knowledge of the standards in the area of literacy.	Candidate **occasionally** displays an acceptable but incomplete knowledge of the standards in the area of literacy.	Candidate displays a **comprehensive** knowledge of the standards in the area of literacy.	Candidate displays a comprehensive knowledge of the standards in the area of literacy. **Candidate is recognized as a leader in helping others understand the literacy standards.**

Possible Evidence:
- Notes from PLC showing contribution to the planning and discussion
- Copy of the content standards
- Content standards posted with learning target(s) and success criteria on bulletin or white board
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 324 - CCSS Activity
- ED 367 - Writing from Sources
- BLE 311 - Write Reader Morphology
- ED 459W - Micro-teach
- ED 524B - CCSS Project
- ED 524C - Writing Lesson & Rubric
- ED 524C - Writing from Sources paper
- ED 524 - Micro-teach

4.2.C Science

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays an acceptable but incomplete knowledge of the standards in the area of science.	Candidate **occasionally** displays an acceptable but incomplete knowledge of the standards in the area of science.	Candidate displays a **comprehensive** knowledge of the standards in the area of science.	Candidate displays a comprehensive knowledge of the standards in the area of science. **Candidate is recognized as a leader in helping others understand the science standards.**

Possible Evidence:
- Notes from PLC showing contribution to the planning and discussion
- Copy of the content standards
- Content standards posted with learning target(s) and success criteria on bulletin or white board
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
● ED 407A - Micro-teach Reflection

4.2.D Social Studies

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays an acceptable but incomplete knowledge of the standards in the area of social studies.	Candidate **occasionally** displays an acceptable but incomplete knowledge of the standards in the area of social studies.	Candidate displays a **comprehensive** knowledge of the standards in the area of social studies.	Candidate displays a comprehensive knowledge of the standards in the area of social studies. **Candidate is recognized as a leader in helping others understand the social studies standards.**

Possible Evidence:
- Notes from PLC showing contribution to the planning and discussion
- Copy of the content standards
- Content standards posted with learning target(s) and success criteria on bulletin or white board
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 359 - Social Studies & STI Lesson Plan
- ED 359 - Social Studies Text Set
- ED 525A - Social Studies & STI Lesson Plan
- ED 525A - Social Studies Text Set

4.2.E The Arts

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays an acceptable but incomplete knowledge of the standards in the area of the arts.	Candidate **occasionally** displays an acceptable but incomplete knowledge of the standards in the area of the arts.	Candidate displays a **comprehensive** knowledge of the standards in the area of the arts.	Candidate displays a comprehensive knowledge of the standards in the area of the arts. **Candidate is recognized as a leader in helping others understand the arts standards.**

Possible Evidence:
- Notes from PLC showing contribution to the planning and discussion
- Copy of the content standards
- Content standards posted with learning target(s) and success criteria on bulletin or white board
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 328A - Arts Integration Curriculum Project
- ED 518 - Arts Integration Curriculum Project

4.2.F Health/PE

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays an acceptable but incomplete knowledge of the standards in the area of health/PE.	Candidate **occasionally** displays an acceptable but incomplete knowledge of the standards in the area of health/PE.	Candidate displays a **comprehensive** knowledge of the standards in the area of health/PE.	Candidate displays a comprehensive knowledge of the standards in the area of health/PE. **Candidate is recognized as a leader in helping others understand the health/PE standards.**

Possible Evidence:
- Notes from PLC showing contribution to the planning and discussion
- Copy of the content standards
- Content standards posted with learning target(s) and success criteria on bulletin or white board
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 336 - Lesson Plan
- ED 336 - Health and Fitness Analysis with Plan
- ED 336 - Apps for Health and fitness

4.2.G English Language Learners (ELL)

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays an acceptable but incomplete knowledge of the standards in the area of ESOL.	Candidate **occasionally** displays an acceptable but incomplete knowledge of the standards in the area of ESOL.	Candidate displays a **comprehensive** knowledge of the standards in the area of ESOL.	Candidate displays a comprehensive knowledge of the standards in the area of ESOL. **Candidate is recognized as a leader in helping others understand the ESOL standards.**

Possible Evidence:
- Notes from PLC showing contribution to the planning and discussion
- Copy of the content standards
- Content standards posted with learning target(s) and success criteria on bulletin or white board
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- BLE 411 - Advocacy Piece
- BLE 413 AW - Lesson Plan: Standards
- BLE 495AW - Language Production Project and Text Set
- BLE 522 - Unit Plan

- ED 518 - Arts Integration Curriculum Project

- ED 524 - Literacy project

4.2.H Special Education

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** displays an acceptable but incomplete knowledge of the standards in the area of special education.	Candidate **occasionally** displays an acceptable but incomplete knowledge of the standards in the area of special education.	Candidate displays a **comprehensive** knowledge of the standards in the area of special education.	Candidate displays a comprehensive knowledge of the standards in the area of special education. **Candidate is recognized as a leader in helping others understand the special education standards.**

Possible Evidence:
- Notes from PLC showing contribution to the planning and discussion
- Copy of the content standards
- Content standards posted with learning target(s) and success criteria on bulletin or white board
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- BLE 415 - Portfolio Assessment w/Rubric

C4.3 Candidate demonstrates how academic content concepts relate to or build upon one another.

4.3.A Mathematics

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The lessons **are not linked** to previous and future lessons; **OR** lessons build on each other in a logical progression.	The lessons are **somewhat linked** to previous and future lessons; **OR** lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND** lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND students can verbalize the relationship.**

Possible Evidence:
- Copy of lesson plan sequence
- Video of instruction
- Instructional posters
- Anchor charts
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 486 - Unit Plan

4.3.B Literacy

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The lessons **are not linked** to previous and future lessons; **OR** lessons build on each other in a logical progression.	The lessons are **somewhat linked** to previous and future lessons; **OR** lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND** lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND students can verbalize the relationship.**

Possible Evidence:
- Copy of lesson plan sequence
- Video of instruction
- Instructional posters
- Anchor charts
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 324 - Micro-teach
- ED 524B - Micro-teach
- ED 524C - Literacy Project

4.3.C Science

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The lessons **are not linked** to previous and future lessons; **OR,** lessons build on each other in a logical progression.	The lessons are **somewhat linked** to previous and future lessons; **OR,** lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND,** lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND, students can verbalize the relationship.**

Possible Evidence:
- Copy of lesson plan sequence
- Video of instruction
- Instructional posters
- Anchor charts
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 388 - Unit Plan

4.3.D Social Studies

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The lessons **are not linked** to previous and future lessons; **OR**, lessons build on each other in a logical progression.	The lessons are **somewhat linked** to previous and future lessons; **OR**, lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND**, lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND**, **students can verbalize the relationship.**
Possible Evidence: - Copy of lesson plan sequence - Video of instruction - Instructional posters - Anchor charts **(from mentor)** observation notes of lesson			
Anthology Portfolio Uploads			

4.3.E The Arts

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The lessons **are not linked** to previous and future lessons; **OR**, lessons build on each other in a logical progression.	The lessons are **somewhat linked** to previous and future lessons; **OR**, lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND**, lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND**, **students can verbalize the relationship.**
Possible Evidence: - Copy of lesson plan sequence - Video of instruction - Instructional posters - Anchor charts **(from mentor)** observation notes of lesson			
Anthology Portfolio Uploads			

4.3.F Health/PE

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The lessons **are not linked** to previous and future lessons; **OR**, lessons build on each other in a logical progression.	The lessons are **somewhat linked** to previous and future lessons; **OR**, lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND**, lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND**, **students can verbalize the relationship.**

Possible Evidence:
- Copy of lesson plan sequence
- Video of instruction
- Instructional posters
- Anchor charts
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
-

4.3.G ELL

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The lessons **are not linked** to previous and future lessons; **OR**, lessons build on each other in a logical progression.	The lessons are **somewhat linked** to previous and future lessons; **OR**, lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND**, lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND**, **students can verbalize the relationship.**

Possible Evidence:
- Copy of lesson plan sequence
- Video of instruction
- Instructional posters
- Anchor charts
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
-

4.3.H Special Education

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The lessons **are not linked** to previous and future lessons; **OR**, lessons build on each other in a logical progression.	The lessons are **somewhat linked** to previous and future lessons; **OR**, lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND**, lessons build on each other in a logical progression.	The lessons are linked to previous and future lessons; **AND**, **students can verbalize the relationship.**
Possible Evidence: - Copy of lesson plan sequence - Video of instruction - Instructional posters - Anchor charts **(from mentor)** observation notes of lesson			
Anthology Portfolio Uploads			

C4.4 Candidate is able to describe common misconceptions related to lesson content and identify strategies to address them.

C4.4A Mathematics

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate is **not** familiar with common content-area misconceptions.	Candidate **is familiar** with common content-area misconceptions **AND** is able to employ a limited number of methods **or** strategies to address them.	Candidate is familiar with common content-area misconceptions, **recognizes when students make common errors**, and is able to employ **a variety of** methods **and** strategies to address them.	Candidate is familiar with common content-area misconceptions, recognizes when students make common errors, and is able to employ a variety of **differentiated** methods and strategies to address them.
Possible Evidence: - Copy of lesson plan sequence - Video of instruction **(from mentor)** observation notes of lesson			
Anthology Portfolio Uploads - ED 486 - Student Thinking Interview: Fractions - ED498AW - PCAI 4.4 Application Activity - Content Area Misconceptions - ED 407A - Student Thinking Interview: Multiplication and Division - ED 516B - Student Thinking Interview: Multiplication and Division			

C4.4B Literacy

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate is **not** familiar with common content-area misconceptions.	Candidate **is familiar** with common content-area misconceptions **AND** is able to employ a limited number of methods **or** strategies to address them.	Candidate is familiar with common content-area misconceptions, **recognizes when students make common errors**, and is able to employ **a variety of** methods **and** strategies to address them.	Candidate is familiar with common content-area misconceptions, recognizes when students make common errors, and is able to employ a variety of **differentiated** methods and strategies to address them.

Possible Evidence:
- Copy of lesson plan sequence
- Video of instruction
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED 367 - Writing Rubrics
- ED498AW - PCAI 4.4 Application Activity - Content Area Misconceptions
- ED 524C - Writing Lesson & Rubric
- ED 524 - Literacy Project

C4.4C Science

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate is **not** familiar with common content-area misconceptions.	Candidate **is familiar** with common content-area misconceptions **AND** is able to employ a limited number of methods **or** strategies to address them.	Candidate is familiar with common content-area misconceptions, **recognizes when students make common errors**, and is able to employ **a variety of** methods **and** strategies to address them.	Candidate is familiar with common content-area misconceptions, recognizes when students make common errors, and is able to employ a variety of **differentiated** methods and strategies to address them.

Possible Evidence:
- Copy of lesson plan sequence
- Video of instruction
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED498AW - PCAI 4.4 Application Activity - Content Area Misconceptions

C4.4D Social Studies

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate is **not** familiar with common content-area misconceptions.	Candidate **is familiar** with common content-area misconceptions **AND** is able to employ a limited number of methods **or** strategies to address them.	Candidate is familiar with common content-area misconceptions, **recognizes when students make common errors**, and is able to employ **a variety of** methods **and** strategies to address them.	Candidate is familiar with common content-area misconceptions, recognizes when students make common errors, and is able to employ a variety of **differentiated** methods and strategies to address them.
Possible Evidence: ● Copy of lesson plan sequence ● Video of instruction ● **(from mentor)** observation notes of lesson			
Anthology Portfolio Uploads ● ED498AW - PCAI 4.4 Application Activity - Content Area Misconceptions			

C4.4E The Arts

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate is **not** familiar with common content-area misconceptions.	Candidate **is familiar** with common content-area misconceptions **AND** is able to employ a limited number of methods **or** strategies to address them.	Candidate is familiar with common content-area misconceptions, **recognizes when students make common errors**, and is able to employ **a variety of** methods **and** strategies to address them.	Candidate is familiar with common content-area misconceptions, recognizes when students make common errors, and is able to employ a variety of **differentiated** methods and strategies to address them.
Possible Evidence: ● Copy of lesson plan sequence ● Video of instruction ● **(from mentor)** observation notes of lesson			
Anthology Portfolio Uploads ● ED498AW - PCAI 4.4 Application Activity - Content Area Misconceptions ● ED 518 - Arts Integration Curriculum Project			

C4.4F Health/PE

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate is **not** familiar with common content-area misconceptions.	Candidate **is familiar** with common content-area misconceptions **AND** is able to employ a limited number of methods **or** strategies to address them.	Candidate is familiar with common content-area misconceptions, **recognizes when students make common errors**, and is able to employ **a variety of** methods **and** strategies to address them.	Candidate is familiar with common content-area misconceptions, recognizes when students make common errors, and is able to employ a variety of **differentiated** methods and strategies to address them.

Possible Evidence:
- Copy of lesson plan sequence
- Video of instruction
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED498AW - PCAI 4.4 Application Activity - Content Area Misconceptions

C4.4G ELL

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate is **not** familiar with common content-area misconceptions.	Candidate **is familiar** with common content-area misconceptions **AND** is able to employ a limited number of methods **or** strategies to address them.	Candidate is familiar with common content-area misconceptions, **recognizes when students make common errors**, and is able to employ **a variety of** methods **and** strategies to address them.	Candidate is familiar with common content-area misconceptions, recognizes when students make common errors, and is able to employ a variety of **differentiated** methods and strategies to address them.

Possible Evidence:
- Copy of lesson plan sequence
- Video of instruction
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED498AW - PCAI 4.4 Application Activity - Content Area Misconceptions
- ED 524C - Writing Lesson & Rubric
- BLE 520 - Program Models
- BLE 522 - Unit Plan
- BLE 522 - SIOP Presentation

C4.4H Special Education

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate is **not** familiar with common content-area misconceptions.	Candidate **is familiar** with common content-area misconceptions **AND** is able to employ a limited number of methods **or** strategies to address them.	Candidate is familiar with common content-area misconceptions, **recognizes when students make common errors**, and is able to employ **a variety of** methods **and** strategies to address them.	Candidate is familiar with common content-area misconceptions, recognizes when students make common errors, and is able to employ a variety of **differentiated** methods and strategies to address them.

Possible Evidence:
- Copy of lesson plan sequence
- Video of instruction
- **(from mentor)** observation notes of lesson

Anthology Portfolio Uploads
- ED498AW - PCAI 4.4 Application Activity - Content Area Misconceptions

5. CRITERION FIVE: Fostering and Managing a Safe, Positive Learning Environment

Definition: Candidate fosters and manages a safe and inclusive learning environment that takes into account: Physical, emotional, and intellectual well-being.

Key Word: Learning Environment

Common Framework Themes:
- A safe environment which includes respect, politeness, and a place where students are valued
- Standards of conduct (norms) are in place including rules and consequences
- Procedures, routines, management of materials, arrangement of the room, and transitions are in place for effective use of instructional time
- Monitors behavior

C5.1 Candidate can clearly explain the classroom management plan, including classroom rules and procedures. Candidate can clearly explain consequences for following or not following rules AND procedures.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **can partially explain** the classroom management plan.	Candidate **can vaguely explain** the classroom management plan, including classroom rules and procedures. Candidate can **vaguely explain** consequences for following or not following rules **OR** procedures.	Candidate **can clearly explain** the classroom management plan, including classroom rules and procedures. Candidate can **clearly explain** consequences for following or not following rules **AND** procedures.	Candidate can clearly explain the classroom management plan, including classroom rules and procedures. Candidate can clearly explain consequences for following or not following rules and procedures. **Candidate can explain strategies for facilitating student management or behavior.**

Possible Evidence:
- Copy of Philosophy of Classroom Management
- Copy of Classroom Management Plan

Anthology Portfolio Uploads
- ED 315B - Classroom Management Plan
- ED 347B - Student Behavior Plan
- ED 343A - Key Assignment, Virtual Classroom
- ED 410 - Classroom Management Plan Observation and Reflection

C5.2 Candidate clearly communicates behavioral goals and targets to students.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **struggles to clearly communicate** the behavioral goals and targets to students.	Candidate **vaguely communicates** behavioral goals and targets to students.	Candidate **clearly communicates** behavioral goals and targets to students.	**Candidate facilitates opportunities** for students to set their own behavioral goals.

Possible Evidence:
- Building discipline plan
- Document with teacher's behavioral expectations in classroom
- Copy of letter to parents outlining expectations
- Poster with expectations on the wall or bulletin board
- Conferences with individual students
- Students have opportunities to set their own behavioral goals
- **(from mentor)** Observation notes about communication of behavioral goals

Anthology Portfolio Uploads
- ED 347B - Student Behavior Plan
- ED 410 - Classroom Management Plan Observation and Reflection

C5.3 Candidate effectively selects and applies age and developmentally appropriate classroom management strategies with individuals, small groups, and large groups, in accordance with classroom management plan.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never responds** to student misbehavior.	Candidate **occasionally** responds to student misbehavior by following classroom routines and classroom discipline procedures with individuals, small groups, **OR** whole class.	Candidate **frequently** responds to student misbehavior by following classroom routines and classroom discipline procedures with individuals, small groups, **AND** whole class.	Candidate responds to student misbehavior by following classroom routines and classroom discipline procedures with individuals, small groups, and whole class. **Routines are in place for students to manage themselves and assist each other in managing behavior.**

Possible Evidence:
- Photo of classroom rules and procedures posted in room
- PLC minutes about rules and procedures
- Summary of classroom management ideas from a book or article
- Document with teacher's behavioral expectations and routines
- Copy of letter home to parents
- Video of students demonstrating the routines
- **(from mentor)** Observation notes of classroom management strategies
- **(from mentor)** Observation notes about training the students about the rules and routines of class
- **(from mentor)** Observation notes about applying classroom rules and procedures

Anthology Portfolio Uploads
- ED 347B - Student Behavior Plan
- ED 336 - Apps for Health and Fitness
- ED 410 - Reflection

C5.4 Candidate maintains a safe, respectful, and positive learning environment.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate-student, student-candidate, **OR** student-student interactions **are rarely or never** friendly, caring, respectful, polite, and fosters the students' well-being. Candidate **rarely or never** responds to disrespectful behavior and students' contributions are **rarely or never valued.**	Candidate-student, student-candidate, **OR** student-student interactions **are inconsistently** friendly, caring, respectful, polite, and fosters the students' well-being. Candidate **inconsistently** responds to disrespectful behavior and **some students'** contributions are valued.	Candidate-student, student-candidate, **AND** student-student interactions **are consistently** friendly, caring, respectful, polite, and fosters the students' well-being. Candidate **successfully** responds to disrespectful behavior and indicates that **most students** are valued for their contributions.	Candidate-student, student-candidate, and student-student interactions are consistently friendly, caring, respectful, polite, and fosters the students' well-being, and adapts to meet individual circumstances. Candidate responds successfully to disrespectful behavior and indicates that **all students** are valued for their contributions.

Possible Evidence:
- Reward system for desired behaviors posted on white board or bulletin board
- Photograph of reward system
- Copy of letter home to notify parents about exemplary behavior or improvements in behavior
- Video support for positive learning environment
- Positive posters on wall
- **(from mentor)** Observation notes about the learning environment: teacher interaction with students, student interaction with other students, respect from teacher to student and from student to other students, etc.

Anthology Portfolio Uploads
- ED 347B - Student Behavior Plan
- ED 343A - Key Assignment, Virtual Classroom
- ED 336 - Apps for Health and Fitness
- ED 410 - Reflection

C5.5 Candidate organizes and manages elements of the classroom environment effectively (e.g., materials, time, space).

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate demonstrates ineffective classroom routines and procedures for management of instructional groups, transitions, **OR** the handling of materials. Organization of the physical layout of the classroom **rarely or never ensures** safety, facilitates movement, **OR** focuses on learning.	**Candidate demonstrates effective** classroom routines and procedures that are inconsistently implemented for management of instructional groups, transitions, **OR** the handling of materials. Organization of the physical layout of the classroom **occasionally** ensures safety, facilitates movement OR focuses on learning.	**Candidate demonstrates** effective classroom routines and procedures that are consistently implemented for management of instructional groups, transitions, **AND** the handling of materials. Organization of the physical layout of the classroom **ensures safety**, facilitates movement, **AND** focuses on learning.	**Candidate demonstrates** effective classroom routines and procedures that are consistently implemented for management of instructional groups, transitions, and the handling of materials and supplies. Organization of the physical layout of the classroom **maximizes safety**, facilitates movement and focuses on learning.

Possible Evidence:
- Photo of class schedule
- Video scanning the room for its organization
- Handouts neatly stacked and ready to be distributed
- Basic supplies neatly organized and stored
- Routines established to manage student work
- Desk/seating arrangements
- **(from mentor)** Observation notes about classroom management of materials, time, and space

Anthology Portfolio Uploads
- ED 315B - Classroom Management Plan
- ED 343A - Key Assignment, Virtual Classroom
- ED 410 - Classroom Management Plan Observation and Reflection
-

C5.6 Candidate effectively adapts to "unanticipated" interruptions during the school day.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Unanticipated interruptions cause **significant loss of instructional time** due to inefficient classroom routines and procedures.	Unanticipated interruptions cause **some loss of instructional time** due to partially effective classroom routines and procedures.	Unanticipated interruptions cause **little loss of instructional time** due to effective classroom routines and procedures.	Unanticipated interruptions cause little loss of instructional time due to effective classroom routines and procedures **that are initiated by the students**.

Possible Evidence:
- Log listing interruptions
- Copy of notice about an assembly
- Copy of plan for dealing with such interruptions as lockdowns and fire drills
- Jobs assigned to student helpers
- **(from mentor)** Observation notes about the teacher's response to interruptions

Anthology Portfolio Uploads
- ED 410 - Reflection

6. CRITERION SIX: Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning

Definition: Candidate uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.

Key Word: Assessment

Common Framework Themes:
- Aligned with instructional outcomes
- Monitoring results to plan future instruction
- Multiple sources of assessment including formative, summative, self-assessment, diagnostic, and adaptive
- Record keeping
- Appropriate growth goals for whole class
- Scores assessments accurately using success criteria

C6.1 Candidate selects or creates appropriate formative and summative assessments that measure targeted standards and objectives.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate selects or creates **inadequate** summative **OR** formative assessments for grade level standards.	Candidate can select or create **appropriate** summative **OR** formative assessments **partially matched** to grade level standards and learning targets.	Candidate can select or create **appropriate** summative **AND** formative assessments **fully matched** to grade level standards and learning targets.	Candidate can select or create appropriate summative and formative assessments matched to grade level standards and learning targets **AND assessments are adapted to individual students as needed.**

Possible Evidence:
- Copy of formative assessments
- Copy of lesson plan with formative assessment
- List of formative assessments that the teacher can use
- Copy of summative assessment
- **(from mentor)** Observation notes about the teacher's use of formative and summative assessment strategies

Anthology Portfolio Uploads
- ED 315B - Assessment Basics Final Exam
- ED 367 - Writing Rubrics
- ED 343A - Key Assignment, Virtual Classroom

C6.2 Candidate administers and scores diagnostic, formative, and summative assessments efficiently and accurately.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate administers **OR** scores diagnostic, formative, **OR** summative assessments **somewhat** accurately.	Candidate administers **AND** scores diagnostic, formative, or summative assessments somewhat accurately.	Candidate administers and scores diagnostic, formative, **AND** summative assessments **accurately**.	Candidate administers and scores diagnostic, formative, and summative assessments **efficiently** and accurately.
Possible Evidence: ● Copy of diagnostic, formative, and/or summative assessment ● Copy of a sample student assessment, explaining the rationale for the score ● Spreadsheet with class scores ● Analysis of the results and next steps			
Anthology Portfolio Uploads ● ED 324 - Assessment Project ● ED 367 - Writing Rubrics ● BLE 415 - Portfolio Assessment ● ED 524B - Assessment Project			

C6.3 Candidate uses identified patterns of understandings and misunderstandings identified through assessments to explain student thinking and to select or revise instructional strategies that promote learning.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The candidate **rarely or never examines** data points to select or revise instruction based on the information.	The candidate **examines a few** data points and selects or revises instruction based on the information.	The candidate **examines multiple** data points and selects or revises instruction based on the information.	The candidate examines multiple data points **and adapts or creates new strategies designed to meet the specific needs of students.**
Possible Evidence: ● Notes from PLC meeting about the interpretation of data ● Copy of the analysis about patterns of understanding and misunderstanding			
Anthology Portfolio Uploads ● ED 324 - Assessment Project ● BLE 311 - Write Reader Morphology ● BLE 311 - Structural Ambiguity Assessment ● BLE 415 - Portfolio Assessment ● ED 524B - Assessment Project			

C6.4 Candidate facilitates opportunities, using strategies, that elicit student voice reflecting an individual student's understanding of a learning target.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** uses strategies to assist students in identifying what they are doing well or what they need to improve in relation to the learning target.	Candidate **uses** strategies to assist students in identifying what they are doing well **OR** what they need to improve in relation to the learning target.	Candidate uses strategies to assist students in identifying what they are doing well **AND** what they need to improve in relation to the learning target.	Candidate **collaborates with students to create tools and strategies** for identifying what they are doing well and what they need to improve in the relation to the learning targets.
Possible Evidence: ● Video of lesson segment involving using student voice to check for understanding ● Copy of lesson plan outlining strategies for eliciting student voice to check for understanding ● Think-Pair-Share, Numbered Heads, Names on Popsicle sticks, Whip Around ● Response starters to support answers to questions ● **(from mentor)** Observation notes focused on eliciting student voice to check for understanding			
Anthology Portfolio Uploads ● ED 324 - Assessment Project ● BLE 311 - Structural Ambiguity Assessment ● BLE 495AW - Language Production Project and Text Set ● BLE 415 - Student Growth Goals ● BLE 415 - Portfolio Assessment ● ED 524B - Assessment Project			

C6.5 Candidate identifies standard(s)/target(s) to be assessed, collects appropriate assessment data, arranges data appropriately for analysis, and analyzes and articulates patterns of learning accurately. (formative/summative/diagnostic)

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service E4
Candidate is unable to identify standard(s)/target(s) to be assessed, collect assessment data, arrange data for analysis, and/or analyze and articulate patterns of learning.	Candidate identifies standard(s)/target(s) to be assessed, collects minimal assessment data, arranges data for analysis, and **struggles to analyze and/or articulate** patterns of learning.	Candidate identifies standard(s)/target(s) to be assessed, collects **appropriate** assessment data, arranges data **appropriately** for analysis, and analyzes **AND** articulates patterns of learning **accurately**.	Candidate identifies standard(s)/target(s) to be assessed, collects appropriate assessment data, arranges data appropriately for analysis, and analyzes and articulates patterns of learning accurately. **Candidate reflects on the mean of student growth data**.

Possible Evidence:
- Notes from PLC meeting about the interpretation of data
- Copy of the analysis about patterns of understanding & misunderstanding
- Photocopy of system for recording assessment data
- Copy of system for recording assessment data

Anthology Portfolio Uploads
- ED 324 - Assessment Project
- ED 367 - Writing Rubrics
- BLE 311 - Structural Ambiguity Assessment
- ED 486 - Student Thinking Interview: Fractions
- BLE 415 - Student Growth Goals
- BLE 415 - Portfolio Assessment
- ED 524B - Assessment Project

7. CRITERION SEVEN: Communicating and Collaborating with Parents and School Community

Definition: Candidate communicates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.

Key Word: Families and Communities

Common Framework Themes:
- Communicates student progress including success and challenges
- Two-way communication is culturally appropriate, timely, and positive
- Uses multiple tools for responsive communication in order to engage families

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C7.1 Candidate establishes meaningful and productive relationships with families (meaningful and productive relationships are evidenced by parent/guardian engagement in conversations related to their child's learning, including, but not limited to: email, conferences, phone calls, informal meetings, etc.).

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** facilitates opportunities to engage in two-way conversations with parents/guardians.	Candidate **occasionally** facilitates opportunities to engage in two-way conversations with **some** parents/guardians.	Candidate **frequently** facilitates opportunities to engage in two-way conversations with **many** parents/guardians.	Candidate frequently facilitates opportunities to engage in two-way conversations with **nearly all** parents/guardians.

Possible Evidence:
- Copy of student conference notes
- Spreadsheet tracking contact with parents
- Conference attendance and list of discussed items
- Copy of letter to parents
- Video of parent/teacher conference
- Screenshot of teacher's website for parent access to classroom activities and learning

Anthology Portfolio Uploads
- ED 347B - Parent Communication Project
- BLE 415 - Student Growth Goals
- BLE 415 - Portfolio Assessment

C7.2 Candidate collaborates with parents/guardians and other appropriate educational specialists to plan learning segments designed to meet academic and behavioral targets.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** collaborate with parents/guardians and other appropriate educational specialists to plan learning segments designed to meet academic and behavioral targets.	Candidate **infrequently** collaborates with parents/guardians and other appropriate educational specialists to plan learning segments designed to meet academic and behavioral targets.	Candidate **frequently** collaborates with parents/guardians and other appropriate educational specialists to plan learning segments designed to meet academic and behavioral targets.	Candidate frequently collaborates with parents/guardians and other appropriate educational specialists to plan learning segments designed to meet targets **utilizing technology to enhance lesson delivery.**

Possible Evidence:
- Copy of letter home to parents about goals and targets
- Copy of progress report sent home to parents
- Screenshot of teacher's website for parent access to goals and targets
- Copy of phone log
- Copy of IEP meeting notes about academic and behavioral goals and targets
- Copy of PLC notes addressing academic and behavioral targets
- Meeting notes with specialists

Anthology Portfolio Uploads
- ED 347B - Parent Communication Project
- ED 410 - Parent Communication Project

C7.3 Candidate clearly communicates progress towards academic and behavioral goals and targets to students, parents/guardians, and other appropriate educational specialists.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **vaguely** communicates progress towards academic and behavioral goals to relevant individuals within the school community **OR** parents/ guardians.	Candidate **generally** communicates progress towards academic and behavioral goals to relevant individuals within the school community or parents/ guardians. Information is presented in an organized manner, including successes **OR** challenges.	Candidate **precisely** communicates progress towards academic and behavioral goals to relevant individuals within the school community **AND** parents/ guardians. Information is presented in an organized manner, including both successes **AND** challenges.	Candidate precisely communicates progress towards academic and behavioral goals **using multiple tools** to relevant individuals within the school community and parents/ guardians. Information is presented in an organized manner, including both successes and challenges.

Possible Evidence:
- Copy of letter home to parents about goals and targets
- Copy of progress report sent home to parents
- Screenshot of teacher's website for parent access to goals and targets
- Copy of phone log

- Copy of IEP meeting notes about academic and behavioral goals and targets
- Copy of PLC notes addressing academic and behavioral targets
- Meeting notes with specialists

Anthology Portfolio Uploads
- BLE 411 - Student Language Proficiency Analysis
- ED 347B - Parent Communication Project

C7.4 Candidate provides families with the skills and knowledge needed to assist their own children through monitoring, discussing, and helping with homework.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** provide families with the skills and knowledge needed to assist their own children.	Candidate **provides** families with **limited** skills and knowledge needed to assist their own children through monitoring, discussing, and helping with homework.	Candidate **provides** families with the skills and knowledge needed to assist their own children through monitoring, discussing, and helping with homework.	Candidate **frequently** provides families with the skills and knowledge needed to assist their own children through monitoring, discussing, and helping with homework **with a structured plan of engagement.**

Possible Evidence:
- Copy of phone log
- Screenshot of teacher's website for parent access to goals and targets
- Copy of progress report sent home to parents
- Homework help newsletter to parents

Anthology Portfolio Uploads
- ED 347B - Parent Communication Project
- ED 410 - Parent Communication Project

C7.5 Candidate draws on community resources (e.g., social agencies, health services, and businesses, and provide programs that give children and families the support that they need.)

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** draw on community resources, social agencies, health services, and businesses, and provide programs that give children and families the support that they need.	Candidate draws on **single** community resource (e.g., social agencies, health services, and businesses, and provide programs that give children and families the support that they need.)	Candidate draws on **multiple** community resources (e.g., social agencies, health services, and businesses, and provide programs that give children and families the support that they need.)	Candidate draws on multiple community resources (e.g., social agencies, health services, and businesses, and provide programs that give children and families the support that they need) **AND engages students' in the conversation.**

Possible Evidence:
- Copy of referral to support agency or counselor
- Meeting notes with school and community resources
- Call logs
- Copies of documents filled out on behalf of student for services
- Schedules of student health screenings during school
- List of students referred to and attending after-school programs
-

Anthology Portfolio Uploads
- ED 347B - Parent Communication Project
- ED 410 - Parent Communication Project
- BLE 520 - Advocacy Piece

8. CRITERION EIGHT: Exhibiting Collaborative and Collegial Practices Focused on Improving Instructional Practice and Student Learning

Definition: Candidate participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

Key Word: Professional Practice

Common Framework Themes:
- Reflective inquiry includes contributing to the giving and receiving honest feedback, advocating, and mentoring
- Collaborates to create student growth goals and measures
- Mutual support, cooperation, and collaboration is characterized by collective commitments, norms, integrity, confidentiality, and open-mindedness
- Professional relationships are developed around a culture of inquiry
- Professional development is tied to the Professional Growth Plan (PGP)
- Compliance with state, district, and school guidelines for fair and ethical practices

C8.1 Candidate writes Philosophy of Education including positions on special education, gifted education, and English Language Learners (ELL).

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** write a Philosophy of Education **OR** writes an Philosophy of Education with random, inconsistent ideas, and no relevance to teaching and learning.	Candidate writes a Philosophy of Education with **two of the following:** organized thoughts, a connection between belief and practice, focused ideas, **OR** is relevant to educational context.	Candidate writes a Philosophy of Education with **three of the following:** organized thoughts, a connection between belief and practice, focused ideas, **OR** relevant to educational context.	Candidate writes a Philosophy of Education with organized thoughts, a connection between belief and practice, focused ideas, and relevant to educational context.

Possible Evidence:
- Copy of Philosophy of Education

Anthology Portfolio Uploads
- ED 305CW - Personal Teaching Philosophy Statement
- ED 347B - Parent Communication Project

C8.2 Candidate displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** display the ability to work with diverse individuals nor seek opportunities to include or show appreciation for those excluded.	Candidate displays the ability to work with diverse individuals **OR** seeks opportunities to include or show appreciation for those excluded.	Candidate displays the ability to work with diverse individuals **AND** may seek opportunities to include or show appreciation for those excluded.	Candidate displays the ability to work with diverse individuals and **seeks** opportunities to include **AND** show appreciation for those excluded

Possible Evidence:
- PLC notes with annotations of colleague diversity
- Video tape of PLC meeting
- **(from mentor)** Written statement from PLC about the candidate's collaboration and communication skills

Anthology Portfolio Uploads
- BLE 307 - Home Language Assignment
- BLE 307 - Schumann
- ED 481E - Assessment #1
- ED 410 - PCAI Reflection
- ED 410 - Core Teacher Observation

C8.3 Candidate demonstrates strong collaboration and communication skills to include: empathy, positive rapport, communication of expectations/responsibilities, truth –telling, equitable participation, and team-building skills.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** demonstrate strong collaboration and communication skills.	Candidate demonstrates **weak** collaboration and communication skills.	Candidate demonstrates strong collaboration and communication skills to include empathy, positive rapport, communication of expectations/responsibilities, truth-telling, equitable participation, and team-building skills.	Candidate demonstrates strong collaboration and communication skills to include empathy, positive rapport, communication of expectations/responsibilities, truth-telling, equitable participation, and team-building skills **AND** positively reinforces colleagues' participation in collaborative work.

Possible Evidence:
- Written statement from administrator verifying candidate met all professional standards during the year
- Written explanation of how the candidate met all professional standards
- Written statement from PLC about the candidate's communication skills
-

Anthology Portfolio Uploads
- ED 367 - Writing Teacher's Blog
- ED 410 - PCAI Reflection

- ED 410 - Core Teacher Observation
- BLE 522 - SIOP Presentation

C8.4 Candidate adheres to all professional standards including ethical behaviors and legal requirements.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate's professional role toward adults and students is **rarely or never** ethical or professional.	Candidate's professional role toward adults and students is **somewhat** ethical and professional. Candidate attempts to assist students. Candidate **rarely or never** contributes to some students' being ill served by the school.	Candidate's professional role toward adults and students is **consistently** ethical and professional. Candidate is **committed to assisting students, working to ensure all students receive an equal opportunity to succeed.**	Candidate's professional role toward adults and students is **ethical and professional**. Candidate is **proactive in assisting students. Candidate makes an effort to challenge negative attitudes or practices to ensure that all students are honored in the school.**

Possible Evidence:
- Documentation of PD focused on ethics and legal requirements
- Documentation of completed coursework focused on ethics and legal requirements
- Copies of legally required documents, e.g., IEP's, 504"s, Behavior Plans
- Documentation of formal discipline (office referrals)

Anthology Portfolio Uploads
- ED 367 - Writing Teacher's Blog
- ED 410 - PCAI Reflection
- ED 410 - Core Teacher Observation
- BLE 520 - Program Models
- BLE 520 - Advocacy Piece

C8.5 Candidate responds appropriately to challenging situations demonstrating flexibility, sensitivity, and resiliency.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **does not** respond appropriately to challenging situations demonstrating flexibility, sensitivity, and resiliency.	Candidate responds appropriately to **some** challenging situations demonstrating flexibility, sensitivity, and resiliency.	Candidate responds appropriately to **most** challenging situations demonstrating flexibility, sensitivity, and resiliency.	Candidate responds appropriately to **all** challenging situations demonstrating flexibility, sensitivity, and resiliency.

Possible Evidence:
- Written summary of the candidate's response to a challenging situation
- Notes from a conversation with an administrator, coach, or mentor about the best way to deal with a challenging situation
- Observation notes about candidate's response to a challenging situation

Anthology Portfolio Uploads
- ED 367 - Writing Teacher's Blog
- ED 410 - PCAI Reflection
- ED 410 - Core Teacher Observation

C8.6 Candidate gives weekly feedback in a professional manner (e.g. communicate clearly, consistently, honestly, kindly and in a timely manner with colleagues).

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** collaborates and engages in reflective inquiry with Core Teacher and other professional educators for the purpose of improving instructional practice and student learning. Candidate displays **withholds honest feedback** in interactions.	Candidate **occasionally** collaborates and engages in reflective inquiry Core Teacher and other professional educators for the purpose of improving instructional practice and student learning. Candidate **inconsistently displays high standards of honesty, integrity, and confidentiality in giving feedback to colleagues.**	Candidate **collaborates and engages** in reflective inquiry Core Teacher and other professional educators for the purpose of improving instructional practice and student learning. Candidate **displays high** standards of honesty, integrity, and confidentiality in giving feedback to colleagues.	Candidate collaborates and engages in reflective inquiry Core Teacher and other professional educators for the purpose of improving instructional practice and **for student and teacher learning. Candidate takes a leadership role with colleagues and can be counted on to hold to high standards.**

Possible Evidence:
- Copy of PLC meeting notes containing the candidate's feedback to colleagues
- Video of PLC meeting

Anthology Portfolio Uploads
- ED 410 - PCAI Reflection
- ED 410 - Core Teacher Observation

C8.7 Candidate receives weekly feedback in a professional manner (e.g., non-defensively, asks for clarification when needed, etc.)

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate accepts feedback **with some reluctance** to mentorship and help from Core Teacher and other professional educators. Candidate makes decisions and recommendations **based on self-interests.**	Candidate **occasionally** welcomes feedback to mentorship and help from Core Teacher and other professional educators. Candidate decisions and recommendations **are based on limited but genuinely professional considerations.**	Candidate **welcomes** feedback to mentorship and help from Core Teacher and other professional educators. Candidate **maintains an open mind in team decision making**.	Candidate **seeks out** feedback, mentorship, and help from Core Teacher and other professional educators. Candidate **takes a leadership role in team decision making.**

Possible Evidence
● Copy of feedback from administrators, coaches, and mentors ● **(from mentor)** Observation notes with suggestions for improvement and subsequence follow-up by candidate
Anthology Portfolio Uploads
● ED 410 - PCAI Reflection ● ED 410 - Core Teacher Observation

C8.8 Candidate engages in meaningful professional development experiences at the classroom, school, district, state, or national levels.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate **rarely or never** engages in professional development activities beyond the classroom to enhance knowledge or skill.	Candidate **engages in required** professional development activities to enhance knowledge or skill.	Candidate **participates in** professional development **activities beyond the classroom** to enhance knowledge or skill.	Candidate **seeks out opportunities outside of HU105** for professional development to enhance **content knowledge and pedagogical skill.**

Possible Evidence:
● Copy of building or district PD agenda ● Copy of attendance sign-in ● Copy of PLC agenda ● ESD clock hour receipt for completed PD ●
Anthology Portfolio Uploads
● ED 367 - Writing Teacher's Blog ● ED 410 - PCAI Reflection ● ED 410 - Core Teacher Observation

C8.9 Candidate completes and submits a Professional Growth Plan (PGP).

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
The candidate makes **no attempt** to develop a written professional growth plan, **or** the candidate attempts to write a professional growth plan but does not actually complete the plan.	The candidate **develops** a written professional growth plan, but it **does not articulate** clear goals and timelines.	The candidate develops a written professional growth plan that **articulates** clear goals and timelines.	The candidate develops a written professional growth plan that articulates clear goals and timelines. The **candidate helps others develop professional growth plans.**

Possible Evidence:
● Copy of Professional Growth Plan (PGP)
Anthology Portfolio Uploads
● ED 317C - Professional Growth Plan: First Draft ● ED 417C - Professional Growth Plan: Second Draft ● ED 498BW - PGP

C8.10 Candidate consistently complies with district, school and classroom mandated curriculum, policies, and procedures as appropriate for each learner.

Pre-service Level 1	Pre-service Level 2	Pre-service Level 3	Pre-service Level 4
Candidate is **unaware** of school, district, or state initiatives. Candidate **rarely or never** follows district curriculum guide.	Candidate supports and has a **partial understanding** of school, district, and state initiatives. Candidate **somewhat** follows district policies and curriculum guide.	Candidate supports and has a **basic understanding** of school, district, and state initiatives. Candidate **follows** district policies and curriculum guide.	Candidate supports and has an understanding of school, district, and state initiatives. Candidate follows district policies **and implements curriculum guide making pacing adjustments as appropriate, to meet whole group needs without compromising an aligned curriculum.**

Possible Evidence:
- TPEP evaluation verifying candidate consistently complied with curriculum expectations, policies, and procedures during the year
- Documentation of PD focused on building and district requirements
- Copies of legally required documents, e.g., IEP's, 504's, Behavior Plans
- Documentation of formal discipline (office referrals)

Anthology Portfolio Uploads
- ED 410 – PCAI Reflection
- WS 410 – Core Teacher Observation
- BLE 520 – Program Models

Heritage University
College of Education

PROFESSIONAL COMPETENCIES ASSESSMENT INSTRUMENT (PCAI)
SUMMARY SHEET - 10th Edition - 2022

Candidate Name: _____   ☐ **Midterm**   ☐ **Final**

Term:

Key: Level 1: Does not meet standard   Level 2: Approaches standard
         Level 3: Meets standard   Level 4: Exemplar

CRITERION	PROGRESS TOWARD PROFICIENCY			
CRITERION ONE: Centering Instruction on High Expectations for Student Achievement	**1**	**2**	**3**	**4**
C1.1 Candidate identifies an appropriate academic learning standard that aligns with the central focus of the instructional plan.				
C1.2 Candidate writes instructional plans that include learning targets clearly aligned with appropriate academic learning standards.				
C1.3 Candidate writes instructional plans that include language targets clearly aligned with appropriate English Language Proficiency (ELP) standards.				
C1.4 Candidate writes appropriate success criteria aligned with content and language targets.				
C1.5 Candidate writes instructional plans that include opportunities for student self-monitoring and self-assessment.				
C1.6 Candidate writes instructional plans that include appropriate assessment measures and planned feedback aligned with student learning targets.				
C1.7 Candidate writes instructional plans that include instructional strategies (motivational and academic) that differentiate for individual learning strengths, styles, and needs.				
C1.8 Candidate writes instructional plan that includes culturally responsive teaching strategies.				
C1.9 Candidate writes instructional plans that include appropriate sequence of instruction.				
C1.10 Candidate writes instructional sequence with detailed plans for student selection of tools and strategies to support their progress towards the learning targets.				
C1.11 Candidate identifies the appropriate language function in each lesson, along with related academic language (vocabulary, syntax, discourse) and plans opportunities for practice based on students' language assets and needs.				

CRITERION	PROGRESS TOWARD PROFICIENCY			
CRITERION TWO: Demonstrates Effective Teaching Practices	**1**	**2**	**3**	**4**
C2.1 Candidate communicates the learning target and success criteria for the lesson to the learners as specified in the instructional plan and checks for learner understanding of the target.				
C2.2 Candidate introduces lesson by activating prior knowledge and frontloading vocabulary.				
C2.3 Candidate implements instructional plan(s) and engages students in meaningful learning opportunities.				
C2.4 Candidate monitors and adjusts the elements of the lesson (e.g., pacing, amount of material presented, and response to errors) while the lesson is in progress using formative assessment.				
C2.5 Candidate provides corrective and supportive feedback per instructional plan specifications and can make immediate adjustments as needed by the learners.				
C2.6 Candidate completes the lesson by reviewing learning target and success criteria, engaging students in an exit task, and providing extension activities when appropriate.				
C2.7 Candidate explicitly models processes, procedures, strategies, and applications to support students' learning.				
C2.8 Candidate employs a variety of tools and strategies to facilitate student self-assessment and reflection.				

CRITERION	PROGRESS TOWARD PROFICIENCY			
CRITERION THREE: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs.	**1**	**2**	**3**	**4**
C3.1 Candidate accurately identifies the impact of language proficiency and economic and cultural variables on learning.				
C3.2 Candidate identifies students with unique and/or special needs and describes the individual student strengths and needs.				
C3.3 Candidate writes SMART (specific, measurable, attainable, relevant, time-bound) goals for individuals and subgroups.				
C3.4 Candidate interprets assessment results to correctly identify patterns of understanding and misunderstanding among individuals and sub-groups.				
C3.5 Candidate uses data to identify/propose necessary changes (instructional or motivational) to daily instruction that will result in greater instructional effectiveness for each learner.				

C3.6 Candidate identifies appropriate accommodations and modifications for individual students.				
C3.7 Candidate identifies students' language assets and needs based on levels of language proficiency and grade-level standards.				

CRITERION	PROGRESS TOWARD PROFICIENCY			
CRITERION FOUR: Providing Clear and Intentional Focus on Subject Matter Content and Curriculum **Math, Literacy, Science, Social Studies, The Arts, Health/PE, ELL, Special Ed**	**1**	**2**	**3**	**4**
C4.1 Candidate displays a solid knowledge of important concepts in the academic content areas.				
C4.2 Candidate displays a comprehensive knowledge of the standards in the academic content areas.				
C4.3 Candidate demonstrates how academic content concepts relate to or build upon one another.				
C4.4 Candidate is able to describe common misconceptions related to lesson content and identify strategies to address them.				

CRITERION	PROGRESS TOWARD PROFICIENCY			
CRITERION FIVE: Fostering and Managing a Safe, Positive Learning Environment	**1**	**2**	**3**	**4**
C5.1 Candidate can clearly explain the classroom management plan, including classroom rules and procedures. Candidate can clearly explain consequences for following or not following rules AND procedures.				
C5.2 Candidate clearly communicates behavioral goals and targets to students.				
C5.3 Candidate effectively selects and applies age and developmentally appropriate classroom management strategies with individuals, small groups, and large groups, in accordance with classroom management plan.				
C5.4 Candidate maintains a safe, respectful, and positive learning environment.				
C5.5 Candidate organizes and manages elements of the classroom environment effectively (e.g. materials, time, space).				
C5.6 Candidate effectively adapts to "unanticipated" interruptions during the school day.				

CRITERION	PROGRESS TOWARD PROFICIENCY			
CRITERION SIX: Using Multiple Student Data Elements to Modify Instruction and improve Student Learning	**1**	**2**	**3**	**4**
C6.1 Candidate selects or creates appropriate formative and summative assessments that measure targeted standards and objectives.				
C6.2 Candidate administers and scores diagnostic, formative, and summative assessments efficiently and accurately.				
C6.3 Candidate uses identified patterns of understandings and misunderstandings identified through assessments to explain student thinking and to select or revise instructional strategies that promote learning.				
C6.4 Candidate facilitates opportunities, using strategies, that elicit student voice reflecting an individual student's understanding of a learning target.				
C6.5 Candidate identifies standard(s)/target(s) to be assessed, collects appropriate assessment data, arranges data appropriately for analysis, and analyzes and articulates patterns of learning accurately. (formative/summative/diagnostic)				

CRITERION	PROGRESS TOWARD PROFICIENCY			
CRITERION SEVEN: Communicating and Collaborating with Parents and School Community	**1**	**2**	**3**	**4**
C7.1 Candidate establishes meaningful and productive relationships with families (meaningful and productive relationships are evidenced by parent/guardian engagement in conversations related to their child's learning, including, but not limited to: email, conferences, phone calls, informal meetings, etc.).				
C7.2 Candidate collaborates with parents/guardians and other appropriate educational specialists to plan learning segments designed to meet academic and behavioral targets.				
C7.3 Candidate clearly communicates progress towards academic and behavioral goals and targets to students, parents/guardians, and other appropriate educational specialists.				
C7.4 Candidate provides families with the skills and knowledge needed to assist their own children through monitoring, discussing, and helping with homework				
C7.5 Candidate draws on community resources (e.g., social agencies, health services, and businesses, and provide programs that give children and families the support that they need.)				

CRITERION	PROGRESS TOWARD PROFICIENCY			
CRITERION EIGHT: Exhibiting Collaborative and Collegial Practices Focused on Improving Instructional Practice and Student Learning	**1**	**2**	**3**	**4**
C8.1 Candidate writes Philosophy of Education including positions on special education, gifted education, and English Language Learners (ELL).				
C8.2 Candidate displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded.				
C8.3 Candidate demonstrates strong collaboration and communication skills to include: empathy, positive rapport, communication of expectations/responsibilities, truth –telling, equitable participation, and team-building skills.				
C8.4 Candidate adheres to all professional standards including ethical behaviors and legal requirements.				
C8.5 Candidate responds appropriately to challenging situations demonstrating flexibility, sensitivity, and resiliency.				
C8.6 Candidate gives weekly feedback in a professional manner (e.g., communicate clearly, consistently, honestly, kindly and in a timely manner with colleagues).				
C8.7 Candidate receives weekly feedback in a professional manner (e.g., non-defensively, asks for clarification when needed, etc.)				
C8.8 Candidate engages in meaningful professional development experiences at the classroom, school, district, state, or national levels.				
C8.9 Candidate completes and submits a Professional Growth Plan (PGP).				
C8.10 Candidate consistently complies with district, school and classroom mandated curriculum, policies, and procedures as appropriate for each learner.				

Revised 10/22

PROFESSIONAL COMPETENCIES ASSESSMENT INSTRUMENT
(PCAI) COMPANION DOCUMENT

Candidate Name: _____

Core Teacher Name: _____

Date: _____

Participants involved in this session: Candidate ☐   Core Teacher ☐   University Facilitator ☐

Area of Concern:	Goal/follow-up expectation:	Completion Date:

Heritage University

SECTION FOUR

Certification
Information

Certification Information

During one of the last seminars, the University Certification Officer will make a presentation in which he/she will share the timelines for the certification process. A handout will be given regarding certification options and requirements following completion of the teacher preparation program. Candidates should come to the seminar prepared with questions for the certification officer.

Prior to that time, if you have questions regarding certification, please contact the Heritage University Certification Officer at (509) 865-8696.

CO-TEACHING CERTIFICATION CHECKLIST

The teacher candidate will submit the following paperwork as requested by the University Mentor. The University Mentor will submit the paperwork to our certification officer. Again, it is the teacher candidate's responsibility to gather signatures as needed and submit all paperwork to the University Mentor before the deadline.

❏ **Co-teaching Internship Summary Sheet** - A sample of this form follows. A digital copy is available in the Co-teaching Internship section of MyHeritage.

❏ **Original** - **Professional Growth Plan** signed by Candidate and Regional Director/Director of Teacher Field Experiences. A digital copy of this form is available in the Co-teaching Internship section of MyHeritage.

❏ **Original – Professional Competencies Assessment Instrument (PCAI)** (Addendum) Midterm and Final Summary sheets signed by Core Teacher, Candidate, and University Mentor

   ❏ **Original – Candidate Disposition Evaluation Form**

   Midterm and Final Disposition Evaluation Forms signed by Core Teacher, Candidate, and University Mentor

❏ **Original – Candidate Log of Time** in Classroom/Seminars signed by Core Teacher and Candidate

   ❏ **Original – University Mentor Final Rating Sheet**

   ❏ **Original – Core Teacher Final Rating Sheet**

CO-TEACHING INTERNSHIP: SUMMARY SHEET

Teacher Candidate: Student ID:

District: School:

Grade Level(s):   Subject (if appropriate):

Core Teacher:

Principal:

University Facilitator:

Number of hours in the co-teaching internship:

Date on which co-teaching internship began:

Date on which the co-teaching internship ended:

List dates of Teacher Candidates absences and give reasons:

Date:
Reason:

Date:
Reason:

Date:
Reason:

Observations/Conferences

University Facilitator:
Number of times:
Amount of time (average per visit):

Additional Observers/Visitors (give dates)

Principal: Date:
Other: Date:

CANDIDATE LOG OF TIME IN DISTRICT CLASSROOM
Beginning with the first day

Candidate Name: _____   Site: _____

DATE	HOURS	DATE	HOURS
		TOTAL ACTUAL WORKED HOURS	

Core Teacher Signature: _____   Date: _____
Candidate Signature: _____   Date: _____

Scan original completed and signed log and include with Certification documentation.

Note: A digital copy of this form can be found in the Co-teaching section of MyHeritage. The form

calculates the hours for you automatically.

UNIVERSITY MENTOR FINAL RATING SHEET

Outcome Score

CANDIDATE NAME: _____

This rating should reflect a single measure of success for the entire Co-teaching Internship as determined by the University Facilitator. Please consider all aspects of the candidate's performance: observations, PCAI, content knowledge, dispositions, etc.
This is not an average score of the PCAI.

Circle the most appropriate value.

Value (Only whole number)	Description
4	Exemplary
3	Met standard (passed)
2	Approaching standard (some reservations)
1	Did not meet standard (did not pass, counseled out, etc.)

University Mentor Signature: _____   Date: _____

CORE TEACHER FINAL RATING SHEET

Outcome Score

CANDIDATE NAME: _____

This rating should reflect a single measure of success for the entire Co-teaching Internship as determined by the Core Teacher. Please consider all aspects of the candidate's performance: observations, PCAI, content knowledge, dispositions, etc.
This is not an average score of the PCAI.

Circle the most appropriate value.

Value (Only whole number)	Description
4	Exemplary
3	Met standard (passed)
2	Approaching standard (some reservations)
1	Did not meet standard (did not pass, counseled out, etc.)

Core Teacher Signature: _____   **Date:** _____

Intern Substitute Applications

There may be situations when an opportunity arises for the candidate to obtain an Intern Substitute Certificate. Through collaboration with the college/university preparation program, the school district, and the candidate, this type of certificate may be recommended. This limited certificate is **only available through the need and application initiated by the school district** and approved by the college or university where the candidate is conducting their field experience. In all cases, communication between the school district, preparation program, and candidate is essential.

The Intern Substitute Certificate application begins at the school district level.

Once Heritage University College of Education Director of Field Experiences has verified that the Candidate is eligible for the Intern Substitute Certificate, then the District and Heritage University Certification Officer will be notified, and the appropriate recommendations will be made with the Office of Superintendent of Public Instruction (OSPI).

Like all applications initiated by school districts or college/university programs, the candidate will enter E-Certification and "Apply for Your District Request here".

Request for Intern Substitute Teacher Certificate Checklist

1. Candidate will meet the following criteria before requesting to be an intern substitute in their core teacher's classroom:
   - ☐ Candidate has passed both NES exams for degree major/endorsement being earned.
   - ☐ Candidate has successfully completed a minimum of seven weeks of co-teaching.
   - ☐ Candidate has demonstrated competence on all nine components of the Professional Competencies Assessment Instrument with a score of at least three or four.
   - ☐ Candidate assessment of dispositions will be completed with no concerns indicated.
2. Candidate will verify the following evidence is submitted to the Heritage University Director of Teacher Field Experiences. Once approval has been granted an OSPI Intern Substitute Application Packet will be provided to the candidate:
   - ☐ Written request from building Principal has been e-mailed to the district's personnel manager and the Director of Teacher Field Experiences.
   - ☐ Documentation of completion of seven weeks of co-teaching verified by facilitator.
   - ☐ Professional Competencies Assessment Instrument summary sheet with a score of at least three or four on all nine components signed by the facilitator, core teacher and candidate.
   - ☐ Candidate assessment of dispositions completed with no concerns indicated.
3. OSPI Requirements
   - Hold a valid Pre-Residency Certificate
   - Program approval - Approval of Candidate for Intern Substitute Certificate - Form 4028E

The WEST-B is Washington's basic skills (reading, writing and mathematics) test for teachers. Taking a basic skills assessment is required for admission to approved teacher preparation programs and for persons from out-of-state applying for a Washington State residency teaching certificate.

Candidates entering a Washington approved teaching preparation program may substitute a score on one or more sections of the SAT or ACT for the equivalent on the WEST-B. The adopted passing scores for SAT and ACT.

Washington Educator Skills Test–Basic® (WEST–B®) (Cut Score 240)

www.west.nesinc.com

Test Code	Test
095/096/097	WEST–B: Reading, Writing, Mathematics

SAT	ACT
Math 515 Reading 500 Writing 490	Reading 22 Math 22 Writing 8 From 9/1/16- 8/31/16 (23)

To earn a residency teacher certificate in Washington, candidates are required to take the basic skills assessment and pass a content knowledge assessment. Accelerate and Residency candidates must also pass the high need endorsement test (i.e. Sped., ELL or BLE).

National Evaluation Series™ (NES®) Tests (Cut score 220)

Test Code	Test
101	Early Childhood Education
102/103	**Elementary Education - 102 - Subtest 1 (English Language Arts, Social Studies 103 - Subtest 2 (Math, Science, Art/Health/Fitness)**
301	English Language Arts
304	Mathematics
203	Middle Grades Mathematics
305	Biology
503	Art

Washington Educator Skills Test (Cut Score 240) Endorsements™ (WEST–E™)

Test Code	Test
050	**Bilingual Education**
100	Designated World Languages
051	**English Language Learners**
052/053	Middle Level Humanities (Subtests 1 and 2)
070	**Special Education**

American Council on the Teaching of Foreign Languages (ACTFL) Washington

The ACTFL is used to assess the candidates' proficiency in a target language. World Language and Bilingual education teacher candidates are required to pass the ACTFL assessment to demonstrate that they meet the adequate level of language proficiency. WEST E 100-Designated World Language

Bilingual Education endorsements (WEST E- 050)
1. **Pass the WEST-E test in bilingual education, and**

2. **ACTFL Writing Proficiency Test (WPT*) at the Advanced-Mid level in a world language area, and**

3. **ACTFL Oral Proficiency Interview (OPI**) at the Advanced-Mid level in a world language area.**

Heritage University

SECTION FIVE

Candidate Resources

Candidate eCERTIFICATION STEPS

During September's Co-teaching Seminar, candidates will receive information regarding the application process of E-Certification.

The steps below summarize the process:

1. Candidates can go to https://eds.ospi.k12.wa.us/ and login or create an account within the EDS system. Once an account has been established the candidate must select E-Certification from the "My Application List" to enter the certification system.

2. The Candidate will then be able to complete a Pre-Residency Clearance application (there is no charge for this). This will allow the candidate to be fingerprinted. (The fingerprint process is the same as it has always been.)

By following the steps above, the candidate will give Heritage access to the eCertification system and the ability to process the Pre-Residency Clearance application(s).

3. At the completion of the program Heritage will go into E-Certification and complete the recommendation for the candidate. Once Heritage submits the completed program information, the institutional application will become available to the candidate. The candidate will then complete the application and pay the fee.

4. Once the candidate has completed the application
   a. The application will be handled by OSPI, and a review will take place to make sure all documents for issuance of the certificate are on file and fingerprint clearance is confirmed.
   b. OSPI will continue to issue paper certificates, and these will be mailed to the candidate. The certificate will also be available for viewing and printing from the E-Certification system. Eventually, the certificate will only be issued in PDF form. At that time Heritage can review the details online and/or print a PDF copy of the certificate, if desired.

TERMS & ACRONYMS

Terms and Acronyms	Meaning/Definition
Academic language	The language that is needed by Candidates to understand and communicate in academic environments (University and school settings). Academic language includes such things as specialized vocabulary, acronyms, research articles, etc.
Acquisition level learning	Knowledge or skills that are scored from 1% to 100%
Align	Consistently address the same/similar learning outcomes for students.
Annual student goals	Based on the Washington State benchmarks, the academic goals expected in one year.
Artifact	Authentic work completed by you and your students, including lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples and self-reflections.
Assessment measures	Summative, formative, and diagnostic measures used to find out what a student does and does not know.
Classroom management	The practices and policies employed by a teacher which provide the structures within a classroom to be successful. Classroom management includes all the following: a) expectations and consequences for teacher and student behavior, b) how materials are selected, used, and stored, c) use of technologies, d) scheduling of planning and instruction times.
COE	College of Education at Heritage University.
Common Core State Standards (CCSS)	Learning standards that go deeper into key concepts in math and English language arts. They require practical, real-life application of knowledge that prepares Washington students for success in college, work, and life.
Conceptual Framework of the COE	The major values and priorities of the College of Education teacher preparation programs.
Discourse	The structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction.
EALRs	Essential Academic Learning Requirements. Learning standards which define what all students should know and be able to do at each grade level.
edTPA	Teacher Performance Assessment. A set of national expectations for teacher performance. The assessments include a series of tasks required for all co-teachers.
ESD 105, ESD 121, ESD 123	Educational Service District 105, 121, and 123 – regional support agencies serving Yakima Valley and Central Washington, King, and Pierce counties educators.
GLE	Grade Level Expectations.
Instructional or learning segments	Lesson sets that build upon each other toward a central purpose or goal. A lesson segment does have a very specific starting and ending point and could "stand alone" if appropriate.
Language Demand	Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
Language Function	The content and language focus of the learning task, represented by the active verbs within the learning outcomes. Common language

	functions in the language arts include identifying, analyzing, comparing, interpreting, predicting, evaluating, or interpreting etc.
OSPI	Office of the Superintendent of Public Instruction www.k12.wa
PCAI	Professional Competencies Assessment Instrument. The assessment tool used by Candidates to measure and monitor progress on the acquisition of eight categories of teaching competencies associated with effective teaching. The instrument is both summative (Candidates need to score all 3's or 4's on items by the end of co-teaching) and formative (use during co-teaching to monitor progress and identify priorities.)
PEAB	Professional Education Standards Board. A required advisory board for the College of Education that oversees and monitors all teacher preparation programs at Heritage University.
Proficiency level learning	Knowledge and skills that are at 100% acquisition plus fluency (e.g., 60 words per minute; 100% for 2 consecutive days, etc.)
Residency teacher preparation	Washington State's term for new teachers either at the undergraduate or graduate levels.
Standard V	The specification, by the State of Washington, of the competencies the State believes are necessary for effective instruction. These specifications have been incorporated into the PCAI.
Student Voice	A phrase the State of Washington uses which means a) a student can tell you **WHY** they are learning a particular element; b) a student can tell you **HOW** they are learning the specific element; and c) a student can tell you the **RESOURCES AND SUPPORTS** they need to learn the lesson/element effectively and efficiently.
Syntax	The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).
TPAC	Teacher Performance Assessment Consortium. Heritage University is a member of the TPAC.
Triads	Combination of one Core Teacher, one Candidate, and a University Facilitator working in the course-based co-teaching internship.
Washington State Benchmarks Or Grade Level Standards (GLS)	**By discipline** (math, literacy, science, social studies) and **by grade level, a listing of competencies all students should have** in Washington State. The Washington State Benchmarks for instruction are all provided on the OSPI website www.k12.wa subheading: Teacher Tools.

LANGUAGE WE USE and what it conveys

O ver the decades, educators and others have created, used, and exploited words to describe a person's ability to learn (i.e., low functioning, high functioning, gifted, etc.). Not always, but most of the time, these words or phrases were created so we could describe and *then compare* one student's ability to another (remedial, advanced, accelerated). We then used these words to express our *judgments*.   In our worst moments, we used these judgments to decide who would get educational support and in what forms.

At the very heart of Heritage University's teacher preparation programs is the belief that all learners are of equal value and that each learner, *if accepted into the learning arena at their level of competence, can grow and achieve remarkable things.* Our desire is to have our language reflect this belief.

Heritage is at a point in the development of our preparation programs where we want to become more intentional about the language we use, especially as it relates to our students, Candidates, and faculty. *We know that the language we use either supports and continues stereotypes or energizes both the speaker and the listener to consider new ways of understanding each other.*

We want to be more intentional, more focused in our language even though some of the curricular materials used in districts are intentionally designed to categorize learners. In these situations, our desire is to use the language of the curriculum only when necessary. In all other situations, *we strive to describe the academic behaviors of learners.*

The chart on the following page is intended to help each member of the College of Education (COE) community become more conscious about the words they use to describe learners and learning. It is our hope that eliminating highly judgmental words will also reduce stereotypes about who can learn, who can learn quickly, or who is easier to teach.

Eliminate these words and phrases	Use these words instead
Accelerated, advanced, gifted	The student is reading at the 3rd grade level; is doing math at the 4th grade level; has an enormous capacity for observing and assessing a situation
Slow, disengaged, low functioning, not smart, the entry level group, the challenge group, remedial	The student is reading at the 1st grade level; has yet to master the developmental benchmarks for fine motor skills at the kindergarten level; has difficulty staying on task for more than 3 minutes
Does not have parental support at home	The student's parents have given us written permission to also interact with Mrs. Thomas (The student's grandmother) when we want to pass along information about this student 's progress
They're in the middle group	They're working on single digit plus single digit addition with sums to 8
Hyper, disengaged	Not yet able to sit for 5 consecutive minutes; not yet able to attend for more than five minutes
Is a "SPED" student	Receives additional support in writing from 11:15 – 11:40
Limited English proficient	English Language Learner (ELL or EL…English Learner)
Can't learn	Not yet ready for "X" skill
Does not yet have the ability to…	Is currently performing at (name the skill)

PLEASE MAKE YOUR OWN LIST

Eliminate these words and phrases	Use these words instead

Click drop down to enter a date.
Click drop down to enter a date.