2011-2012

2011

Teacher Candidate Capstone Handbook

The School Of Education

North Dakota State University

Contents

Teacher Candidate Capstone Project

Dear Teacher Candidate:

The Capstone Project is the summative assessment for your teacher preparation program. It is built upon the Reasoned Action Model that guides NDSU's Teacher Education Program.

You began the process of building a knowledge base about teaching and learning through your university coursework. (Comprehension)

As you engaged in field experiences associated with your coursework, you began the process of using this knowledge to teach others. (Transformation)

During student teaching, you fully implement your knowledge and skills to teach others (Instruction) and determine if the learning targets have been met by your students (Evaluation).

Finally, you will reflect on your student teaching experiences (Reflection) and arrive at deeper and extended ways of thinking about teaching and learning (New Comprehension).

The Capstone Project is aligned with the ten InTASC standards for effective teaching. The ten standards are categorized into the following four areas.

1. **The learner and learning**
2. **Content knowledge**
3. **Instructional practice**
4. **Professional responsibility**

All four categories must be completed, meeting at least an overall score of "Emerging" (score level 2) to earn a passing mark for student teaching. You and your university supervisor will lay out a plan for focusing on one of the categories at each visit. (Out-of-area student teachers will work with an assigned evaluator. Information will be provided by the Field Experience Director.)

The evaluation of each of the four categories will contain three components: (a) pre-visit evidence that is submitted to the university supervisor at least 48 hours before the visit, (b) observation and a discussion with the university supervisor following the observation, and (c) a post-visit reflective writing that is submitted to the university supervisor within 48 hours of the visit. *Supporting evidence is required to demonstrate proficiency* (recommendations are made below). See Appendix A for the evaluation form.

The four evaluation categories and evaluation requirements are described below. The Description, Reflection and corresponding documents will be uploaded into Blackboard via the Teacher Education organizational site. You will be provided with additional information about accessing and using this site.

Category One: Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Pre-Visit Evidence: (submit to university supervisor at least 48 hours before visit)
___Lesson Plan (Corresponding with Visit)
___Description (discuss the following points)
- What are the learning needs of your students in the five domains of cognitive, linguistic, social, emotional, and physical? Identify a class or grade level that you are focusing on.
- How did you learn about your students' learning needs?
- What have you done to establish a positive learning environment?

Description provides details about your classroom, students, or experience. It sets the context, providing the what, who, how, when, and where information.

Descriptive writing may be presented as bullet points or a list and does not need to be written in complete sentences. The description should be concise and specific.

Reflection provides insights and analysis about your experience. It is analytic, answering the question "why."

Reflective writing should be presented in complete sentences and be clear and organized. Your detailed reflection should be concise and to the point.

Be sure to follow the **lesson plan** format required by NDSU Teacher Education which contains at minimum the five essential elements of

1. State content standards
2. Lesson objectives
3. Assessment Plan
4. Learning Activities and Teaching Methods
5. Materials and Resources

Tip: **Bloom's Taxonomy** can support you in thinking about learning objectives and the level of thinking you want your students to target. For more information click **here**.

- Choose a rule and a procedure in place in your classroom and describe how they support student learning.
- Choose two students with extraordinary learning needs and describe the following: strengths and weaknesses; IEP or ILP accommodations, if applicable; family and SES; academic background; MAP and/or state test scores; observations of relationships with peers; and any other relevant information (At least one of these students should be in the class that is observed.)

Post-Visit Evidence: (no later than 48 hours after the visit)
___Reflection (discuss the following points)
- How did the lesson go, and why?
- If you had the opportunity to re-teach or modify instruction for a future lesson, what would you do the same, what would you do differently, or what might you not do at all? (It is not sufficient to say "the lesson was successful.")
- How did you address the needs of your students during the lesson? Was it effective?
- What was the effect of the lesson on the student(s) with extraordinary learning needs (refer to the students featured in the descriptive writing for this element)? How do you know?

___University Supervisor Evaluation Form

Supporting Evidence:
___Include documentation to illustrate and support proficiency of this category such as, but not limited to, seating charts, modified assignments and assessments, communication with parents, interest surveys, and student work.

Category Two: Content Knowledge

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Pre-Visit Evidence: (submit to university supervisor at least 48 hours before visit)
___Lesson Plan (Corresponding with Visit)
___Description (discuss the following points)

- What topic and/or themes are presented in this lesson? What unit is this lesson a part of?
- What misconceptions did you anticipate your students would have about this topic?
- What resources did you use to create and prepare for this lesson and unit?
- What prior student learning experiences and content provide a foundation for this lesson?
- How does this lesson connect to relevant issues in the students' lives?
- How is this topic meaningful? Why do student need to learn this?

Post-Visit Evidence: (no later than 48 hours after the visit)
___Reflection (Discuss the following points)

- How did this lesson go and why?
- If you had the opportunity to re-teach or modify instruction for a future lesson, what would you do the same, what would you do differently, or what might you not do at all? (It is not sufficient to say "the lesson was successful.")
- How did you make this content understandable to your students?

Supporting Evidence:
___Include documentation to illustrate and support proficiency of this category such as, but not limited to, a bibliography of resources, and questions prepared for students.

Category Three: Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

The Unit Outline

The unit outline should include the following basic components:

- Standards
- Goals
- List of assessments
- List of activities
- Sequence of lessons (calendar)

The lessons for this unit outline will be submitted to your university supervisor, but they do not need to be uploaded into Blackboard for the capstone.

There may be additional requirements for your field of study. Check with your university supervisor to determine if there are additional requirements.

Pre-Visit Evidence: (submit to university supervisor at least 48 hours before visit)
___Lesson Plan (Corresponding with Visit)
___Unit Outline
___Description (discuss the following points)

- Identify the instructional strategies that you chose for the lesson plan.
- What technology will you use for the lesson?
- Describe your differentiation plan for this lesson.
- What are your homework, make-up work, and late work policies?
- How do you ensure fairness in grading?
- What is your grading philosophy?
- Why did you choose the particular instructional strategies for this lesson?
- How does this unit of study connect and/or transfer to the students' lives? How do you make this explicit to your students?

Post-Visit Evidence: (no later than 48 hours after the visit)
___Reflection (Discuss the following points)

- How did this lesson go and why?
- If you had the opportunity to re-teach or modify instruction for a future lesson, what would you do the same, what would you do differently, or what might you not do at all? (It is not sufficient to say "the lesson was successful.")
- Analyze and interpret the results of three assessments, formative or summative, related to this unit of study. How did you/will you respond to these results? *See Appendix B for additional information about how to analyze, interpret and present the assessment results.*

Supporting Evidence:

___Include documentation to illustrate and support proficiency of this category such as, but not limited to, a test item analysis, results of an assessment, grade distribution or frequencies, anecdotal notes, and PRS results.

Category Four: Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members.

Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Pre-Visit Evidence: (submit to university supervisor at least 48 hours before visit)
___Lesson Plan (Corresponding with Visit)
___Video Recording of Your Teaching

The **video recording** needs to be of a lesson that is independently planned and executed by the teacher candidate. The video needs to include the entire class period.

The candidate is responsible for making arrangements to do the video recording, including securing a camera and someone to operate it.

After the recording is made, the candidate will watch the entire video and identify 5 short pieces to share with the university supervisor that illustrate the following: teacher responsiveness, accommodations for students with special needs, handling of a behavioral issue, use of particular instructional strategies, an unexpected event, assessing learners, implementing classroom management strategies, use of technology, or eliciting student engagement.

See Appendix B, "Video Assessment Instructions," for additional information.

___Description (discuss the following points)

- Describe the context of the lesson that was video recorded. (What happened before this lesson, what happened after, who are the students, what is the class)
- Describe communication and interactions you have had with parents, community members and teaching and non-teaching staff.
- Describe the most helpful feedback you've received during student teaching and how it influenced your practice.

Post-Visit Evidence: (no later than 48 hours after the visit)
___Reflection (Discuss the following points)

- How did the video-recorded lesson go and why?
- If you had the opportunity to re-teach or modify instruction for a future lesson, what would you do the same, what would you do differently, or what might you not do at all? (It is not sufficient to say "the lesson was successful.")
- Explain why you chose each of the five events from your video recording.
- Reflect on choices you made during the video-recorded lesson, both planned in advance and in response to how the lesson progressed.
- Throughout student teaching, in what way did your interactions with parents, community members and colleagues support your professional growth? Consider changes you've made to your classes as a result of these interactions.

Supporting Evidence:
___Include documentation to illustrate and support proficiency of this category such as, but not limited to, emails, written feedback from principal and other colleagues, and include documentation of interactions with community.

Appendix A: Capstone Evaluation Form

Teacher Candidate Capstone Evaluation Form

Candidate Name	
ID #	
Indicate Category of Evaluation	⬤ Learner and Learning ⬤ Content Knowledge ⬤ Instructional Practice ⬤ Professional Responsibility
Date	
Evaluator	

The evaluation of each of the four categories will contain three components: (a) pre-visit evidence that is submitted to the university supervisor at least 48 hours before the visit, (b) observation and a discussion with the university supervisor following the observation, and (c) a post-visit reflective writing that is submitted to the university supervisor within 48 hours of the visit. *Supporting evidence is required to demonstrate proficiency.*

Directions for the Evaluator: Please indicate the level demonstrated by the candidate for each required component. A separate rubric will be completed for each of the four categories identified above. Please use the descriptors below to guide your evaluation. Additional narrative comments are encouraged for each section.

Score Level 1: Undeveloped	inappropriate, irrelevant, inaccurate or missing, unfocused
Score Level 2: Emerging	minimal, inconsistent, and/or ambiguous; insufficient focus
Score Level 3: Proficient	appropriate, relevant, or accurate; focused
Score Level 4: Distinguished	appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response

Lesson Plan:

Lesson plans include the five essential elements (standards, objectives, assessment, learning activities, and procedures, and materials and resources), alignments of the five elements, detail, clarity, instructional appropriateness. The lesson plan meets students' needs.

1	2	3	4
⬤	⬤	⬤	⬤

Description:

Descriptions respond to all bullets and are detailed, concise, focused, organized, substantive, complete, and accurate.

 1   2   3   4

 Comments:

Reflection:

Reflections demonstrate depth of thought and are logically organized, coherent, focused, and make rich connections to university coursework in the areas of theories and best practices in teaching and learning.

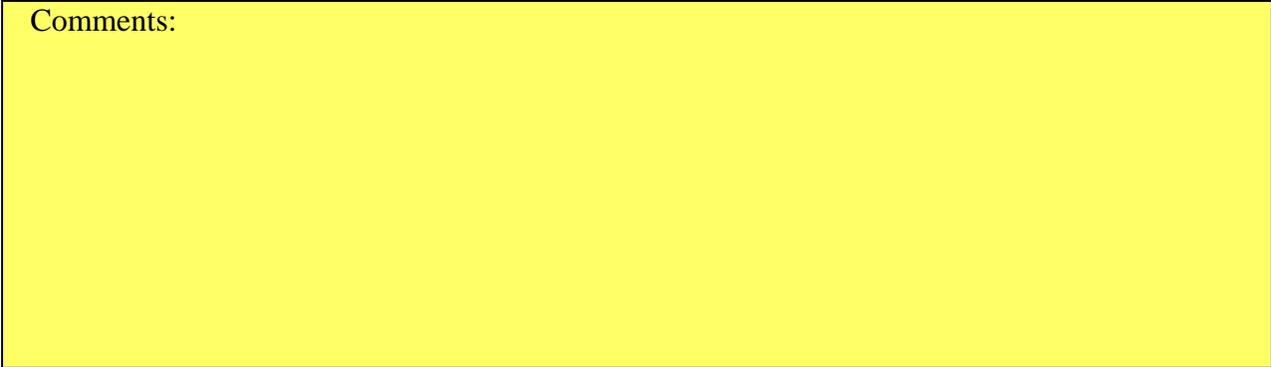 1   2   3   4

 Comments:

Supporting Evidence:

Evidence choices provide a strong case that the category is met, provide multiple evidence points, and are clear and easily understood by the evaluator.

 1   2   3   4

Comments:

Appendix B: Sample Assessment Analysis
Sample One: Proficient

Roof Styles/Architectural Terminology Quiz
FCS I

Roof Styles: Items A-F; Architectural Terminology: Items 1-10

Test Item	A	B	C	D	E	F	1	2	3	4	5	6	7	8	9	10
Student 1							X									
Student 2							X		X	X						
Student 3																
Student 4													X			
Student 5																
Student 6													X			
Student 7																
Student 8							X					X	X		X	

X=missed item

This section describes what happened
All students did very well with roof styles, which shows understanding, but there were a couple of questions in the architectural terminology section where three out of eight students did not demonstrate knowledge. Questions one and seven show a pattern of students not demonstrating knowledge.

This section considers what went wrong (and/or right) There shouldn't have been confusion on what was being asked in question #1, as it stated that the structure was the triangular piece over the doorway, which is the only triangle in the picture, and clearly states what piece it is. It was gone over and over again during instruction that a pediment, usually triangular in shape, is commonly placed above a doorway, or a portico. Therefore, there could be confusion between the words, with them being similar in some aspects, but the students should have been able to depict the difference between the two.

In test item #7, I can see how there could be some confusion, and could be something I didn't prepare them for properly. All three students who got the question wrong wrote in the answer of cornice; whereas, it should have been gingerbread, which included areas that were not in the area that the cornice is. Therefore, the difference between the two must have been confusing while I was going through the information with the students, as gingerbread can be used as decorative cornice along a house.

This section explains what was done in response to the results
The following day, I made it a point to review and to exaggerate and go into more detail on these three structural pieces; cornice, gingerbread, and pediment. To connect to prior knowledge, I pulled up a picture of a very intricate, decorative gingerbread house in order to show where the name for the architectural structure is derived from.

Sample Two: Distinguished

This first section explains the context of the assessment.
Teachers must use both formal and informal assessment in order to ensure all aspects of the development of the learner. At the end of the *All Quiet on the Western Front* unit, students wrote a five paragraph essay. The *All Quiet on the Western Front* unit was followed by the research paper unit. Because of the importance of the research paper, I analyzed the graded rubrics for the five paragraph essay, compiled the results, and made educational decisions based on them. I have included the results as my artifact for standard eight as well as the analysis and application of my results and the rubric I used for the actual assessment.

The formal assessment, in the form of a rubric, which I used for the five paragraph essay, evaluated students' performance on the five paragraph essay, provided information about the students, and helped me to modify my instruction for the following research paper unit. The results of the five paragraph essay assessment show the summary of the evaluations of students' performance as well as the information that I learned about the students. The analysis and follow-up document details the choices I made as a result of the information I gathered.

The *All Quiet on the Western Front* five paragraph essay rubric itself is an assessment that appropriately measured stated learning objectives in the *All Quiet on the Western Front* unit. The rubric also follows the curriculum at Fargo North and North Dakota standards. The Fargo North curriculum requires students to write a five paragraph essay sometime during their sophomore year in English. The rubric assesses the Six Traits of Writing, in accordance to the priorities of the Fargo school district.

All Quiet on the Western Front
Five Paragraph Essay Rubric

Ideas and Development   5   4   3   2   1   (x2)=
Clear main subject
Focused on main subject
Relevant, supporting and interesting details and examples
Show instead of tells

Organization   5   4   3   2   1   (x2)=
Effective AGD, bridge sentences, and clear thesis in introduction
Structure (paragraphing)
Clear transitions which connect the thesis & within paragraphs
Conclusion reinforces main idea

Sentence Fluency   5   4   3   2   1   (x4)=
Sentences are complete, direct, and concise
Sentence beginnings and lengths are varied
Sentences flow effectively; quotes are blended

Voice   5   4   3   2   1   (x2)=
Tone is appropriate for topic, purpose, and audience
Third person point of view only (no I or you)
Writing is engaging and sincere

Conventions   5   4   3   2   1   (x2)=
Correct spelling, punctuation, grammar, and capitalization
Correct parenthetical references (citations)
Noun-verb agreement

Word Choice   5   4   3   2   1   (x4)=
Wording and phrasing are precise
Language is simple, natural, and clear
Verbs are strong and active (active vs. passive)

Works Cited Page   5   4   3   2   1   (x2)=
Alphabetical order
Hanging indent
Double spaced
Correct punctuation
All components of entry are present

Format   5   4   3   2   1   (x2)=
Title and other necessary information on first page
Double spaced
Header on each page with correct information
Page numbers correct

5=Homerun (strong paper!)
4=Base hit (basic criteria met)   **Total=**   /100
3=Foul ball (good effort)
2=Swing and a miss (some effort, but need more practice
1=Strike out

Name/period_____

Ideas + Development
8 longer ‖‖|||
2 relevant, supporting details ||
1 shows instead of tells |
4 focused on main subject/clear |||| (15) 8th

Organization
6 topic structure ‖‖|||
(topic) sentences
15 transitions ‖‖‖‖‖   (51) 5th
16 conclusion ‖‖‖‖‖|
5 clear thesis ‖‖
Sentence Fluency
19 concise/complete ‖‖‖‖|||
23 quotes blended ‖‖‖‖‖‖||| (53) 4th
11 flow effectively ‖‖‖|

Voice
40 no 1st or 2nd person ‖‖ ‖‖ ‖‖‖‖ ‖‖‖‖ ‖‖‖‖   (41) 6th
1 engaging/sincere

Conventions
  spelling   (10) 3rd
41 grammar/punct. ‖‖ ‖‖| ‖‖‖‖‖‖‖‖‖‖|
29 citations ‖‖ ‖‖‖‖‖‖‖‖||||
Word Choice
25 precise ‖‖ ‖‖‖‖‖‖‖   (30) 7th
2 simple, natural, clear ||
1 fragments
2 verbs ||
Works Cited Page
17 indent ‖‖‖‖‖‖|| (73) 2nd
25 punctuation ‖‖‖‖‖‖‖‖‖‖
26 all components ‖‖‖‖ ‖‖‖‖ ‖‖|
5 double spaced ‖‖
Format
17 double spaced ‖‖ ‖‖‖‖||| (80) 1st
28 header ‖‖‖‖ ‖‖ ‖‖ ‖‖|||
33 page #s ‖‖ ‖‖ ‖‖ ‖‖ ‖‖ ‖‖ ‖‖ |||
1 margins
1 12 pt font

Individual Issues:
grammar/spelling/punct. (
no 1st/2nd person (40)
page #s (33)
citations (29)
header (28)
components of W.C. (26)
punctuation of W.C. (25)
precise word choice (25)
quotes blended (23)

Most Problems: (traits)
Format
Works Cited
Conventions
Sentence Fluency
Organization
Voice
Word Choice
Ideas + Development

This section identifies the problems.

The first largest specific problem in the five paragraph essays was grammar, punctuation, and spelling. To address this issue, I continued teaching Daily Oral Language the same way I had been, but placed more emphasis on explaining why errors were corrected as they were as well as the grammar rule behind each error. I also pointed out DOL concepts as they occurred in other writing that we looked at in class and applied what we learned in DOL to other errors. For example, I showed the students the page in *Writer's Inc.* that had the list of pronoun cases when we talked about what words to use instead of first or second person pronouns.

The second largest specific problem was using first and second person. In order to prevent such a large problem with this in the research paper, I briefly taught about not using first or second using a PowerPoint slide. I also explained to the students that we cannot use first and second person in these papers because they are formal writing and one of the conventions of formal writing is that it uses only third person. Additionally, I paid specific attention to the issue when doing mini-conferences with students. I also showed the students the page in *Writer's Inc.* that lists the pronoun cases.

This section explains what was done in response to the results.

In order to address issues including the page numbers and the correct information in the header, which together make up the largest problem trait, I demonstrated how to correctly place a page number and header on a page. Students all had their own laptops and followed along while I showed them how to do it.

In addition to the largest problem areas, including both individual issues and the larger category of traits, I chose to teach mini-lessons on parenthetical citations, transitions, introductions, conclusions, and topic sentences. I decided that these areas had caused somewhat significant problems for students in the five paragraph essay, and if left unchecked, would cause much larger issues in the research paper. For each of these areas, I created and showed a PowerPoint presentation that combined both instruction and practice.

Appendix C: Video Assessment Instructions

Process:

- The teacher candidate will be responsible for having one lesson video-recorded.
    - The teacher candidate must check with the school administrator to make sure that it is permissible to record the class.
    - The teacher candidate is responsible for acquiring a video camera and for arranging for someone to record the lesson
        - Check first with the cooperating school to see if a camera is available.
        - Video cameras are available to check out in the NDSU Teacher Education office (EML 155) or through NDSU Information Technology Services if the cooperating school does not have a camera available.
        - Make sure the videos can be uploaded into a usable format on a computer. Check with your university supervisor to determine the best format.
    - The cooperating teacher may be able to help out by operating the video camera.
    - One full class period should be video-recorded.
    - The lesson will be one that is planned and executed entirely by the teacher candidate.
- The teacher candidate will watch the entire video and write a reflective analysis
    - The analysis should include:
        - An accurate, objective description of the events of the class as they unfolded
        - A self-assessment of the teacher candidate's performance in conducting the class (e.g., indicate what parts of the class were handled well by the candidate and which parts could be improved)
        - A statement on what the teacher candidate has learned from the experience of observing his/her own performance
        - A statement on the changes that the teacher candidate will consider making to his/her teaching practices, based on this experience.
- The teacher candidate will identify five short video clips to share with the university supervisor relating to the following categories (Note: No more than two video clips from any one category)
    - example of responsiveness
    - accommodation
    - behavioral issue
    - instructional strategies
    - unexpected event
    - assessing learners

- - classroom management
  - use of technology
  - engagement
- During the scheduled university supervisor visit, the teacher candidate will:
  - Share the lesson plan with the university supervisor
  - Share the video clips with the university supervisor
    - The clips can be shared by fast-forwarding through the video to the appropriate spots. Please have these spots identified (write down the time or place an indicator at the spot) ahead of time
    - The teacher candidate is responsible for obtaining the equipment for this
  - Describe what is occurring in each of the clips
  - Explain the significance of the events in each of the clips
  - Explain why he or she decided to include each of the clips

Items created for this assessment:

1. Lesson plan for recorded class
2. Video artifact (video of full class period).
   a. Have selected clips identified ahead of time
   b. Please have a copy on USB or DVD available for your supervisor
3. Reflective analysis of video
4. Verbal description and explanation for each of the video clips

Appendix D: Teacher Candidate Performance Assessment

North Dakota State University

School of Education

Student Teacher	
Observer	
Date	
Time	
Location	
Grade Level/Subject	

Visit Focus (mark one)	**Visit # (mark one)**
☐The Learner and Learning	☐1
☐Content Knowledge	☐2
☐Instructional Practice	☐3
☐Professional Responsibility	☐4
Note: **Required evidence*** only needed for designated visit	

Directions: For each of the items below, indicate the level of teacher candidate performance for each criterion. Thank you for your time and commitment to the profession.

Undeveloped: The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

Emerging: The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.

Proficient: The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.

Distinguished: The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

	Undeveloped	Emerging	Proficient	Distinguished	Not Observed
The Learner and Learning					
Selects developmentally appropriate teaching methods, activities, and materials					
Actively engages students in the learning process					
Monitors students' understanding and progress					
Adapts instruction for individual needs					
Creates a safe and respectful environment that promotes learning					
Communicates behavioral expectations to students					
Establishes and maintains rapport with all students					
Establishes and maintains consistent standards for classroom behavior					
Attends to making the classroom physically and emotionally safe					

Comments:

*The following are **required evidence*** *for the Learner and Learning visit. Please indicate if they were submitted prior to the visit.*

☐ Lesson plan that will be executed during the visit

☐ Descriptive writing describing the students in the classroom and instructional decision making in regard to

	developmental needs of students

	Undeveloped	Emerging	Proficient	Distinguished	Not Observed
Content Knowledge					
Demonstrates knowledge of subject matter					
Engages students in higher level thinking skills					
Creates meaningful learning experiences					
Makes effective use of classroom resources					
Comments:					
*The following are **required evidence*** for the Content Knowledge visit. Please indicate if they were submitted prior to the visit.* ☐ Lesson plan that will be executed during the visit ☐ Descriptive writing about the topic of the lesson					

	Undeveloped	Emerging	Proficient	Distinguished	Not Observed

Instructional Practice					
Prepares complete detailed lesson plan (includes standards and objectives)					
Uses a variety of assessments					
Lesson introduction attracts student attention to engage student learning					
Makes the learning objectives clear to students					
Uses instructional time effectively					
Uses appropriate teaching techniques					
Uses instructional technology effectively					
Differentiates instruction					

Comments:

*The following are **required evidence*** for the Instructional Practice visit. Please indicate if they were submitted prior to the visit.*

☐ Lesson plan that will be executed during the visit

☐ Unit plan (contains at least the 5 elements of standards, objectives, assessments, activities, and materials; 1-2 weeks in length)

☐ Analysis of student work (pre/diagnostic assessment, formative assessment and summative assessment results)

☐ Descriptive writing identifying instructional practices

	Undeveloped	Emerging	Proficient	Distinguished	Not Observed
Professional Responsibility					

Uses appropriate language					
Has a professional appearance					
Observes deadlines					
Prepared/ready to teach lesson					
Feedback responses are appropriate					
Reflects on teaching process to improve teaching effectiveness					

Comments:

*The following are **required evidence*** *for the Professional Responsibility visit. Please indicate if they were submitted prior to the visit.*

☐ Lesson plan that will be executed during the visit

☐ Video (lesson that is planned and executed by the candidate; one entire class period)

☐ Lesson plan for video

☐ Descriptive writing explaining the lesson that was videotaped; communication and interaction with school personnel and other constituents

	Undeveloped	Emerging	Proficient	Distinguished	Not Observed
Communication					
Uses accurate and effective written communication					
Uses accurate and effective oral					

communication					
Uses effective non-verbal communication					
Comments:					

Overall Performance Rating	Undeveloped	Emerging	Proficient	Distinguished

Additional Comments: