

**COVER SHEET FOR PROGRAM REVIEW
DOCUMENT 1
(Rules 2002)**

INSTITUTION: University of Saint Francis

PROGRAM: Exceptional Needs – Mild Intervention (Elementary and Secondary Levels)

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To be filled in by DPS Staff

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_____ A. Unit Summary
_____ B. Teacher Education Courses
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_____ A. Curriculum
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GENERAL PROGRAM OVERVIEW

A. UNIT SUMMARY

Mild Intervention at the Elementary Education Level

The Mild Intervention/Elementary Education program at the University of Saint Francis (USF) prepares teacher candidates to work with and meet the needs of all students in today's schools. Candidates are automatically enrolled in the Mild Intervention program. The Mild Intervention program covering Early and Middle Childhood developmental levels is merged with the Elementary Education program

Mild Intervention at the Secondary Education Level

As with the Mild Intervention / Elementary Program, Secondary Education candidates are automatically enrolled in the Mild Intervention program. The Mild Intervention program covering the Early Adolescence and Adolescence and Young Adult developmental levels is merged with all Secondary Education Content Areas except All-Grade Visual Arts.

The Mild Intervention Program Overall

Candidates are expected to be knowledgeable about the categories of exceptionalities, including appropriate planning, implementation, and assessment. As well, candidates must demonstrate proficiencies in behavior management and collaborative strategies necessary to effectively communicate with caregivers and others on their schools' professional teams.

The distinguishing characteristic of the merged delivery model is co-teaching, which occurs in the Department's three professional education anchor courses: Introduction to Teacher Education (EDUC 100), Practicum in Teacher Education (EDUC 201), and Advanced Practicum in Teacher Education (EDUC 301). Instructors collaboratively design, implement, and assess their courses, merging key concepts and skills from the fields of special education and general education. Each course is co-taught by one instructor who is licensed and experienced in special education and one instructor who is licensed and experienced in general education. Instructors provide candidates with both the breadth and depth of pedagogical knowledge and skills necessary to successfully meet contemporary teaching demands.

The culminating field experiences occur during the Student Teaching semester, continuing the Department's commitment to prepare candidates who will meet the needs of students with diverse range of ability and backgrounds. Teacher candidates complete eight weeks of Student Teaching in Mild Intervention settings and eight weeks of Student Teaching in general elementary settings.

The Department's Conceptual Framework gives direction to all programs offered by USF. The Conceptual Framework is based on the theme, "Educators Facilitating and Advancing Learning in a Diverse, Ever-Changing Society." The theme encapsulates the Department's understanding of its legal, professional, and ethical charge in the professional preparation of initial-licensed educators. The Conceptual Framework encompasses six core competencies expected of well-educated professional educators: Knowledge of Self as an Individual, Knowledge of Content,

Knowledge of the Learner, Knowledge of Pedagogy, Knowledge of Self as Educator and Partner in a Learning Community, and Knowledge of Spiritual, Ethical, and Professional Self.

Embedded in the six core competencies of the Conceptual Framework are Performance Outcomes and their corresponding Signature Assignments. Details regarding Signature Assignments are found below in A.1., Unit Assessment System.

The unique dual-preparation curriculum developed from the Conceptual Framework reflects the Department's commitment to prepare educators who will serve a broad range of diverse student and caregiver populations. Finally, the Conceptual Framework reflects the Department's commitment to prepare pre-service educators who understand continual societal change and address to it in a pro-active, professional manner.

A. 1. Unit Assessment System (UAS)

The Department developed its Unit Assessment System to align with Indiana Division of Professional Standards (IDPS) standards and the Department's Conceptual Framework. In turn, both the IDPS Standards and the Conceptual Framework align with INTASC Standards.

The knowledge, performances, and dispositions addressed in both content and professional education courses are aligned with IDPS Content Standards. To further ensure that candidates demonstrate proficiencies, the Department has aligned its field assessment instruments with IDPS Content Standards.

Through its UAS, the Department assesses multiple program components to ensure that candidates demonstrate proficiencies in the program's requisite knowledge, performances, and dispositions. Components '*a through f*' of the UAS provide measures of candidates' professional proficiencies.

- a. Grade Point Averages.* Grade Point Averages for both content and professional education core courses are detailed in Document #2.
- b. Praxis II Scores.* Praxis II Scores for content and professional education core courses are detailed in Document #2.
- c. Evidence of Knowledge and Performances in Content and Professional Education Core Courses.*

All Exceptional Needs – Mild Intervention content courses meet IDPS Standards. Content courses are aligned with IDPS Standards, as documented in the Program Alignment Matrix and Course Matrix Charts, respectively. The Course Matrix Charts provide corresponding "Evidence of Knowledge and Performances." All charts are referenced in Document #2.

d. *Signature Assignments and Candidate Portfolios.*

d.1. *Signature Assignments:*

Although Signature Assignments were formally instituted following the time frame encompassed by the current Program Review (academic years 2005 - 2006 and 2006 - 2007), their advent and subsequent application to the Department's assessment process are significant. As noted above, with the Conceptual Framework serving as the initial point of reference, the Department has formulated Performance Outcomes that correspond to key items in the Conceptual Framework. In turn, Performance Outcomes are measured through major course assessments, known as "Signature Assignments."

The design and implementation of Signature Assignments have honed the Department's efforts to systematically monitor candidates' progress in meeting program and IDPS competencies. Finally, analysis of Signature Assignment assessment data inform decisions impacting program and Department improvement. (See Signature Assignment Table, Document 1, Appendix B)

d.2. *Candidate Portfolios:*

Signature Assignments are the major artifacts that comprise Candidate Portfolios.

Candidate Portfolios are assessed at three levels: Initial, Developing, and Proficient. All Candidate Portfolio artifacts are accompanied by rationale statements, which are candidates' analytic interpretations of the connections among their artifacts, the Conceptual Framework, IDPS Standards, and INTASC Standards.

Concurrent with the development of Signature Assignments and their incorporation into the Candidate Portfolios, the Department has undertaken the transition to electronic Candidate Portfolios. TaskStream, the Department's data management system, is integral to monitoring candidate progress as evidenced in the electronic Portfolio.

e. *Candidate Field Assessment Process (CFAP).*

The assignments that constitute the Candidate Field Assessment Process (CFAP) document the impact of candidates' work on K-12 student learning. All CFAP assignments are Signature Assignments and, consequently, required Candidate Portfolio artifacts. Details of CFAP are provided in Document #2.

f. *Assessment of Professional Dispositions.*

Assessment of Professional Dispositions instruments measure competencies beyond the content knowledge and pedagogical performances required pre-service candidates. The Department of Education developed instruments that faculty and cooperating field teachers employ to assess the dispositional status of candidates. The original instruments did not recognize the inherent developmental nature of dispositional acquisition and expression. Consequently, in 2006, the Department formulated a research-based developmental model to assess candidate dispositions (Costa and Kallick, 2000). The

developmental model of dispositional assessment was piloted in 2006-2007, and formally adopted in 2007-2008. The formal adoption followed minor revisions suggested by field cooperating teachers, members of the USF Teacher Education Committee (TEC), and members of the Department's Teacher Education Advisory Council (TEAC).

A. 2. Benchmark Criteria (Critical Decision Points).

The Department's UAS benchmark criteria are represented in its Critical Decision Points. The Department assesses undergraduate candidates' progress at three Critical Decision Points, each of which corresponds to three Candidate Portfolio levels: Initial, Developing, and Proficient. Critical Decision Points mark stages in the program at which undergraduate candidates must meet criteria established in a range of UAS assessments: Signature Assignments, CFAP, Portfolios, Dispositions, GPAs, and Praxis II Scores.

University of Saint Francis Critical Decision Points in Teacher Education - Undergraduate

Year/ Semester	Decision Point	Performance Indicator(s)	Source of Evidence	Evaluators	Collect/ Analyze/ Check (✓)	Evidence Located In
Sophomore (Must be admitted into Teacher Education before taking Methods courses)	Admission into Teacher Education (Decision Point 1)	Assessment of Professional Dispositions (TEE 1)	Assessment of Professional Dispositions Form	Course Professor	A	TaskStream
		Zachary's Law Check Conducted (TEE 1)	Zachary's Law Report	UAS Manager	✓	UAS
		Submit a Limited Criminal History Check (Submitted in TEE 1)	Limited Criminal History Report	Course Professor	C	UAS
		Successful Completion Initial Portfolio Requirements (TEE 2)	Initial Portfolio Report (Signature Assignments)	Education Faculty	A	TaskStream
		Successful Completion Initial Portfolio Interview (TEE 2)	Initial Portfolio Interview Rubric	Education Faculty	C	UAS
		Assessment of Professional Dispositions (TEE 2)	Assessment of Professional Dispositions Form	Course Professor	A	TaskStream
		Zachary's Law Check Conducted (TEE 2)	Zachary's Law Report	UAS Manager	✓	UAS
		Submit a Limited Criminal History Check (Submitted in TEE 2)	Limited Criminal History Report	Course Professor	C	UAS
		Successful Field Evaluation (TEE 2)	<ul style="list-style-type: none"> • Cooperating Teacher Eval • University Supervisor Eval • CFAP 	<ul style="list-style-type: none"> • Cooperating Teacher • University Supervisor 	A	TaskStream & UAS
		Successful Completion Praxis I <ul style="list-style-type: none"> • Reading - 176 • Writing - 172 • Math - 175 [Or equivalent CBT score]	ETS - Praxis I Results	<ul style="list-style-type: none"> • ETS • Education Faculty 	A	UAS
		Attain Cumulative Grade Point Average - 2.50 in 24 Semester Hours	UAS & Transcripts	Education Faculty	✓	UAS
		Complete Introductory Courses [C or above]	<ul style="list-style-type: none"> • EDUC 100 & SPED 136 • or EDUC 140 • & EDUC 201 	Education Faculty	✓	UAS
		Zachary's Law Check Conducted (Application)	Zachary's Law Report	<ul style="list-style-type: none"> • Education Faculty • TEC Members 	✓	UAS
Submit 2 Assessment of Professional Dispositions Forms (Application)	Assessment of Professional Dispositions Form	<ul style="list-style-type: none"> • Education Faculty • Content Faculty 	A	TaskStream & UAS		

Year/ Semester	Decision Point	Performance Indicator(s)	Source of Evidence	Evaluators	Collect/ Analyze/ Check (✓)	Evidence Located In
Junior	Admission into Student Teaching (Decision Point 2)	Successful Completion Developing Portfolio Requirements (TEE 3)	Developing Portfolio Report (Signature Assignments)	Education Faculty	A	TaskStream
		Successful Completion Developing Portfolio Presentation (TEE 3)	Developing Portfolio Presentation Rubric	Education Faculty	A	TaskStream & UAS
		Assessment of Professional Dispositions (TEE 3)	Assessment of Professional Dispositions Form	Course Professor	A	TaskStream
		Successful Field Evaluation (TEE 3)	<ul style="list-style-type: none"> Cooperating Teacher Eval University Supervisor Eval CFAP 	<ul style="list-style-type: none"> Cooperating Teacher University Supervisor 	A	TaskStream & UAS
		Submit a Limited Criminal History Check (Submitted in TEE 3)	Limited Criminal History Report	Course Professor	C	UAS
		Zachary's Law Check Conducted (TEE 3)	Zachary's Law Report	UAS Manager	✓	UAS
		Successful Completion of Professional Education Core Courses	Professional Education Core Courses	Director of Field Experiences	✓	UAS
		Attain Cumulative Grade Point Average - 2.50	<ul style="list-style-type: none"> Transcripts 	Director of Field Experiences	✓	UAS
		Attain Professional Grade Point Average - 2.80 (See UG Handbook on How to Calculate Professional GPA)	<ul style="list-style-type: none"> Transcripts 	Director of Field Experiences	✓	UAS
		Complete a Minimum of 96 Semester Hours	<ul style="list-style-type: none"> Transcripts 	Director of Field Experiences	✓	UAS
		Completed Application for Student Teaching	<ul style="list-style-type: none"> Community, College, Dept. Contribution Workshop & Seminar Field Experience Tracking Biographical Statement/Personal Profile Expectations/Responsibilities of a Competent Teacher Essay 	Director of Field Experiences	C	UAS
		Zachary's Law Check Conducted (Application)	Zachary's Law Report	UAS Manager	✓	UAS
		Submit 2 Assessment of Professional Dispositions Forms (Application)	Assessment of Professional Dispositions Form	<ul style="list-style-type: none"> Director of Field Exper Education Faculty Content Faculty 	A	TaskStream & UAS
		Submit a Limited Criminal History Check (Application)	Limited Criminal History Report	Director of Field Experiences	C	UAS
Final Admission into Teacher Education	Letter of Acceptance	Director of Field Experiences	C	UAS		

Year/ Semester	Decision Point	Performance Indicator(s)	Source of Evidence	Evaluators	Collect/ Analyze/ Check (✓)	Evidence Located In
Senior	Completion of Program (Decision Point 3)	Successful Completion Proficient Portfolio Requirements (EDUC 480's)	Proficient Portfolio Report (Signature Assignments)	Education Faculty	A	TaskStream & UAS
		Successful Completion Proficient Portfolio Presentation (EDUC 480's)	Proficient Portfolio Presentation Rubric	Education Faculty	A	TaskStream & UAS
		Assessment of Professional Dispositions (EDUC 480's)	Assessment of Professional Dispositions Form (Taskstream)	Cooperating Teacher	A	TaskStream & UAS
		Student Teaching Evaluation	<ul style="list-style-type: none"> Student Teaching Evaluation CFAP 	<ul style="list-style-type: none"> Cooperating Teacher University Supervisor 	A	TaskStream & UAS
		Successful Completion of Student Teaching	Student Teaching Course Grade	Course Professor	✓	UAS
		Pass Praxis II in One Licensure Area	ETS - Praxis II Results	<ul style="list-style-type: none"> ETS Education Faculty 	A	UAS
Licensure	Program Exit and Licensure	Required Praxis II Scores	ETS - Praxis II Results	<ul style="list-style-type: none"> ETS Education Faculty 	A	UAS
		Teacher Education Licensure Application	License Coding Sheet	Licensing Advisor	C	UAS
		Limited Criminal History Check	Limited Criminal History Report	Licensing Advisor	C	UAS
		Proof of CPR Certification (Required for Initial Licensure)	American Red Cross or American Heart Association CPR Certification Card	Licensing Advisor	C	UAS
		Reason for Program Exit	Date Degree/Licensed Conferred	Licensing Advisor	C	UAS

B. TEACHER EDUCATION COURSES:

EDUC 100 – Introduction to Teacher Education (TEE 1)

A combined lecture-discussion experience designed as an introductory course in teacher education. It will provide prospective teachers with broad and detailed exposure to the realities of teaching, characteristics and constraints of the profession, the great diversity of young people in today's schools, issues having to do with various dimensions of teachers' professional lives, and development of skills relative to the basic subject matter and least restrictive environment settings. Candidates will be introduced to the Conceptual Framework of the Department of Education and begin to develop a philosophy of education as well as a professional portfolio. Seminars demonstrate collaborative/cooperative learning. Minimal field experience is required.

EDUC 201 – Practicum in Teacher Education (TEE 2)

An on-campus and off-campus experience to acquaint the student with many of the functions of the teacher in various educational settings. All education students will meet together on campus with the purpose of gaining an understanding and shared vision of collaboration for successfully taught integrative, multidisciplinary instruction. Off-campus practicum placement will provide students with authentic classroom experiences. Seminars will be collaboratively taught and students will work in cooperative groups (elementary, secondary and exceptional needs) to design lesson plans, behavior management plans, pre-referral interventions, and IEP reviews.

EDUC 211 – Specific Setting Field Based Practicum

Off-campus practicum placement will provide students with authentic classroom experiences in the appropriate school setting [developmental level].

EDUC 250 – Educational Psychology and Measurement

Psychology and study of the learner as a growing and developing individual from preschool through adolescence. Study of the influences on student learning, including cognition, language, moral and social aspects. Study of the influence of intelligence, culture, ethnicity, socioeconomic status, and gender on learning. Topics regarding learners with exceptionalities included. Investigations of Behaviorism, Social Cognitive Theory, Information Processing, and Constructivism. Examination of the relationships among learners motivation, classroom management, instruction, and centered approaches to learning. Utilization of the tools of measurement through the examination, interpretation and construction of tests.

EDUC 301 – Advanced Practicum in Teacher Education (TEE 3)

This advanced level field experience in the area of licensing emphasizes instruction, assessment, organization, classroom management, and the structure of the environment in order to enhance the teaching/learning process. The in-class portion of the practicum will encourage dialogue and reflection and will also consider the portfolio process. Department recommends taking the "Special Secondary Methods" coursework in conjunction with EDUC 301.

EDUC 425 – Seminar for Student Teaching

This seminar encourages students to engage in thoughtful analysis of their teaching experiences and to synthesize the knowledge, skills and disposition acquired during the course of the pre-service program. The seminar will also consider legal and ethical aspects of teaching, job search process and interviewing, as well as the presentation of the Proficient Portfolio. Through collaboration and dialog both personal and electronic, each person will receive both encouragement and assistance during this culminating experience.

EDUC 480/483 – Student Teaching

Application of educational principles and methods in the classroom through gradual introduction into the teaching-learning situation. Student teaching is the summative point in the Teacher Education program through which standard-based competencies are demonstrated. Elementary and secondary education/ exceptional needs-mild intervention majors complete student teaching in each area of licensure at their developmental level for a total of 15 weeks and nine credit hours. All-grade exceptional needs and all-grade art education majors complete student teaching in two different developmental levels for a total of 15 weeks and nine credit hours. Additional fees assessed.

SPED 136 – Introduction to Exceptionality

The purpose of this course is to introduce and familiarize students with individuals who have learning, behavior, cognitive, sensory, and physical differences. Learning and social characteristics of individuals with disabilities and gifted individuals will be examined. Issues specific to the families of these individuals will also be explored. The human services available to these individuals will be examined.

SPED 295 – Collaboration and Communication in Exceptional Needs

Presentation of various collaboration models, roles and responsibilities of professionals and parents who serve as members of an interdisciplinary team. The role of the teacher as a manager of human and material resources; principles for influencing school organizations and systems; principles for effective communication and negotiation with professionals and parents; principles of facilitation shared responsibilities of education systems through various models of collaboration. Various strategies are introduced that serve as tools to develop and maintain educational partnerships in the classroom, school, home, and community.

SPED 430 – Behavior/Classroom Management

Theories and systems of behavior management; practice in working with groups and individuals. Use of behavior assessment tools and the development of problem solving, reasoning and collaborative learning skills. Focus on acquisition and improvement of good interpersonal skills to facilitate cooperation among teachers, parents, professionals, students, and paraprofessionals. Designing a management system for a successful learning environment.

C. PROGRAM FIELD EXPERIENCES

C.1. Mild Intervention at the Elementary Level Program Field Experiences

The Department of Education is committed to providing teacher candidates with field experiences in developmentally appropriate K-12 school settings where they are able to interact with diverse populations of students, teachers, administrators, support personnel, and caregivers. In 2006-2007, to affirm its commitment to secure field placements in diverse, developmentally appropriate settings, the Department increased from twelve to twenty-one its contractual agreements with school corporations in the northeast Indiana region.

In an effort to ensure that candidates receive field experiences at the correct levels, the Department established a practicum course for candidates who have changed their major. Specific Setting Field Based Practicum (EDUC 211) ensures that candidates fulfill field hour requirements in their newly chosen major and at the necessary developmental level.

Field experiences provide the context for assessing the proficiency with which candidates positively impact the learning of students. The Candidate Field Assessment Process (CFAP, detailed in Document #2 is employed in school settings at four key points in candidates' preparation: Practicum in Teacher Education (EDUC 201), Advanced Practicum in Teacher Education (EDUC 301), and two Student Teaching Placements.

The Field Experience Documents corresponding to each of the Department's undergraduate programs indicate the number of supervised field hours candidates complete. Supervised field hour requirements prior to student teaching average over 200 hours for Mild Intervention/Elementary candidates. Classes taught in school settings include: Methods and Materials in Mathematics (EDUC 393), Integrated Curriculum in Language Arts and Social Studies (EDUC 395), a field based course in Special Education, Mild Disabilities/Interventions (SPED) 237, and two reading courses, Teaching Reading for Elementary and Middle School (READ 200) and Methods and Materials in teaching Reading for All Children (READ 302). Many other courses taught on campus have in-school components.

C.2. Mild Intervention at the Secondary Level Program Field Experiences

Secondary Education candidates complete field placements in three education anchor courses, Introduction to Teaching (EDUC 100), Practicum in Teacher Education (EDUC 201), and Advanced Practicum in Teacher Education (EDUC 301). Additionally, Secondary majors complete field hours through their specific Secondary Methods course and a special education field-based course, Methods for Teaching Exceptional Middle and High School Youth (SPED 328).

Candidates complete eight weeks of Student Teaching in content area, complemented by an additional eight weeks in a Mild Intervention setting. The Department ensures that candidates receive placements in diverse school settings and at appropriate developmental levels (Early Adolescence and Adolescence and Young Adult). The CFAP Model (detailed in Document #2) is used to assess candidates' field work in the following courses: Practicum in Teacher Education

(EDUC 201), Advanced Practicum in Teacher Education (EDUC 301), Special Secondary Methods and in candidates' two Student Teaching placements (General Education /Subject-Specific and Mild Intervention, respectively).

The Department of Education is committed to providing teacher candidates with field experiences in developmentally appropriate K-12 school settings where they are able to interact with diverse populations of students, teachers, administrators, support personnel, and caregivers.

In 2006-2007, to affirm its commitment to secure field placements in diverse, developmentally appropriate settings, the Department increased from twelve to twenty-one its contractual agreements with school corporations in the northeast Indiana region.

In an effort to ensure that candidates receive field experiences in their content area and at appropriate K-12 student developmental levels, the Department established a field practicum course for "major changers," "Specific Setting Field Based Practicum," (EDUC 211). In the event that candidates change majors after the Practicum in Teacher Education (EDUC 201), successful completion of EDUC 211 ensures that candidates fulfill field hour requirements in their newly chosen majors and at correspondingly appropriate K-12 student developmental levels.

Field experiences provide the context for assessing the proficiency with which candidates positively impact the learning of K-12 students. The Candidate Field Assessment Process (CFAP), detailed in Document #2, is employed in school settings at four key points in candidates' preparation: Practicum in Teacher Education (EDUC 201), Advanced Practicum in Teacher Education (EDUC 301), and in two Student Teaching placements.

Supervised field hour requirements prior to student teaching range from 155 for secondary education majors to more than 200 for elementary education majors. Student Teaching for dual licensure candidates is comprised of two, eight-week segments, one in general-subject-specific setting, and one in the Mild Intervention setting. Single licensure All-Grade Visual Arts candidates complete one sixteen-week Student Teaching placement. In the event All-Grade Visual Arts majors require an additional developmental level, they will complete two eight-week placements.

The following chart documents the relationships among the program's courses and the field experiences provided all candidates.

C.3. Field Experience Chart - Mild Intervention at the Elementary Level Program Field Experiences Document

Course Number / Title	Purpose of Field Experience	Required Hours in P-12 Classroom	Candidate Required Tasks
EDUC 100: Introduction to Teacher Education	The field placement provides teacher candidates an initial classroom experience. As candidates are formally exposed to the demands and opportunities inherent in the teaching profession, they are urged to clarify their commitment to education as a career choice. The Field Experience Journal is a Signature Assignment aligned with the Conceptual Framework. During the placement, the cooperating teachers in the field model for candidates the academic and personal competencies required of educators to maximize learning for all students.	15 hours — Observations in the field for candidates at designated content and developmental levels.	<ul style="list-style-type: none"> ● Field Experience Journal – Signature Assignment
EDUC 201: Practicum in Teacher Education	The field placement provides teacher candidates an opportunity to demonstrate technical and personal competencies through formal interactions with elementary school students. Candidates develop lesson plans and implement lessons under the guidance of field cooperating teachers and University supervisors. The lesson Plan is a Signature Assignment aligned with the Conceptual Framework. During this initial phase of portfolio development, candidates identify and collect artifacts in the field placement and previous courses that are linked to the Conceptual Framework. Successful completion of the field placement constitutes partial fulfillment of requirements for admission to the Teacher Education Program.	50 hours in the candidates' designated content and developmental levels.	<ul style="list-style-type: none"> ● CFAP – Signature Assignments <ul style="list-style-type: none"> ▪ Lesson Plan ▪ Pre-Observation Conference ▪ Presentation of Formal Lesson ▪ Post Observation Conference ▪ Post Observation Lesson Analysis Narrative (POLAN) ● Candidate Initial Portfolio, with Related Formal Interview
EDUC 211: Specific Setting Field Based Practicum (1 – 3 credit hours)	The field placement provides teacher candidates who are changing majors and/ or changing developing developmental levels with opportunities to demonstrate competencies in the newly selected major and/or developmental level(s).	25 field hours per credit hour in the new content area and/or developmental level.	<ul style="list-style-type: none"> ● CFAP – Signature Assignments <ul style="list-style-type: none"> ▪ Lesson Plan ▪ Pre-Observation Conference ▪ Presentation of Formal Lesson ▪ Post Observation Conference ▪ Post Observation Lesson Analysis Narrative (POLAN)

Course Number / Title	Purpose of Field Experience	Required Hours in P-12 Classroom	Candidate Required Tasks
EDUC 301: Advanced Practicum Teacher Education	The field placement provides teacher candidates admitted to the teacher education program an opportunity to formally demonstrate refined acquisition of technical and personal competencies through formal interactions with elementary school students in special education settings. Candidates develop lesson plans and implement lessons under the guidance of field cooperating teachers and university supervisors. During this developing phase of portfolio development, candidates identify and collect artifacts in the field placement that are linked to the conceptual framework. Successful completion of the field placement constitutes partial fulfillment of requirements for admission to student teaching (EDUC 480 – 483).	75 hours in Mild Intervention.	<ul style="list-style-type: none"> ● CFAP – Signature Assignments <ul style="list-style-type: none"> ▪ Lesson Plan ▪ Pre-Observation Conference ▪ Presentation of Formal Lesson ▪ Post Observation Conference ▪ Post Observation Lesson Analysis Narrative (POLAN) ● Field Experience Journal ● Candidate Developing Portfolio, with Related Formal Presentation
EDUC 393: Curriculum and Methods in Mathematics	This course is taught in a K-5 school setting giving teacher candidates the opportunity to participate in authentic experiences in a school environment. One half of the class time is devoted to direct to instruction by the professor focusing on theory, standards, methods, materials, and assessment measures that are culturally relevant and meet the needs of all student. Home and community connection is addressed through Family Math Night. Approximately one half of the class time is devoted to direct instruction with individual, small or whole group instruction followed by reflection on the teaching/learning process.	Approximately 40 hours	<ul style="list-style-type: none"> ● Development of a philosophy of mathematics instruction ● Weekly lesson plans ● Assessment plans and analysis of teaching and learning ● Compilation of resources ● Professional development/conference attendance and reflection ● Responsibility for and involvement in Family Math Night

Course Number / Title	Purpose of Field Experience	Required Hours in P-12 Classroom	Candidate Required Tasks
EDUC 395: Integrated Curriculum in Language Arts and Social Studies	The course is taught for five weeks in a K-5 school setting. Students meet with teachers and are provided with standards to be addressed in the Language Arts and Social Studies disciplines. Students collaborate in groups of three to four to plan, organize and teach the lesson. During the five-week time frame, the class is held at the school. The first half of the class is spent with the professor focusing on methods, materials, and theories of teaching Social Studies and Language Arts. Best practices are reviewed and modeled. Authentic assessment is addressed for both the Social Studies and Language Arts areas.	Approximately 8 hours	<ul style="list-style-type: none"> • Lesson plans • Weekly chapter organizers • Chapter presentations • Individualized learning lesson plan • Collaboration Journals • Lesson Summary/Reflections
READ 200: Teaching Reading for Elementary and Middle School	The course is taught in a K-5 urban school setting. The teacher candidates spend one half of the class time teaching literacy lessons in the classroom during the literacy block. Another half of the class time is spent with the professor focusing on methods, materials and theories that are research-based. These practices are then translated into the planning of lessons for the classroom. A debriefing session occurs at the conclusion of the teaching experience. Home and community connections are addressed through Family Literacy Nights.	Approximately 40 hours	<ul style="list-style-type: none"> • Weekly lesson plans • Reflections • Literacy Resource File • Professional Development Experiences • Classroom Observation Narrative • Weekly Chapter Critiques from Assigned Course Text • Classroom Evaluations • Responsibility and Involvement in Literacy Nights at Elem. Schools
READ 302: Methods and Materials in Teaching Reading for all Children	The course is taught at the university. Teacher candidates are required to spend 25 hours in an affluent suburban elementary school teaching literacy lessons. Teacher candidates are guided and mentored during this experience by the classroom teacher as well as the university professor. Teacher candidates are required to teach a minimum of five lessons focusing on the five components of reading: phonemic awareness, phonics, fluency, comprehension, and decoding. Best practices in the literacy field are discussed, modeled and explained in the university classroom.	25 hours	<ul style="list-style-type: none"> • Weekly Chapter Critiques • Lesson Plans • Reflections • Professional Development Experiences • Classroom Observation Narrative • Writer's Notebook • Literacy Resource File • Classroom Evaluations

Course Number / Title	Purpose of Field Experience	Required Hours in P-12 Classroom	Candidate Required Tasks
SPED 237: Mild Disabilities/ Interventions	The course is taught in a K-5 urban setting. . One third of the class time is devoted to direct instruction by the professor focusing on theory, standards, methods, materials, and assessment. The class is also supported by the school’s resource teacher. This teacher assigns a teacher candidate to a child with special needs for the entire semester. The IEP is reviewed and instruction is planned. Teacher candidates meet with the child for 60 minutes each week following classroom instruction. At the conclusion of the instructional session, teacher candidates debrief with the professor and, as appropriate, with the Cooperating Teacher (if needed).	Approximately 20 hours	<ul style="list-style-type: none"> • Strategy Booklet • Weekly Chapter Logs from Course Assigned Text • Classroom Discipline Presentation • Lesson Plans • Reflection Journal • Case Study of Assigned Child • Create 5 Manipulatives to Use With Child
EDUC 480-483: Student Teaching	The field placement provides student teachers opportunities for summative demonstrations of standards-based competencies through interactions with students in both elementary and special education settings. During this proficient phase of portfolio development, student teachers identify and collect artifacts in the field placement that are linked to the conceptual framework. Successful completion of student teaching constitutes partial fulfillment of requirements for recommendation by the University for licensing from the State of Indiana.	Total of 16 weeks, of which one 8-week placement is in elementary and one 8-week placement is in mild intervention.	<ul style="list-style-type: none"> • CFAP – Signature Assignments <ul style="list-style-type: none"> ▪ Lesson Plan ▪ Pre-Observation Conference ▪ Presentation of Formal Lesson ▪ Post Observation Conference ▪ Post Observation Lesson Analysis Narrative (POLAN) • Time Allotment Sheet: Observation, Teaching Responsibilities, Extra-Curricular Activities, Professional Activities/Meetings • Candidate Proficient Portfolio, with Related Formal Presentation

C.4. Field Experience Chart - Mild Intervention at the Secondary Level Program Field Experiences Document

Course Number / Title	Purpose of Field Experience	Required Hours in P-12 Classroom	Candidate Required Tasks
EDUC 100: Introduction to Teacher Education	The field placement provides teacher candidates an initial classroom experience. As candidates are formally exposed to the demands and opportunities inherent in the teaching profession, they are urged to clarify their commitment to education as a career choice. The Field Experience Journal is a Signature Assignment aligned with the Conceptual Framework. During the placement, the cooperating teachers in the field model for candidates the academic and personal competencies required of educators to maximize learning for all students.	15 hours — Observations in the field for candidates at designated content and developmental levels.	<ul style="list-style-type: none"> • Field Experience Journal – Signature Assignment
EDUC 201: Practicum in Teacher Education	The field placement provides teacher candidates an opportunity to demonstrate technical and personal competencies through formal interactions with students in secondary education classrooms. Candidates develop lesson plans and implement lessons under the guidance of field cooperating teachers and University supervisors. The Lesson Plan is a Signature Assignment aligned with the Conceptual Framework. During this initial phase of portfolio development, candidates identify and collect artifacts in the field placement and previous courses that are linked to the Conceptual Framework. Successful completion of the field placement constitutes partial fulfillment of requirements for admission to the Teacher Education Program.	50 hours in the candidates' designated content and developmental levels.	<ul style="list-style-type: none"> • CFAP – Signature Assignments <ul style="list-style-type: none"> ▪ Lesson Plan ▪ Pre-Observation Conference ▪ Presentation of Formal Lesson ▪ Post Observation Conference ▪ Post Observation Lesson Analysis Narrative (POLAN) • Candidate Initial Portfolio, with Related Formal Interview
EDUC 211: Specific Setting Field Based Practicum (1 – 3 credit hours)	The field placement provides teacher candidates who are changing majors and/ or changing developing developmental levels with opportunities to demonstrate competencies in the newly selected major and/or developmental level(s).	25 field hours per credit hour in the new content area and/or developmental level.	<ul style="list-style-type: none"> • CFAP – Signature Assignments <ul style="list-style-type: none"> ▪ Lesson Plan ▪ Pre-Observation Conference ▪ Presentation of Formal Lesson ▪ Post Observation Conference ▪ Post Observation Lesson Analysis Narrative (POLAN)

Course Number / Title	Purpose of Field Experience	Required Hours in P-12 Classroom	Candidate Required Tasks
EDUC 301: Advanced Practicum Teacher Education (Co-requisite with Special Secondary Methods in appropriate content areas)	The field placement provides teacher candidates admitted to the Teacher Education Program an opportunity to formally demonstrate refined acquisition of technical and personal competencies through formal interactions with middle and high school students in specific content areas and special education settings. Candidates develop lesson plans and implement lessons under the guidance of field cooperating teachers and university supervisors. During this developing phase of portfolio development, candidates identify and collect artifacts in the field placement that are linked to the Conceptual Framework. Successful completion of the field placement constitutes partial fulfillment of requirements for admission to student teaching (EDUC 480 – 483).	50 hours in Mild Intervention. 25 hours in Special Secondary Methods in appropriate content areas	<ul style="list-style-type: none"> ● CFAP – Signature Assignments <ul style="list-style-type: none"> ▪ Lesson Plan ▪ Pre-Observation Conference ▪ Presentation of Formal Lesson ▪ Post Observation Conference ▪ Post Observation Lesson Analysis Narrative (POLAN) ● Field Experience Journal ● Candidate Developing Portfolio, with Related Formal Presentation
SPED 328: Methods for Teaching Exceptional Middle and High School Youth. (Pre-requisite of or Co-requisite with EDUC 301 and Special Secondary Methods in appropriate content areas).	The field placement provides teacher candidates an opportunity to demonstrate technical and personal competencies through formal interactions with students identified as learning disabled, mildly disabled, and / or mildly emotionally disabled. Candidates observe service delivery models in the field and demonstrate familiarity with models. During this developing phase of portfolio development, candidates identify and collect artifacts in the field placement that are linked to the Conceptual Framework. Successful completion of the field placement constitutes partial fulfillment of requirements for admission to student teaching (EDUC 480 – 483).	33 hours in Mild Intervention.	<ul style="list-style-type: none"> ● Lesson Plan ● Instructional Strategies Journal ● Anecdotal Reports by both Cooperating Teachers and Course Instructor

Course Number / Title	Purpose of Field Experience	Required Hours in P-12 Classroom	Candidate Required Tasks
EDUC 480-483: Student Teaching	The field placement provides student teachers opportunities for summative demonstrations of standards-based competencies through interactions with students in secondary content area and special education settings. During this proficient phase of portfolio development, student teachers identify and collect artifacts in the field placement that are linked to the Conceptual Framework. Successful completion of student teaching constitutes partial fulfillment of requirements for recommendation by the University for licensing from the State of Indiana.	Total of 16 weeks, of which one 8-week placement is in the appropriate content areas and one 8-week placement is in Mild Intervention.	<ul style="list-style-type: none"> • CFAP – Signature Assignments <ul style="list-style-type: none"> ▪ Lesson Plan ▪ Pre-Observation Conference ▪ Presentation of Formal Lesson ▪ Post Observation Conference ▪ Post Observation Lesson Analysis Narrative (POLAN) • Time Allotment Sheet: Observation, Teaching Responsibilities, Extra-Curricular Activities, Professional Activities/Meetings • Candidate Proficient Portfolio, with Related Formal Presentation

DOCUMENT #1 REFERENCES

Blanton, P.P., and Pugach, M.C. (June, 2007). *Collaborative programs to prepare general and special education: An action guide for higher education and state policy makers*. Washington, D.C.: Council of Chief State School Officers.

Costa, A. & Kallick, B (2000). *Discovering and exploring habits of mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

APPENDIX A

**University of Saint Francis
School of Professional Studies
Department of Education**

CONCEPTUAL FRAMEWORK



Educators facilitating and advancing learning
in a diverse, ever-changing society

NOTE: While all areas are included in the design, those in *italics* are emphasized in graduate programs.

I. Knowledge of Self as an Individual

Outcome Statement: Candidates Demonstrate Competency in Professional Communication Skills

- Expresses self verbally in a clear, concise, coherent and logical manner
- Expresses self verbally using correct grammar
- *Expresses self in writing in a clear, concise, coherent and logical manner*
- Expresses self in writing using correct spelling and grammar
- Adjusts volume, rate, inflection, and tone of voice appropriately
- Models appropriate non-verbal communication
- *Practices effective listening skills*
- *Utilizes technology to enhance and support communication*

Outcome Statement: Candidates Demonstrate Competency in a Positive Projection of Self

- Demonstrates positive self concept
- Demonstrates poise and confidence
- Models appropriate grooming and dress
- Demonstrates appropriate social skills
- *Maintains a professional demeanor at all times*

Outcome Statement: Candidates Demonstrate Competency in Development of Self

- Documents evolving life experiences and interests
- Shows comprehensive knowledge in general education
- *Continues to refine personal skills in the context of professionalism*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of Self as an Individual

- Recognizes how the following personal characteristics and demeanor effect relations:

Appearance	Respect/Acceptance
Honesty/Genuineness	Responsibility
Poise	Passion
Caring/Empathy	

II. Knowledge of Content

Outcome Statement: Candidates Demonstrate Competency in Subject Matter Fluency

- Demonstrates confidence and competence in specific subject matter to be taught
- Conveys accurate content-specific knowledge
- Plans instruction to reflect comprehensive content knowledge
- Demonstrates familiarity with resources to support subject matter content
- *Relates research to practice*
- Assumes responsibility for acquiring new knowledge
- Demonstrates ethical and moral responsibility inherent in the transmittal of knowledge and information
- *Builds and extends upon knowledge base and experiences*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of Content

- Acknowledges the extensive and evolving nature of knowledge by keeping current of changes in the world specifically affecting content knowledge
- Recognizes the role technology plays in education and demonstrates facility with a variety of hardware and software

III. Knowledge of the Learner

Outcome Statement: Candidates Demonstrate Competency in Developmental Needs

- Responds to the diverse social, emotional, cognitive, and physical levels and needs of all students
- Shows sensitivity to levels of development by focusing instructional methods appropriately
- *Modifies and adapts instruction to meet the needs of all students*

Outcome Statement: Candidates Demonstrate Competency in Student Diversity

- Demonstrates an understanding of the various ways students process and communicate information
- Assists students in understanding diversity by providing a variety of experiences
- Fosters in each student an understanding of tolerance and respect for human diversity
- Demonstrates an awareness of knowledge, and understanding of the diversity in the family, classroom, school, and community
- Incorporates appropriate real world/community based experiences into the teaching/learning experience
- Shows respect for the diverse learners through appropriate materials, language, and resources
- Provides a positive classroom climate for the inclusion of all students
- *Modifies and adapts instruction to meet the needs of all students*

- *Develops knowledge and refines practices based on the social and cultural contexts in which learning takes place*

Outcome Statement: Candidates Demonstrate Competency in Guiding Student Behavior

- Encourages and maintains student involvement and participation
- Maintains discipline and cooperation at all times
- Maintains systematic, consistent, and fair disciplinary practices
- Maximizes learning time for all students
- Establishes a positive, productive and stimulating environment to support student learning
- Gives structured guidance for transitions
- Guides students in becoming self-reliant and self-directed
- *Applies contemporary research and knowledge of students in developing a positive environment to support learning*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of the Learner

- Respects the worth and dignity of each person through thoughtful and responsive action and communication
- Upholds the belief that all children can achieve success through persistent encouragement and instruction
- Remains sensitive to and model equity, justice, and fairness in the classroom, school, and community
- Appreciates the multiple ways students communicate and learn by providing a variety of opportunities for student expression
- Displays a commitment to the total development of the student by providing opportunities for social, emotional, physical, and intellectual growth
- Respects the diverse backgrounds of students by acknowledging their contributions and values

IV. Knowledge of Pedagogy

Outcome Statement: Candidates Demonstrate Competency in Planning

- Develops plans appropriate to students' needs, interests, and abilities
- Develops plans that are consistent with federal and state standards
- Organizes and integrates subject matter and concepts across the curriculum
- Considers the cycle of learning
- States objectives clearly and in terms of learner outcomes

Outcome Statement: Candidates Demonstrate Competency in Implementation

- Teaches to the stated objective(s)
- Encourages active participation in the learning process
- Relates lesson to prior knowledge
- Uses a variety of effective methods and techniques

- Employs individual, small group, large group, and cooperative learning experiences
- Employs a balance of student centered and teacher directed instruction
- Develops and enhances problem-solving skills
- Provides opportunities for students to utilize critical and creative thinking skills
- Adjusts instruction based on pupil performance
- Utilizes motivational techniques
- Transitions, effectively and efficiently, from one activity to another
- Utilizes technology to enhance and support the instructional process

Outcome Statement: Candidates Demonstrate Competency in Assessment

- Assesses learning (student performance) by objectives
- Uses a variety of assessment techniques to measure learning
- Utilizes rubrics to communicate and assess product expectations
- Utilizes assessment prior to, during, and after instruction
- Provides opportunities for pupils to self-assess their learning
- Analyzes assessments to modify or adapt instruction
- Provides timely feedback to students, school personnel, and parents/caregivers
- *Utilizes technology as an aid to assessment and record-keeping*
- *Collects and analyzes data on student learning and applies findings to the instructional process*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of Pedagogy

- Recognizes the opportunities assessment provides in the learning cycle and utilizes information for the benefit of student learning
- Acknowledges diverse learning styles and adjusts the environment and practices to meet student needs
- Identifies their role as a catalyst and motivator for learning by providing positive encouragement and support
- Identifies the desirability of recognizing and celebrating accomplishments by providing appropriate private or public acknowledgement of student success

V. Knowledge of Self as an Educator and Partner in a Learning Community

Outcome Statement: Candidates Demonstrate Competency in Home and Community Involvement

- Demonstrates knowledge and understating of the school community and identifies available community resources
- Provides opportunities for home support in the learning process
- Communicates student progress effectively with school personnel and parents/caregivers

Outcome Statement: Candidates Demonstrate Competency in Interpersonal, School, Community Based Relations

- Complies with school and system wide policies and procedures
- Shows an understanding of and compliance with laws governing all aspects of education
- Maintains student and colleague confidentiality
- Shows independence in task orientation, initiation, and follow through
- Demonstrates a positive attitude and establishes positive and professional relationships with all school constituencies
- *Participates in and contributes constructively in conferences with colleagues and parents/caregivers*

Outcome Statement: Candidates Demonstrate Competency in Collaboration

- Shows knowledge, expertise, and sensitivity in collaborative efforts with school constituencies
- Builds and models collaborative relationships
- Participates in learning communities
- *Pursues leadership positions in educational settings and in the community*

Outcome Statement: Candidates Demonstrate Competency in Application of Research

- Shows an awareness of issues and current research in the field of education
- *Applies research in fulfillment of educational roles and responsibilities*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of Self as an Educator and Partner in a Learning Community

- Recognizes responsibility for and opportunities to collaborate with colleagues, parents and community members through participation in collective events
- Shows sensitivity to community norms and cultural diversity by seeking knowledge of and engagement with the full community
- Recognizes the desirability of building positive relationships by acknowledging others and showing interest, kindness and courtesy
- Displays a willingness to both give and receive assistance and/or direction

VI. Knowledge of Spiritual, Ethical and Professional Self

Outcome Statement: Candidates Demonstrate Competency by Applying Knowledge of Spiritual and Professional Self

- Demonstrates an awareness of and models attitudes and behaviors consistent with Franciscan Values
- Demonstrates an awareness of and commitment to professional codes of ethics and learned societies
- Participates in service learning and community outreach projects within and beyond the classroom setting

- Analyzes and acts upon experiences giving evidence of being a reflective practitioner
- Understands the value of continuous learning
- *Reflects on practice in a systematic and analytic manner*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of Spiritual, Ethical and Professional Self

- Upholds a commitment to professional growth opportunities through reading professional literature and attending workshops and seminars
- Identifies and adheres to professional codes of ethics
- Upholds Franciscan Values and assumes civic responsibility through commitment to social action

APPENDIX B

Signature Assignments

CONCEPTUAL FRAMEWORK SIGNATURE ASSIGNMENTS

MILD INTERVENTION at the ELEMENTARY LEVEL

Section I: Knowledge of Self as an Individual

- Behavior Cycle with Analysis, SPED 430, Behavior / Classroom Management

Section II: Knowledge of Content

- Lesson Plan (CFAP): EDUC 201, Practicum in Teacher Education
- Research Paper: EDUC 250: Education Psychology and Measurement

Section III: Knowledge of the Learner

- Exceptionality Profile: SPED 136, Introduction to Exceptionalities
- Case Review: SPED 237, Mild Disabilities / Interventions
- Strategies Journal: SPED 237, Mild Disabilities / Interventions
- Lesson Plan (CFAP): EDUC 480, Student Teaching

Section IV: Knowledge of Pedagogy

- Lesson Plan: EDUC 205, Technology Applications in Teaching
- Lesson Plan (CFAP): EDUC 301, Advanced Practicum in Teacher Education
- Lesson Plan (CFAP): EDUC 480, Student Teaching

Section V: Knowledge of Self as an Educator and Partner in a Learning Community

- School Community Profile: EDUC 301, Advanced Practicum in Teacher Education
- Reflection on Candidate Produced Brochure for Caregivers: SPED 295, Collaboration and Communication in Exceptional Needs

Section VI: Knowledge of Spiritual, Ethical, and Professional Self

- Summary of Field Experience Journal: EDUC 100, Introduction to Teacher Education
- Professional Development Plan: EDUC 301, Advanced Practicum in Teacher Education

APPENDIX C

Signature Assignments

CONCEPTUAL FRAMEWORK SIGNATURE ASSIGNMENTS

SECONDARY/MILD INTERVENTION

Section I: Knowledge of Self as an Individual

- Behavior Cycle with Analysis, SPED 430, Behavior / Classroom Management

Section II: Knowledge of Content

- Lesson Plan (CFAP): EDUC 201, Practicum in Teacher Education
- Research Paper: EDUC 250: Education Psychology and Measurement

Section III: Knowledge of the Learner

- Exceptionality Profile: SPED 136, Introduction to Exceptionalities
- Case Review: SPED 328, Mild Disabilities / Interventions
- Strategies Journal: SPED 328, Mild Disabilities / Interventions
- Lesson Plan (CFAP): EDUC 480, Student Teaching

Section IV: Knowledge of Pedagogy

- Lesson Plan : EDUC 205, Technology Applications in Teaching
- Lesson Plan (CFAP): EDUC 301, Advanced Practicum in Teacher Education
- Lesson Plan (CFAP): EDUC 480, Student Teaching

Section V: Knowledge of Self as an Educator and Partner in a Learning Community

- School Community Profile: EDUC 301, Advanced Practicum in Teacher Education
- Reflection on Candidate Produced Brochure for Caregivers: SPED 295, Collaboration and Communication in Exceptional Needs

Section VI: Knowledge of Spiritual, Ethical, and Professional Self

- Summary of Field Experience Journal: EDUC 100, Introduction to Teacher Education
- Professional Development Plan: EDUC 301, Advanced Practicum in Teacher Education

APPENDIX D

University of Saint Francis Assessment of Professional Potential Form (2003 Version)

Name of Teacher Candidate: _____ Date: _____

Purpose of Assessment (Class or Experience): _____ Name of Assessor: _____

Waiver: I waive my option to view this assessment: _____
Signature

CODE: E – Excellent, S – Satisfactory, N – Needs Improvement, U – Unsatisfactory, O – Not Observed

E S N U O

Dispositional Behaviors

1. Meets obligations and deadlines
2. Attends class or field experiences regularly and punctually
3. Accepts procedures and rules
4. Assumes responsibility for preparations and assignments
5. Submits work reflective of academic honesty and high personal standards
6. Demonstrates determination and industry in pursuit of solutions
7. Displays appropriate affect and emotions
8. Displays respect for others
9. Demonstrates appropriate social and professional behaviors
10. Demonstrates appearance appropriate to the professional setting
11. Accepts suggestions positively and modifies behavior or work accordingly
12. Demonstrates enthusiasm, high energy level, and positive attitude
13. Accepts lessons learned from both positive and negative experiences
14. Demonstrates respect for the feelings, opinions, and ability of others
15. Works effectively alone and in group situations

Communication Skills

1. Speaks clearly, fluently, and with appropriate grammar
2. Writes clearly, fluently, and with appropriate spelling and grammar

Acquisition and Application of Content

1. Demonstrates confidence and depth of understanding of content area(s)
2. Demonstrates application of content area(s) to real life situations
3. Utilizes research from multiple sources to supplement acquisition of knowledge of content area(s)
4. Utilizes technology to communicate information and skills gained in content area

Plan of Action (Please complete this section if two or more “Needs Improvement” or “Unsatisfactory” items are marked)

Comments of the Assessor: _____

Signature of Assessor

Title

Signature of Candidate

APPENDIX E

Assessment of Professional Dispositions (2007 Version)

Select one

EDUC 140 [Decision Pt. 1]: ____

EDUC 201 [Decision Pt. 1]: ____

Date of Completion: _____

EDUC 301 [Decision Pt. 2]: ____

EDUC 480 [Decision Pt. 3]: ____

Assessment Period: _____

Course/Field Experience: _____

Other: _____

Candidate: _____

Admission to Teacher Education: _____

Admission to Student Teaching: _____

Assessor(s): _____

Rubric Key (Costa, A. L. & Kallick, B., 2000)

Developmental Levels:	
Value	Acknowledging the inherent benefits of one pattern of behavior over less professional patterns of behavior. (With prompts)
Inclination	Exhibiting tendency to establish a pattern of professional behavior (With prompts)
Sensitivity	Seeking opportunities for and discerning the appropriate professional response (With and without prompts)
Capability	Displaying the skills and capacities to exhibit professional behaviors. (Without prompts)
Commitment	Striving constantly to reflect on and improve professional performance. (Without prompts)

No Evidence – Candidate is not demonstrating said dispositions

Not Applicable – Professional disposition does not apply to course or setting

Conceptual Framework & Dispositions	No Evidence	Value	Inclination	Sensitivity	Capability	Commitment	Not Applicable
Self – the candidate recognizes how personal characteristics and demeanor effect relations through the demonstration of communication skills, projection, and development of self. The following disposition characteristics are connected to self.							
➤ <u>Appearance</u> – appropriate and professional grooming and attire per the setting Comments:							
➤ <u>Honest/Genuine</u> – truthful as related to self and policies (university and P-12 school settings), sincere Comments:							
➤ <u>Poise</u> – confident, controlled, composed, assured Comments:							

Conceptual Framework & Dispositions	No Evidence	Value	Inclination	Sensitivity	Capability	Commitment	Not Applicable
<ul style="list-style-type: none"> ➤ <u>Caring/Empathic</u> – compassionate, kind, concerned Comments:							
<ul style="list-style-type: none"> ➤ <u>Respectful/Accepting</u> – courteous, considerate Comments:							
<ul style="list-style-type: none"> ➤ <u>Expressive</u> – grammatically, mechanically correct, appropriate tone, pace, and volume per the setting Comments:							
<ul style="list-style-type: none"> ➤ <u>Responsible</u> – punctual, demonstrates readiness, reliable, assumes ownership of problems Comments:							
Content – The candidate realizes the relationship with learning as follows.							
<ul style="list-style-type: none"> ➤ Knowledge is extensive and evolving in nature Comments:							
<ul style="list-style-type: none"> ➤ The content area relates to everyday living (revised lesson plan template to include meaningful connections) Comments:							
<ul style="list-style-type: none"> ➤ Technology enriches instruction and learning Comments:							
Learner – The candidate recognizes each learner possesses worth and dignity by...							
<ul style="list-style-type: none"> ➤ Acting and speaking equitably, justly, fairly, and respectfully Comments:							
<ul style="list-style-type: none"> ➤ Being open to, encouraging of, and persistent with all learners and their contributions Comments:							

Conceptual Framework & Dispositions	No Evidence	Value	Inclination	Sensitivity	Capability	Commitment	Not Applicable
<ul style="list-style-type: none"> ➤ Being open to learners' multiple ways of communicating and learning Comments:							
<ul style="list-style-type: none"> ➤ Encouraging learners' growth Comments:							
Pedagogy – The candidate seeks to be a catalyst and motivator for the benefit of student learning by...							
<ul style="list-style-type: none"> ➤ Advocating support for diverse learning styles Comments:							
<ul style="list-style-type: none"> ➤ Adjusting the environment and practices to meet student needs Comments:							
<ul style="list-style-type: none"> ➤ Recognizing and celebrating accomplishments of students Comments:							
Knowledge of Self as an Educator and Partner in a Learning Community – The candidate embraces the learning community by...							
<ul style="list-style-type: none"> ➤ Collaborating as appropriate to the occasion Comments:							
<ul style="list-style-type: none"> ➤ Identifying community norms and cultural diversity Comments:							
<ul style="list-style-type: none"> ➤ Accepting assistance and/or direction Comments:							
<ul style="list-style-type: none"> ➤ Offering assistance and/or direction Comments:							
Knowledge of Spiritual, Ethical and Professional Self – The candidate upholds a commitment to professional growth, Franciscan beliefs, and civic responsibility by...							
<ul style="list-style-type: none"> ➤ Modeling professionalism (ethical behaviors) Comments:							

Conceptual Framework & Dispositions	No Evidence	Value	Inclination	Sensitivity	Capability	Commitment	Not Applicable
➤ Planning for lifelong learning Comments:							
➤ Modeling civic engagement (service learning, volunteerism) Comments:							
➤ Reflecting on educational practices Comments:							

_____ Assessor

_____ Date

_____ Assessor

_____ Date

_____ Candidate

_____ Date

FOR USF FACULTY ONLY

Note: Below target performance in any one area may require remediation at the discretion of the professor. If candidate performance is below target in two or more areas, a remediation plan is required.

Please note remediation in "Overall Comments" section in TaskStream or, if hard copy, below.

Remediation Plan:
