

TEACHER EDUCATION INTERNSHIP HANDBOOK

2024-2025



TABLE OF CONTENTS

	Page
ROLES AND RESPONSIBILITIES	
Definitions	3
Shared Responsibilities	3
The Student Intern’s Responsibilities	3
The Mentor Teacher’s Responsibilities	4
Tips to help your Student Intern have a Great Experience	5
The University Supervisor’s Responsibilities	6
SUGGESTED TIMELINE FOR INTERNSHIP	7
Student Intern Evaluations & Forms	8
Observation and Feedback	9
The Formal Observation Cycle	10
Professional Action Plan	11
Tips for Effective Observation and Feedback	11
INTERNSHIP POLICIES & REGULATIONS	11
Internship Goals	12
Special Education Internship	12
Music Education Internship	12
Dates/Length of Internship	12
Attendance	12
Lesson Plans	13
Outside Work	13
Coaching	13
Substituting	14
Confidentiality	14
Professionalism	14
Illegal Substances	15
Withdrawal from Internship	15
Idaho Core Teaching Standards	15
Idaho Code of Ethics for Professional Educators	16
Due Process	17
Removal from Internship	18
Continuous Program Improvement	18
CONTACT INFORMATION	19
FORMS AND RESOURCES*	
Dates for Internship Form	
Mentor Teacher Agreement for One-Semester	
Consulting Agreement for University Supervisors	
Evaluation and Assessment Form	
Professional Expectations for Candidates Descriptors	
Danielson Descriptors of Performance Sample	
University of Idaho Lesson Plan	
Teacher Candidate’s Professional Action Plan	
Mileage Report Form	

**All forms and resources can also be found on our Mentor and Supervisor Resources website:*

<https://www.uidaho.edu/ed/student-services/teacher-education-programs/mentor-and-supervisor-resources>

ROLES AND RESPONSIBILITIES

DEFINITIONS

1. **Teacher candidate or Student Intern** – A University student who is teaching in a K-12 classroom under the supervision of an experienced certified teacher.
2. **Mentor Teacher/cooperating teacher** – A certified teacher who supervises the work of a Student Intern in the classroom. Mentor Teachers must have completed 3 years of certified teaching in the intern’s endorsement area to serve as a Mentor Teacher and be recommended by their building administrator.
3. **University Supervisor** – A University representative who supports the Mentor Teacher in observing and evaluating the Student Intern.
4. **University Placement Coordinator** - A University representative who places the Student Intern and is the liaison between the school where the Student Intern is placed and the University.
5. **Director of Field Placement** - The University representative who oversees teacher education field experiences supporting Student Interns, Mentor Teachers, University Supervisors and coordinating with outside partners to ensure a successful field experience.

SHARED RESPONSIBILITIES

A successful internship is a partnership between the Student Intern, Mentor Teacher, and university supervisor. The Student Intern, Mentor Teacher, and University Supervisor share some responsibilities during the internship. The key to success is open and honest communication among all participants.

- Participate in joint conferences (Student Intern, Mentor Teacher and university supervisor) three times or more during the semester, including:
 - an initial conference to confirm responsibilities and expectations
 - a mid-semester evaluation, assessment and planning conference.
 - an end-of-semester evaluation and assessment conference.
- Discuss an appropriate timeline of Student Intern’s increasing responsibility in the classroom (moving from observation to co-planning and co-teaching to full teaching responsibilities).
- Discuss expectations, formats, and guidelines for developing unit and daily lesson plans including how far in advance they should be given to the Mentor Teacher for review.
- Identify and arrange for outside-the-classroom opportunities that will benefit the Student Intern (observations of other teachers, participation in teacher meetings and in-services, parent conferences, committees, professional associations).
- Identify areas where the Student Intern needs support and guidance in learning to teach. Develop strategies to promote the Student Intern’s professional growth in these areas.
- Identify strategies for coping with the various demands the intern and mentor will face during the semester.

THE STUDENT INTERN’S RESPONSIBILITIES

1. Read and follow the policies of the school district/teacher handbook; follow the school district’s faculty dress code and the Mentor Teacher’s expectations for professionalism.
2. Be on time and dependable. Stay after school until everything is ready for the next day. Student Interns should attend every day unless they are ill or have an emergency.
3. Take the initiative in asking questions, searching out resources, inviting feedback, and creating opportunities to learn. As an intern, if you are confused or want to know why the Mentor Teacher does something a certain way, do not be afraid to keep track of and ask questions (outside of instructional time).
4. The number one priority in the classroom is student learning. Understand that the ultimate responsibility

- for decisions relating to the classroom remain with the Mentor Teacher.
5. As an intern, you will be responsible for developing detailed lesson plans that are approved by the Mentor Teacher and available for the University Supervisor to review. These should reflect your ideas and methods, but changes in classroom routines or materials must be approved by the Mentor Teacher before implementing them.
 6. Arrange observation and conference times with the University supervisor. Notify the University Supervisor if an observation needs to be rescheduled or canceled for any reason.
 7. Attend all school faculty meetings, IEP meetings, parent-teacher conferences, and other scheduled activities such as in-service workshops.
 8. Learn student's names as soon as possible. Look for ways to help the Mentor Teacher with classroom responsibilities so the students see you as a teacher and not as a visitor in the classroom.
 9. Be receptive to input from the Mentor Teacher and the University Supervisor about ways to improve lesson plans, instruction, and classroom management.
 10. We highly recommend the use of a digital notebook/journal to reflect on your experience student teaching. Use it to share and discuss thoughts and reflections with the Mentor Teacher and University supervisor. Give your mentor and supervisor access to the notebook. Provide links to your lesson plans in the notebook for easy access.
 11. Meet school administrators, specialists, secretaries, custodians, and other teachers in the building as soon as possible. Participate in preplanning days and/or school based professional development with your Mentor Teacher.

THE MENTOR TEACHER'S RESPONSIBILITIES

Beginning/first few weeks of the internship:

Here are some suggestions of topics to cover and/or information to give to the Student Intern either prior to beginning or during the first few days of their internship:

- Starting and ending dates for internship (Complete the **Dates for Internship Form** with the intern and their supervisor at your first meeting and email completed form to edinterns@uidaho.edu **during the first month of the internship**)
- Review of school academic calendar, vacations, conference days, etc.
- Arrival and departure times at school (what you expect, not the contract day)
- Daily schedule for students
- Appropriate dress
- Copies of textbooks/teaching materials
- School policies and procedures (school district's faculty/student handbooks)
- Technology available/use of equipment where applicable
- Workspace – try to have a separate space/desk for the Student Intern if possible
- Parking
- Other duties – lunch, recess, etc.
- Fire drill/lock down/safety procedures
- General teaching philosophy
- Class rules
- Classroom routines – attendance, lunch count, etc.
- Grading procedures
- Tour of the school – learn where the library, cafeteria, etc. are
- Meet administrators, secretaries, custodians, counselors, special education teachers
- Students with special needs – have them review their IEP's as soon as possible

Within the first few weeks of the internship:

- Introduce the Student Intern or give them the opportunity to introduce themselves in a way that provides optimal respect and acceptance by students.

- Get them involved right away with housekeeping responsibilities (attendance, handing back papers, preparing materials) or helping students individually or in small groups so the students start seeing the Student Intern as a teacher and not as just an observer.
- Be approachable and available. Establish regular times to discuss your teaching and explain the way you do certain things with the Student Intern allowing them the opportunity to ask questions about curriculum, teaching methods and classroom management.
- Discuss a timeline for moving from observation to co-planning to assuming full teaching responsibilities. Allow the Student Intern to assume more responsibilities as he/she demonstrates the readiness to do so. There is no exact timeline— every Student Intern displays different levels of readiness.
- Complete and return your **Mentor Teacher Agreement** and complete **Payment Works** registration (if you have recently mentored for U of I we may have your information on file) **during the first month of the internship.**

During the semester:

- Co-teach with the Student Intern and share decisions, ideas, and observations. Conference frequently with the Student Intern regarding their teaching performance and try to provide positive feedback as well as specific suggestions for improvement.
- As they begin to teach, you can help lessen the Student Intern’s anxiety by working on something else/offering space while they get used to leading the class.
- Suggest appropriate curriculum materials and school district resources for the Student Intern to use when planning to teach.
- Review and approve the Student Intern’s unit and lesson plans and provide oral and written feedback regarding the focus of the lesson and how it ties into long range goals, effectiveness of activities and assessment of student understanding.
- Provide the Student Intern with opportunities to learn outside of the classroom – IEP meetings, parent conferences, curriculum meetings, workshops, etc.
- As the Student Intern starts to take over more teaching and planning responsibilities, continue in a supportive role. Observe the Student Intern’s teaching and conduct regular conferences to help them to reflect about his/her teaching, including student understanding, alternative approaches, and classroom management.
- We highly recommend the Student Intern use a notebook/journal to reflect on their teaching. Discuss their reflections. The Mentor Teacher and the University Supervisor should have access to the notebook. This is a great way to give a quick compliment or suggestion without having to interrupt class to do it.

If your teacher candidate is struggling:

- Discuss difficulties with the Student Intern as soon as they become apparent. Work together to develop strategies to overcome problems. Communicate with the University Supervisor regarding the Student Intern’s progress and any concerns.
- If problems persist, have a conference with the Student Intern and the University Supervisor and identify the problems. Write a plan of improvement and identify specific strategies for the Student Intern to improve the situation.
- **The number one priority for everyone is the learning of the students in the classroom.** If you feel that the continued presence of the Student Intern will be harmful to students’ learning, you can begin to take back more responsibility for teaching. If the situation warrants, the Student Intern will be removed entirely from the classroom.

TIPS TO HELP YOUR STUDENT INTERN HAVE A GREAT EXPERIENCE

1. **Make your expectations clear.** At the start of the placement, clarify together expectations on dress, what subjects the Student Intern will take over and when; if they should develop their own materials or follow your lesson plans; what format lesson plans should take and if they should adopt your

- management style or try to implement their own.
2. **Be positive!** Your Student Intern is no different from the students in class. Just a little praise is usually enough encouragement to help them through the rest of the day's challenges.
 3. **The Mentor Teacher's attitude toward the Student Intern has a major effect.** Introduce the Student Intern as a teacher and not a "helper". It is difficult for the Student Intern to earn respect when seen in that light. Try to correct in private and not interrupt their teaching whenever possible. **Student Interns will make mistakes, but they also want to learn from them.** Being observed and evaluated scares most Student Interns to death. As long as they can get some guidance in what went wrong, mistakes can lead to great improvements in lessons. Be positive and reassure them about that from the beginning.
 4. **Let them know that help is available.** The teaching profession needs to stick together and help its novices in all areas. Student Interns may feel that asking for help is a sign of weakness – let them know that they don't have to go it alone. Invite them to reflect on the everyday challenges of planning and teaching and propose a path forward.
 5. **Don't be afraid to let them see mistakes.** Teachers routinely adjust instruction during and after a lesson. Let the Student Intern know about it when you make adjustments. Reflection is an integral part of the teaching process. This will help them to examine their own teaching and show them that even experienced teachers are learning and growing every day.
 6. **Help them with classroom management.** Student Interns have practiced teaching in very safe environments so far – either to college classmates or to students with an experienced teacher still in the room. No one was fighting, talking, launching paper airplanes, texting, or sleeping. They have learned a lot about teaching except how to consistently engage a group of students. Without engagement even the best lesson has no chance. Make time early in the semester to share your recommendations for engaging students.
 7. **Help them learn about "the other part of teaching" too.** Mentor Teachers may feel like they are protecting their Student Intern by excusing them from staff meetings and IEPs, but interns need to be included in these meetings. Encourage them to get involved with after-school activities. The "other part" of teaching is a large part of being a professional educator, and Student Interns need to be introduced to a variety of settings that will allow them to know students, families, and colleagues.

THE UNIVERSITY SUPERVISOR'S RESPONSIBILITIES

Initial Conference: Either shortly before or after the start of the semester, the University Supervisor will conduct an initial meeting with the Student Intern and Mentor Teacher. The following points should be covered at this meeting:

- Discuss roles and expectations for the Student Intern, Mentor Teacher and university supervisor.
- Address any questions or concerns regarding the internship.
- Complete the **Dates of Internship** form at your initial meeting (mentor will submit this for the group).
- Discuss the tentative timeline for the teacher candidate to begin taking responsibility for planning and teaching.
- Set up a tentative schedule for observations.
- Review the evaluation forms with Student Intern and the Mentor Teacher.
- Complete and return your **Consultation Agreement** and complete **Payment Works** registration (if you have recently supervised for U of I we may have your information on file) **during the first month of the internship.**

During the semester:

- Observe the Student Intern in the classroom a minimum of four (4) times during the semester.
- Review the Student Intern's lesson plans prior to each observation. Students should provide you with written plans at least 24 hours in advance, with the caveat that those plans may need to be adjusted between sharing them with the supervisor and the actual lesson based on student needs.
- Conduct follow-up conferences with the Student Intern to provide oral and/or written feedback regarding

the planning and teaching of each observed lesson.

- Conduct a mid-term evaluation with both Student Intern and Mentor Teacher. Discuss both strengths and areas for improvement. **Make sure the Evaluation and Assessment Form is signed by the Student Intern, Mentor Teacher and University Supervisor and submitted mid-semester.**
- Consult regularly with the Mentor Teacher (by e-mail, phone or in person before or after observations) to get a full indication of the Student Intern's progress, identify potential problems and to help the Mentor Teacher play an active role in supporting and evaluating the Student Intern.
- We highly recommend the Student Intern use a digital journal to reflect on their teaching. It should include copies of their lesson plans and materials for review. The Mentor Teacher and University Supervisor should have access to the notebook to read intern reflections and make comments. This is a great way to give a quick compliment or address their concerns without having to interrupt class to do it.
- Meet with the Student Intern as needed to share ideas and resources, assist in planning, discuss teaching experiences, and work on other aspects of teaching and learning to teach. Involve the Mentor Teacher in these activities as much as possible.
- Help resolve conflicts/problems/concerns that might occur during the internship.

Final Conference:

- Conduct an exit conference to complete a final evaluation. **Make sure the final Evaluation and Assessment Form is signed by the Student Intern, Mentor Teacher, and the University Supervisor and submitted by the end of the semester.** Currently- signatures are added by the supervisor digitally during the conference with the verbal agreement of the intern and mentor. We are working to add a true digital signature option in the near future.
- Write a final letter of recommendation for the intern if requested.

If the Student Intern is struggling:

- Discuss difficulties with the Student Intern as soon as they become apparent. Work together with the Student Intern and Mentor Teacher to develop strategies to overcome problems.
- If the problems persist, inform the University Placement Coordinator. Have a conference with the Student Intern and the Mentor Teacher to identify and discuss concerns. Write a [Professional Growth Plan](#) goal for each area targeted for improvement and identify specific things the Student Intern should do to improve the situation, have all parties sign the plan, and share a copy to edinterns@uidaho.edu.
- Any areas of the mid-term Evaluation and Assessment Form marked with a rating of "1" must be accompanied by a Professional Growth Plan Goal.
- Any areas of concern noted on the mid-term Evaluation and Assessment Form not remediated by the final evaluation and still rated a "1" will result in the Student Intern failing the internship.
- If a school administrator directly requests that a Student Intern be removed from a classroom, it will be done without question, regardless of whether a plan of improvement has been put into place.
- **The number one priority for everyone is the learning of the students in the classroom.** If the University Supervisor and the Mentor Teacher feel that the continued presence of the Student Intern in the classroom will be harmful to students' learning, the Mentor Teacher can take back more responsibility for teaching. If the situation warrants, the Student Intern will be removed entirely from the classroom.
- Always consult with the University Placement Coordinator and/or the Director of Field Placement before removing a Student Intern from an assignment. We are here to support!

SUGGESTED TIMELINE FOR INTERNSHIP

The timeline below should be viewed as a general model. Student Interns have different levels of readiness and timelines also vary due to grade level and subject matter. This model is based upon a full semester internship experience. It can be modified as needed.

DURING THE FIRST FEW WEEKS: The Student Intern should be actively observing the Mentor Teacher. They should begin right away helping the Mentor Teacher with day-to-day activities. Under the direction of the Mentor Teacher, they may work individually or with small groups of students, help grade papers, assist with duties such as taking attendance, etc. This is a time when the Student Intern should be looking for ways to be helpful to the Mentor Teacher while getting familiar with the students, materials, and expectations.

DURING THE NEXT MONTH (WEEKS 3-6): The Student Intern should begin to take on more teaching responsibilities under the supervision of the Mentor Teacher. They can start presenting group lessons, taking on responsibilities for planning, evaluating student performance, communicating with others involved in the students' education, working daily to get feedback on performance from the Mentor Teacher, and generally becoming more comfortable with their roles and responsibilities in the classroom. This is an ideal time to plan collaboratively, and to co-teach. At the elementary level, the Student Intern can begin teaching some subjects early in the internship. On the secondary level, they may observe the Mentor Teacher and then try to replicate that lesson later in the day if the mentor has multiple sections of the same course. The Mentor Teacher should continue to serve as a model while encouraging the Student Intern to become more independent. The Mentor Teacher is usually present in the classroom during this time.

DURING THE MIDDLE OF THE INTERNSHIP (WEEKS 6-12): As the Student Intern develops skills and confidence, they should continue to take on more duties under the direction and feedback of the Mentor Teacher. During this time, they should have primary responsibility of planning, teaching, and evaluating students. The length of time the Student Intern will be the lead teacher will depend on their readiness and the judgment of the Mentor Teacher. The University of Idaho — College of Education, Health and Human Sciences recommends a **minimum of three (3) weeks** of full-time solo planning and teaching responsibilities if not implementing the co-teaching model of internship. The Mentor Teacher can be in and out of the classroom during this time. They should drop in regularly even when the Student Intern is the lead teacher to offer support and feedback.

DURING THE LAST MONTH OF THE INTERNSHIP (WEEKS 12-16): There should be a gradual transition of responsibilities from the Student Intern back to the Mentor Teacher. The Student Intern is expected to stay involved with classroom activities until the last day of the internship. Assisting the Mentor Teacher as needed is an important focus at this time. It is highly recommended that the Mentor Teacher or University Supervisor arrange for the Student Intern to observe other classrooms at various grade levels during this time, but the Student Intern's responsibilities remain with the assigned Mentor Teacher.

STUDENT INTERN EVALUATIONS & FORMS

The University of Idaho has adopted an evaluation for Student Interns based on the Charlotte Danielson Model of teacher evaluation. These represent the expected outcomes for the Student Internship experience in the areas of planning, classroom management, instruction, assessment, and professional responsibility. Throughout the internship, Student Interns receive performance feedback from their Mentor Teacher and University Supervisor informally and at formal checkpoints throughout the semester. Final decisions for program completion and certification as a teacher are made at the end of the internship, based on professional consensus of the Mentor Teacher, University Supervisor and when necessary, the University Placement Coordinator, the Director of Field Placement, and/or the Director of Teacher Education.

The University of Idaho recognizes that there are also behavioral dispositions that lead to professional success. Teacher dispositions are "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities." All Student Interns will also be evaluated for dispositions during their internship. Recommendation for teacher certification will not be granted if the Director of Teacher Education, in consult with the Mentor Teacher and university supervisor, determines dispositional indicators are not met.

The Mentor Teacher has the most important role in the evaluation process, since it is the Mentor Teacher who

guides, encourages, and observes the intern daily. It is imperative, therefore, that informal conferences take place frequently so that the Mentor Teacher can provide the Student Intern with constructive criticism, praise, and support. The Mentor Teacher should be specific and honest when making comments regarding the Student Intern's progress. These conferences also provide an opportunity for the Student Intern to ask questions and seek advice and direction for improvement.

It is important that all parties begin with a commitment to open and honest communication. In the event that there is a serious concern about the Student Intern's performance, the concern should be discussed with the Student Intern, brought to the attention of the University Supervisor, and brought to the attention of the University Placement Coordinator, Director of Field Placement, and/or the Director of Teacher Education immediately. Any decisions about removing a Student Intern from their internship or making a re-assignment will be made after reviewing all of the information and consulting all parties involved.

The evaluation and assessment forms are introduced to the Student Intern and the Mentor Teacher early in the semester as part of the initial conference with the university supervisor.

Any areas on either the Danielson evaluation or the Professional Dispositions marked as a "1" on the midterm evaluation must be accompanied by a "Personal Growth Plan Sheet" to set goals for improvement for each area identified. One sheet must be completed for each area that receives a low rating. The Personal Growth Plan Sheet may be used at any time during the internship. This step emphasizes the improvement of instruction and the need for a commitment to continuous professional development. The University Supervisor will work closely with the University Placement Coordinator and/or the Director of Field Placement in their area and the Mentor Teacher in developing strategies for dealing with any problems which might arise during the internship experience. **A final score of "1" in any area of the Evaluation and Assessment Form will result in a failure of the internship course.**

OBSERVATION AND FEEDBACK

The student teaching experience is designed to promote growth. Through both formal and informal observations, Student Interns should receive valuable feedback from the Mentor Teacher and their University Supervisor. Through conferencing, Student Interns are given opportunities to improve their own skills of reflection and self-evaluation. Feedback should be given to the Student Interns by the following means:

Daily: Informal observations and feedback should be provided on a daily basis by the Mentor Teacher. This is an important part of the Student Intern's professional development and is critical to the success of the Mentor Teacher—Student Intern relationship.

Weekly/Monthly: The Student Intern and Mentor Teacher should set aside a regular time to review progress and plans for each week. Once the Student Intern begins planning and teaching lessons, the University Supervisor will make an observation visit approximately every two-three weeks. Each observation should be followed by a conference to reflect on the day's activities, make constructive suggestions, and provide help as needed.

Mid-term Conference: The University Supervisor, Mentor Teacher and Student Intern will meet to complete the mid-term Evaluation and Assessment Form. Any areas marked as a "1" or "unsatisfactory" must be accompanied by a "Personal Growth Plan Sheet" to set goals for improvement for each area identified. One sheet must be completed for each criterion that receives a low rating. The Growth Plan Sheet may be used at any time during the internship. The purpose is to emphasize the improvement of instruction and the need for a commitment to continuous professional development. The University Supervisor will work closely with the University Placement Coordinator and the Mentor Teacher in developing strategies for dealing with any problems that arise during the internship experience (personality related conflicts, intern absenteeism, etc.)

All participants in the mid-term conference (Student Intern, Mentor Teacher and University Supervisor) must verbally agree to sign the mid-term evaluation and assessment form. The forms should be completed via the link

sent to the University Supervisor no later than the date indicated in the initial packet you received from edinterns@uidaho.edu prior to the start of the semester.

Final Conference: The University Supervisor, Mentor Teacher and Student Intern will have a final conference to complete the final Evaluation and Assessment Form and to give formal feedback to the Student Intern. The internship is graded on a “pass-fail” basis. The University Supervisor, in conjunction with the Mentor Teacher, will determine the Student Intern’s semester grade. The Mentor Teacher and the University Supervisor should help the Student Intern complete their professional growth form at this time.

All participants in the final conference (Student Intern, Mentor Teacher and university supervisor) must sign the final evaluation and assessment form. The form should then be returned no later than the start of finals week.

THE FORMAL OBSERVATION CYCLE

The formal observation cycle consists of three parts:

1. The Pre-Observation Conference
2. Observation
3. The Post-Observation Conference

The Pre-Observation Conference: Mentor Teacher and University Supervisors should meet with the Student Intern prior to any formal observations. The purpose of the pre-conference is to clarify goals for the lesson. Typical questions the observer will ask at the pre-conference are:

- What is your objective for the lesson?
- How does this lesson fit into the unit?
- What teaching strategy will you be using?
- What will I see you do during the lesson?
- What will I see students doing?
- How will you know when students have met your objective?
- Do you have any particular concerns for this lesson?
- Is there anything in particular you want me to look for in your teaching? (transitions, pacing, management, questioning techniques)

Observation: During the observation, the Mentor Teacher or University Supervisor should collect as much specific information as possible. Here are suggestions of items to look for:

- The frequency of verbalisms (uh, um, like) by the intern
- The types of questions they are using (lower-level v/ higher level)
- The number of students who are engaged or off-task
- Students who respond or are called on (are they using the same students and ignoring others, calling predominantly on one gender or students in one location)
- Teacher movement throughout the classroom
- Clarity and type of directions (verbal, written, etc.)
- Amount of time taken for transitions
- Specific student behaviors and reactions

The Post-Observation Conference: The post-observation conference should take place as soon as possible after the lesson. The purpose is to help the Student Intern reflect on what took place during the lesson and to evaluate what went well and what could be improved upon in the future. Typical questions the observer will ask at the post-conference are:

- How do you feel the lesson went?
- Did everything go as you had planned? Why or why not?

- How did student behavior compare to what you had hoped for?
- How did students respond to your questions?
- How well do you think your objective was achieved? How do you know that?
- What would you do differently if you taught this lesson again?

The Mentor Teacher or the University Supervisor should present observations and examples in connection with the Student Intern's perceptions and give suggestions for improvement.

PROFESSIONAL ACTION PLAN

All student teachers are required to complete a Teacher Candidate's Professional Action Plan as part of their intern seminar class, the template can be found in the forms section at the end of this handbook and at <https://www.uidaho.edu/ed/student-services/teacher-education-programs/mentor-and-supervisor-resources>

In recognition that graduation from the initial teacher certification program does not constitute the entirety of knowledge and skills a professional educator needs, this should be completed in collaboration with the mentor teacher and university supervisor, identifying next steps in the professional development process. It will be turned into the Internship Seminar Instructor and maintained in the university's teacher certification file. To continue professional growth, it is recommended to share this document with the hiring principal in the term following graduation.

TIPS FOR EFFECTIVE OBSERVATION AND FEEDBACK

- **Make feedback specific and objective.** Give examples or data whenever possible. For example, " _____ was texting" or "four students were off task..."
- **Focus concerns.** Limit the number of concerns addressed in each conference to no more than two or three.
- **Follow all observations with a formal or informal conference.**
- **Establish a set time for formal conferences if possible.**
- **Encourage reflection.** Ask the Student Intern to identify their strengths and weaknesses and things they would change if they taught the lesson again.
- **Stress growth rather than perfection (during the early weeks).** Compare them to other beginning teachers, not to more experienced teachers.
- **Start each conversation with something positive.** Then jump in with constructive criticism.
- **Relate.** Give examples of your own funny or unsuccessful experiences. Knowing that you have refined your practice over time, and still face challenges allows the Student Intern to see teaching as the lifelong learning process it is.
- **Consider classroom management.** Discuss student behavior rather than just the performance of the Student Intern. For example, point out if students appeared bored, restless, actively involved, engaged or enthusiastic.
- **Provide or brainstorm for solutions following constructive criticism.**
- **End on a positive note.** Focus either on strengths or a plan of action for the future.

INTERNSHIP POLICIES & REGULATIONS

The following are the general policies for Student Interns during their internship. Any deviations from these policies must be approved by the department chairperson and/or the College Petitions and Admissions Committee.

INTERNSHIP GOALS

The main goal of the internship experience is for the Student Intern to make the transition from college student to classroom teacher. With the guidance of the Mentor Teacher and the University Supervisor, we expect Student Interns to be reflective practitioners and to regularly assess their level of competence and potential for development as a professional.

Other specific goals include:

- Demonstrate knowledge of the subject matter.
- Plan, write and teach lessons and units that include specific goals and objectives.
- Observe and analyze different teaching methods and use multiple teaching strategies to meet their own instructional goals.
- Actively engage students by using a variety of motivational and teaching strategies.
- Develop and implement a variety of culturally responsive classroom management strategies.
- Demonstrate ability to work with students of all ability levels and to differentiate instruction.
- Regularly monitor and assess student progress and provide them with feedback.
- Create and maintain an atmosphere of mutual respect and caring that is conducive to learning.
- Improve teaching skills by observing others and reflecting on their own experience.
- Attend faculty meetings, child study team and parent meetings, and start assuming the full responsibilities of being a professional educator.

SPECIAL EDUCATION INTERNSHIP

Special Education Internships are aligned to the [Idaho Exceptional Child Generalist Standards](#) (p. 8) Please feel free to contact Aleksandra Hollingshead (ahollingshead@uidaho.edu) if you have any questions.

MUSIC EDUCATION INTERNSHIP

Music Internships are aligned to the [Idaho Standards for Music Teachers](#) (p. 156) Please feel free to contact Lori Conlon-Khan (lorick@uidaho.edu) if you have any questions.

DATES/LENGTH OF INTERNSHIP

The University of Idaho teacher internship (student teaching) period consists of a one semester long program, depending on the certification the student is pursuing. Each semester must include a minimum of 16 weeks of internship. The specific starting and ending dates may vary depending on the expectations of the school where the Student Intern is placed. It is possible that Student Interns may be expected to complete their internship after their graduation date. Student Interns will follow the school district calendar and not the University of Idaho calendar. Student Interns should clarify starting and ending dates when they are connected with their Mentor Teacher. Please **complete the Dates for Internship Form** at the end of the handbook **during the initial meeting with the Mentor, Supervisor, and Intern. The Mentor Teacher should return it to edinterns@uidaho.edu during the first month of the internship.**

ATTENDANCE GUIDELINES

The internship experience is a full-time commitment. The more time and effort Student Interns put into this learning opportunity the more they will get out of it. Student Interns should arrive at school at least one-half hour before school begins and follow the same schedule as their Mentor Teacher and stay as late as necessary to be prepared for the next day.

Student Interns should only be absent when it is absolutely unavoidable. However, Student Interns should not

hesitate to miss school if they are truly ill and should notify the school as soon as possible if they must be absent due to illness or other extenuating circumstances. Prior notice is not always possible with illness, but notification should occur at least one hour before school is to begin. If the absence is during the time that the Student Intern is responsible for lesson planning, they must provide the Mentor Teacher with plans for the day that a substitute could follow.

Absences other than for illness or emergency will be granted only with advance permission of the Mentor Teacher and Building Principal.

Excessive absences (either excused or unexcused) may result in the extension or termination of the Student Intern's teaching assignment. If school policy or a scheduling conflict prevents a Student Intern from making up lost time, the Student Intern may be required to withdraw from the internship. A Student Intern that withdraws from an assignment may be eligible for reassignment the following semester at the discretion of the University Placement Coordinator and/or the Director of Field Placement.

LESSON PLANS

Lesson planning is an essential part of teaching. Preparing an acceptable lesson plan demonstrates that the Student Intern understands the concepts that will be taught and hopefully learned by the students in the classroom. They help the Student Intern to clarify ideas and objectives and provide a basis for the Mentor Teacher to make suggestions.

Student Interns need to plan in more detail than experienced teachers. Written plans are particularly important during the first few weeks the Student Intern is teaching. Plans should always have enough detail that a substitute teacher could teach from them. Detailed lesson plans must be provided either daily or weekly, as determined by the Mentor Teacher. They must be submitted at least one day prior to the lesson so they can be reviewed and approved by the Mentor Teacher. They should also be available for the University Supervisor to review 24 hours before each planned observation.

At a minimum, lesson plans should include objectives, learning activities and assessments. In other words, what does the teacher want students to learn, how are students going to learn it, and how will the teacher know if the student learned? Other important aspects of lesson planning to be considered are standards, materials and supplies to be used, accommodations for high and low students, and the overall pace of the lesson. **The exact format to be used should be established by the Student Intern and Mentor Teacher,** however, an example University of Idaho Lesson Plan can be found at the end of this handbook.

OUTSIDE WORK

The College of Education, Health and Human Sciences discourages students from working outside of school during the internship. The Student Intern's schedule should include time to attend school and other school functions and have enough time outside the school day to plan, prepare, and review class and course assignments. If it is essential that the Student Intern work, they must inform their Mentor Teacher and University Supervisor at the beginning of the internship. If work hours begin to interfere with classroom and school responsibilities, the situation will be reviewed with the Student Intern, Mentor Teacher, University Supervisor, and University Placement Coordinator for resolution. **Work schedules of more than 10 hours of outside work per week require prior approval of the Director of Teacher Education.**

COACHING

The College of Education, Health and Human Sciences discourages students enrolled in any internship course to concurrently function as head coach in any school-sponsored sport at any grade level, whether paid or voluntary.

Student Interns who desire to function as assistant coaches must have written approval from the Director of Field Placement.

SUBSTITUTING

Once they are comfortable in the classroom Student Interns may serve as substitute teachers with the agreement of the Mentor Teacher, building principal, and university supervisor, provided they meet the district requirements for substitute teaching. **Student Interns should serve primarily as a substitute in their Mentor Teacher's classroom and should not be used in other classrooms unless absolutely necessary.** Student Interns must remain in their assigned Mentor Teacher's classroom, with the direct support of their Mentor Teacher, at least 3 days a week to maintain the integrity of the internship.

Substitute teaching assignments longer than one week in duration must receive prior approval from the University Placement Coordinator and the Director of Field Placement. Any other exceptions to this policy must be approved by the University Placement Coordinator and/or the Director of Field Placement.

CONFIDENTIALITY

Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work and follow the requirement of the Family Educational Rights and Privacy Act (FERPA), we expect Student Interns to exercise the same discretion. In casual conversations or social situations, interns should not relate stories from classrooms or schools that may be embarrassing to teachers or students, or that include sensitive information about a child or family.

Classroom Discussions: Field experiences are an important part of learning and will be a topic of discussion in related courses. Student Interns should exercise caution when discussing classroom situations in class. They should take care to use fictitious names when describing situations. They should also mask the names of students on any written or visual work shared in class or used in an assignment. When discussing the teaching of others that they have observed, Student Interns should maintain a tone of professional courtesy.

Failure to maintain confidentiality may result in the termination of a placement.

Photographs/Videos/Audio Recordings: Student Interns should always ask permission of the classroom teacher to take photographs/videos/audio recordings of students or to use them in displays/portfolios. Occasionally there are circumstances that require that a student's whereabouts be kept secret and photographs are not allowed. Some schools and districts require written permission from parents/guardians to take any photographs, videos, or audio recordings. Student Interns should always check to see what kind of permission is required before using images of students in any form. If students' work is used in a portfolio, Student Interns should use pseudonyms and screen/mask names and personal identifying information.

District Requirements: Student Interns should ask their Mentor Teacher if there are any other district or school requirements regarding confidentiality that you should be aware of.

PROFESSIONALISM

Student Interns are recognized by school personnel, parents, and students as professional educators. Even on private time, their conduct in public places may be viewed and judged by students or parents. The first step towards becoming a professional educator is to dress like one. Student Interns are expected to dress and conduct themselves appropriately. If there are questions regarding appropriate dress, Student Interns should ask their Mentor Teacher and/or building administrator.

Student Interns should be polite and considerate of other professionals in the building including the principal, custodians, secretaries, and paraprofessionals. Grammar and language should be appropriate at all times. Maintaining a professional relationship with students is critical. Student Interns should not transport students in their vehicle. Social electronic communication with students is prohibited.

ILLEGAL SUBSTANCES

The University Drug and Alcohol Policy will be enforced throughout the internship. The possession or use of illegal drugs and alcoholic beverages is prohibited in classes and field placements, and Student Interns are expected to be free of the influence of such substances in classes and field placements. Tobacco is not to be used on school property. Cellular phones should only be used with the permission of the Mentor Teacher and building administrator.

WITHDRAWAL FROM INTERNSHIP

Occasionally, Student Interns will make the decision to discontinue and withdraw from a student teaching experience. Such a decision should not be taken lightly but may be necessary due to extenuating circumstances such as illness or family emergencies. Other times, the Student Intern may begin to have significant doubts about becoming a classroom teacher. It is extremely important that Student Interns discuss their feelings thoroughly with both their Mentor Teacher and University Supervisor. A Student Intern who withdraws from an assignment may be eligible for reassignment the following semester. However, the University Placement Coordinator and/or the Director of Field Placement in consultation with program faculty and other appropriate professionals, will make the final decision regarding a new assignment.

IDAHO CORE TEACHING STANDARDS

All teacher candidates are expected to meet the Idaho Core Teaching Standards and any standards specific to their discipline area(s). **Student Interns should read and be familiar with the Core Teaching Standards.** In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with the knowledge implied or stated in each of the Idaho Core Teaching Standards.

EXAMPLE Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The nonpublic teacher preparation program review of Standard 2 shall be limited to verification that the candidate knows how they can use their understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable each learner to meet high standards.

The Learner and Learning

Standard 1: Learner Development. The teacher candidate 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 candidate 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 candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4: Content Knowledge. The teacher candidate 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 candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment. The teacher candidate 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 candidate 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 candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice. The teacher candidate 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 candidate 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.

State Specific Standards

Standard 11: American Indian Tribes in Idaho*. The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences. *The federal, state, local, and tribal governments of Idaho recognize the unique inherent self-determination of each tribe. The self-determination of each tribe recognizes Indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

IDAHO CODE OF ETHICS FOR PROFESSIONAL EDUCATORS*

The Idaho Code of Ethics consists of ten (10) Principles. Student Interns should read and be familiar with the Code of Ethics and apply its principles on a daily basis. Below is a summary of those principles:

Principle I: A professional educator abides by all federal, state, and local laws and statutes.

Principle II: A professional educator maintains a professional relationship with all students, both inside and outside the classroom.

Principle III: A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.

Principle IV: A professional educator exemplifies honesty and integrity in the course of professional practice.

Principle V: A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.

Principle VI: A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.

Principle VII: A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.

Principle VIII: A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.

Principle IX: A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code.

Principle X: A professional educator demonstrates conduct that follows generally recognized professional principles with the right to exercise academic freedom.

* *The full Code of Ethics for is available at:*

<https://www.sde.idaho.gov/cert-psc/shared/ethics/Code-of-Ethics-for-Professional-Educators.pdf>

DUE PROCESS

Student Interns are guests of the school district and therefore do not have the same rights to due process as employees. If a Student Intern violates the standard of reasonable and prudent behavior in interactions with students, they will be subject to disciplinary action and every attempt will be made to follow due process. However, this process may be modified and expedited when deemed necessary. **The University of Idaho must honor all requests from school personnel (administrator or Mentor Teachers) for termination of a Student Intern placement.** This procedure is a private process between the Student Intern, University Supervisor, Mentor Teacher, and University Placement Coordinator and/or the Director of Field Placement. Confidentiality is a legal and ethical right of the intern. The steps of due process are:

First Level: Mentor Teacher will talk with the Student Intern about the behavior that is causing a concern. Specific ideas for dealing with the situation will be generated. The Mentor Teacher will keep a written record of the date, incident, and items covered in the discussion. The Student Intern will also write a description of the incident.

Second Level: Student Intern, Mentor Teacher, and University Supervisor meet. Discussion will include specific examples of the continued behavior. After the meeting, a written memo will be prepared and distributed to all three parties, which includes the Student Intern's understanding of the concern and the meeting.

Third Level: Student Intern, Mentor Teacher, University Supervisor and school administrator meet. Specific examples and consequences are discussed. A written memo from the school administrator and University

Supervisor is sent to all parties after the meeting stating the outcome.

REMOVAL FROM INTERNSHIP

Unfortunately, there are behaviors which can result in termination of an internship experience. A Student Intern may be removed from a placement under the following circumstances:

- School personnel request termination of the Student Intern's placement
- Unprofessional behavior including frequent absence, tardiness, inappropriate dress and breaches of confidentiality
- Inappropriate interaction with students, parents, or staff
- Failure to be prepared for assigned responsibilities – inadequate lesson plans
- Inadequate performance or content knowledge.
- Inability to accept constructive criticism and/or to make satisfactory progress
- Other behaviors or attitudes which negatively impact the learning of students

Removal is a very serious matter and will be undertaken only with the agreement of the Mentor Teacher, University Supervisor, and University Placement Coordinator and/or the Director of Field Placement. Student Interns who are removed from a placement may withdraw from the internship class if it is before the deadline to do so. If it is too late to drop the course, they will receive a failing grade for their internship. Student Interns who are removed from a placement or fail their internship will not be considered for student teaching in succeeding semesters but may appeal their eligibility status to the Dean of the College of Education, Health and Human Sciences.

Continuous Program Improvement

Teacher Education programs at the University of Idaho are committed to examining current practices and identifying ways in which they can be strengthened. As such, Student Interns are asked to complete surveys regarding various aspects of their experience, including the relationships they build with Mentors and Supervisors. This provides program faculty opportunities to identify excellent practices in mentorship and supervision, as well as mitigate any concerns they have with their experience. For a copy of these surveys, please contact the Director of Teacher Education.

CONTACT INFORMATION

Director of Field Placement:

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Director of Teacher Education:

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Email: tcraney@uidaho.edu

Forms and Resources



DATES FOR INTERNSHIP

The University of Idaho teaching internship (student teaching) placement consists of a semester-long program. The specific starting and ending dates may vary depending on the expectations of the school district where the Student Intern is placed. Student Interns will follow the school district calendar and **not** the University of Idaho calendar. It is possible that the Student Intern may be expected to complete the internship after the graduation date. **The standard semester internship consists of 16 weeks.**

STUDENT INTERN: _____

School District: _____

School: _____

MENTOR TEACHER: _____

Starting date for internship: _____

Ending date for internship: _____

Student Intern signature

Mentor Teacher signature

NOTE: If the Student Intern has two separate placements of 8 weeks within the semester, two separate forms will need to be completed. If the Student Intern has one continuous placement for the entire semester split between two different Mentor Teachers, only one form is required.

Please return this form via e-mail to: edinterns@uidaho.edu

MENTOR TEACHER AGREEMENT FOR ONE-SEMESTER INTERNS

The following teacher has served as the Mentor Teacher for: (PLEASE PRINT CLEARLY)

Student Intern: _____

Mentor Teacher: _____

School District: _____

School: _____

Address (**School**): _____

City, State, Zip: _____

School Email Address: _____

School Phone: _____

Grade or subject level currently teaching: _____

Total yrs. teaching experience: _____ Years in current position: _____

University of Idaho V Number (if known): _____

PLEASE INDICATE YOUR RATE OF COMPENSATION

Full-Semester Student Intern (has a Student Intern full-time for entire semester)**

_____ \$250.00 Honorarium Fee

Half-Semester Student Intern (has a Student Intern half-time or half of the semester)**

_____ \$125.00 Honorarium Fee

Please complete this Agreement and return via e-mail to: edinterns@uidaho.edu

All W9s are now being processed electronically and you will receive an invitation from PaymentWorks on behalf of the University of Idaho to electronically enter any W9 information.

**Mid-term and end-of-semester evaluations on program standards and dispositions are an essential element of our college assessment system. We process stipends upon receipt of both the mid-term and end of semester completed evaluations. We appreciate your timely submission of the forms. You should expect payment within a month of the conclusion of the internship.

University of Idaho Common Summative Assessment Preview

This preview version of the UI Common Summative Assessment should be used to help the Mentor Teacher and University Supervisor co-construct the candidate evaluation prior to submitting the online form. The complete rubric, including quality levels of performance are provided here for reference. The online survey will ask you to indicate a score for each criteria and comments documenting strengths and growth opportunities.

Domain 1. Planning and Preparation (Idaho Core Teacher Standards 1, 2, and 7)

Note that Level 4 is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates. In order to be recommended for teacher certification, interns must score at a Level 2 or above in all components of each domain on the Final Evaluation.

	Unsatisfactory (1)	Basic (2)	Proficient (3)
1A. Demonstrating knowledge of content and pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.
1B. Demonstrating knowledge of students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

	Unsatisfactory (1)	Basic (2)	Proficient (3)
1C. Setting instructional outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.
1D. Demonstrating knowledge of resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.
1E. Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

	Unsatisfactory (1)	Basic (2)	Proficient (3)
1F. Designing student assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

Domain 1 Strengths

Domain 1 Growth Opportunities

Domain 2. The Classroom Environment (Idaho Core Teacher Standard 5)

Note that Level 4 is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates. In order to be recommended for teacher certification, interns must score at a Level 2 or above in all components of each domain on the Final Evaluation.

	Unsatisfactory (1)	Basic (2)	Proficient (3)
2A. Creating an environment of respect and rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.
2B. Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

2C. Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.
2D. Managing student behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.
2E. Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

Domain 2 Strengths

Domain 2 Growth Opportunities

Domain 3. Instruction and Assessment (Idaho Core Teacher Standards 3, 4, 6, and 8)

Note that Level 4 is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates. In order to be recommended for teacher certification, interns must score at a Level 2 or above in all components of each domain on the Final Evaluation.

	Unsatisfactory (1)	Basic (2)	Proficient (3)
3A. Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

	Unsatisfactory (1)	Basic (2)	Proficient (3)
3B. Using questioning and discussion techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
3C. Engaging students in learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

	Unsatisfactory (1)	Basic (2)	Proficient (3)
3D. Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.
3E. Demonstrating flexibility and responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

Domain 3 Strengths

Domain 3 Growth Opportunities

Domain 4. Professional Responsibilities (Idaho Core Teacher Standard 9 and 10)

Note that Level 4 is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates. In order to be recommended for teacher certification, interns must score at a Level 2 or above in all components of each domain on the Final Evaluation.

	Unsatisfactory (1)	Basic (2)	Proficient (3)
4A. Reflecting on teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.
4B. Maintaining accurate records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.
4C. Communicating with families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

	Unsatisfactory (1)	Basic (2)	Proficient (3)
4D. Participating in the professional community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.
4E. Growing and developing professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.
4F. Showing professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

Domain 4 Strengths

Domain 4 Growth Opportunities

Professional Dispositions

A complete list of the descriptors of professional expectations for candidates can be found in the University of Idaho's Internship Handbook. Note that Level 4 is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates. In order to be recommended for teacher certification, interns must score at a Level 2 or above in all components of each domain on the Final Evaluation.

Expectations	1. Unsatisfactory	2. Basic	3. Proficient	NOTES
1. Attends regularly	TC is often tardy, late or absent with no warning or explanation.	TC is responsible, demonstrating adequate attendance.	TC is responsible, demonstrating exceptional attendance.	
2. Meets timeline commitments	TC does not honor time commitments for assignments, meetings and/or working with students.	TC mostly meets time commitments for assignments meetings and schedules.	TC honors time commitments for assignments, meetings and schedules.	
3. Dress/Appearance is appropriate and professional	TC does not dress appropriately, does not maintain personal hygiene and/or acts unprofessionally.	TC dresses appropriately most of the time, maintains personal hygiene, and acts professionally most of the time.	TC dresses appropriately, maintains personal hygiene and acts professionally.	
4. Maintains appropriate relationships with peers	TC interacts inappropriately with peers (verbally, non-verbally, and physically). TC ignores, shows bias to peers. TC interrupts, does not listen and responds inappropriately.	TC interacts appropriately with peers most of the time (verbally, non-verbally, and physically). TC occasionally encourages and supports peers in positive ways.	TC interacts appropriately with peers (verbally, non-verbally, and physically). TC regularly encourages and supports peers in positive ways.	
5. Scholar-practitioner demonstrates adequate current content knowledge	TC makes little effort to attain deep current knowledge of subject matter and pedagogy or reflect on own practice.	TC tries to attain knowledge of subject matter and pedagogy and tries to reflect on own practice, making adjustments accordingly.	TC strives to deepen current knowledge of subject matter and pedagogy, and reflects on own practice, making adjustments accordingly.	
6. Engaged, participates fully and takes initiative	TC does not participate, is not enthusiastic or willing to participate. TC seldom contributes as a team/class member. TC rarely contributes to the knowledge base. TC does not take initiative.	TC participates as a team/class member. TC occasionally contributes to the knowledge base and takes initiative.	TC participates enthusiastically and willingly as a team/class member. TC contributes to the knowledge base and takes initiative.	

7. Maintains confidentiality and is ethical	TC does not use tact and discretion regarding student information. TC is not clear about confidentiality rules in relation to students. TC causes a serious problem for individuals because of inappropriate sharing of information. TC exhibits unethical behaviors.	TC understands the confidentiality rules in relation to students, but does not always apply them. TC is typically tactful and discrete and does not share names/information in inappropriate places. TC is ethical.	TC is clear about confidentiality rules in relation to students. TC always uses tact and discretion to maintain individuals' rights to confidentiality. TC is ethical.	
8. Maintains appropriate relationships with students	TC interacts inappropriately with students (verbally, non-verbally and physically): TC ignores, shows bias or favoritism to students. TC does not maintain appropriate distance, acts more like a peer.	TC interacts appropriately with students (verbally, non-verbally and physically). TC occasionally encourages and supports students in positive ways to develop self confidence/competence and promote learning.	TC interacts appropriately with students (verbally, non-verbally and physically). TC seeks ways to support and encourage all students to develop self confidence/ competence and promote learning.	
9. Committed to and facilitates students' learning in a safe climate	TC does not set expectations. TC does not motivate students. TC does not develop critical thinking. TC fails to plan. TC fails to ensure learning. TC does not perform student assessments. TC ignores students' self-confidence needs.	TC occasionally helps students gain self-confidence, sets expectations, motivates, develops critical thinking, plans, ensures learning, and assesses regularly.	TC helps students gain self confidence, sets expectations, motivates, develops critical thinking, plans, ensures learning, and performs assessments.	
10. Maintains appropriate relationships with teachers, administrators and parents	TC does not maintain positive relationships. TC has negative interactions. TC is inflexible. TC does not share or collaborate. TC is intolerant of viewpoints or styles.	TC maintains appropriate relationships most of the time, including positive interactions, flexibility, sharing, listening, and collaborating.	TC maintains appropriate relationships exhibiting positive interactions, flexibility, sharing, listening, and collaborating. TC offers support.	
11. Respects and advocates for diversity	TC does not respect others of different personality, race, religion, culture, gender, disability or sexual orientation some of the	TC respects others of different personality, race, religion, culture, gender, disability or sexual orientation most of the	TC respects others of different personality, race, religion, culture, gender, disability or sexual orientation. TC creates a	

	time. TC creates a negative environment where others are not treated with respect or other's ideas are not valued equally.	time. TC tries to create a positive environment where others are treated and valued equally	positive environment where others are treated and valued equally.	
12. Responds appropriately to feedback and is flexible	TC resists and does not use feedback. TC does not reflect or modify as a result of feedback.	TC listens and strives to use feedback in a positive manner. TC engages in constructive reflection and dialogue, and works hard to be flexible.	TC accepts feedback and uses reflection in a positive manner. TC seeks constructive dialogue and is flexible.	
13. Written work communicates clearly and accurately in standard English	TC does not communicate clearly or organize ideas in writing. TC exhibits inaccurate spelling, punctuation, and usage (enough for concern).	TC is often organized and clear in writing; and often exhibits accurate spelling, punctuation, and usage.	TC is organized and clear in writing; and exhibits accurate spelling, punctuation, and usage.	
14. Verbal and non-verbal communication is clear, accurate, and appropriate to the situation	TC exhibits difficulty in expressing ideas clearly and accurately. TC uses slang, inappropriate language, and gender bias. TC uses incorrect grammar.	TC often expresses ideas clearly and accurately; uses slang, inappropriate language, gender bias, and incorrect oral language grammar.	TC expresses ideas clearly and accurately, uses appropriate language and correct oral language grammar without gender bias.	

Professional Dispositions Strengths

Professional Dispositions Growth Opportunities

NOTE: The online survey will require digital signatures from the Mentor Teacher, University Supervisor, and Teacher Intern.

DANIELSON DESCRIPTORS OF PERFORMANCE

PLANNING AND PREPARATION				
	1	2	3	4
Domain 1	Unsatisfactory	Basic	Proficient	Distinguished
A. Demonstrating knowledge of content and pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics and plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
B. Demonstrating knowledge of students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
C. Setting instructional outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination,	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

	discipline or strand and are suitable for only some students.	Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	and they are differentiated, in whatever way is needed, for different groups of students.	
D. Demonstrating knowledge of resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
E. Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
F. Designing student assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

THE CLASSROOM ENVIRONMENT

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
<p>A. Creating an environment of respect and rapport</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
<p>B. Establishing a culture for learning</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>

C. Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to ineffective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
D. Managing student behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
E. Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

INSTRUCTION				
	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
<p>Domain 3</p> <p>A. Communicating with students</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
<p>B. Using questioning and discussion techniques</p>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>

	<p>students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	
<p>C. Engaging students in learning</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content, students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>
<p>D. Using Assessment in Instruction</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>	<p>Students appear to be only partially aware with the assessment criteria and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.</p>

E. Demonstrating flexibility and responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If inopportune measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
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PROFESSIONAL RESPONSIBILITIES

		1	2	3	4
Domain 4		Unsatisfactory	Basic	Proficient	Distinguished
A. Reflecting on teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	
B. Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	
C. Communicating with families	The teacher provides little information about the instructional program to	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress	The teacher provides frequent and appropriate information to families about the instructional program and	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher	

	<p>families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>	<p>responds to family concerns with professionalism and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</p>
D. Participating in the professional community	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
E. Growing and developing professionally	<p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
F. Showing professionalism	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The</p>

	<p>to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
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University of Idaho Lesson Plan

Name _____	Date: _____
Subject _____	
The big idea(s) or essential question(s)	
State of Idaho and/or Common Core standards addressed:	
Objectives (what <u>the students will be able to</u> do as a result of the lesson)	
TSWBAT _____	
TSWBAT _____	
Diversity goals: (check one or more where relevant)	
<ul style="list-style-type: none"><input type="radio"/> Developing multiple historical perspectives<input type="radio"/> Developing cultural consciousness<input type="radio"/> Increasing intercultural competence<input type="radio"/> Combatting racism, prejudice, and discrimination<input type="radio"/> Developing awareness of the state of the planet and awareness of global dynamics<input type="radio"/> Developing <u>social action</u> skills (NOT class discussion)	
Materials and/or technology:	

UDL-based planning (expand this box):

Potential *barriers* in this lesson (list any potential barriers you identify in this lesson BEFORE you plan UDL-based instruction):

Multiple *means of engagement* (describe a variety of ways you will engage students in this lesson):

Multiple *means of representation* (describe multiple ways in which you will present information to students):

Multiple *means of expression* (describe multiple ways in which students will be able to show what they have learned):

Activities/procedures (include anticipated time for each)

- **Use bullets instead of complete sentences**
- **Be specific about each step in the lesson, step by step**
- **Indicate anticipated time for each step**

Introduction/activator:

Activities/strategies used: (what you/students will do)

Rationale: (why you/students will do it)

Closure/reminders:

Assessment: (how you will know students met the objectives - include rubrics)

Accommodations/differentiation:

Teacher Candidate's Professional Action Plan

Candidate Name:	Date:	University: University of Idaho	
Domain Two Goal (2a – 2d): Identify Component:			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Domain Three Goal (3a – 3c): Identify Component:			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Third Goal: Identify Component:			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

I have reviewed the above Professional Action Plan:

Candidate's Signature: _____

Date: _____

University Representative:

Date: _

