EDEE 490: Student Teaching  
Spring 2015 Syllabus  

Co-requisite: Concurrent enrollment in EDEE 492, Student Teaching Seminar

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COURSE DESCRIPTION

EDEE 490 Student Teaching (12 credits)

Student Teaching is a full-time, 15-week, supervised classroom experience. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days of solo teaching. Emphasis is placed on the application of best practice methods and materials learned during methods course work with practicum. Mandatory CR/NC

We will be participating in a pilot of the Praxis Performance Assessment for Teachers (PPAT). The PPAT is a Hawai‘i Teacher Standards Board (HTSB) requirement for licensure in the 2017-2018 school year. The PPAT consists of 4 tasks which require submission of your work to an online environment. Additional information is provided in the EDEE 492 Student Teaching Seminar and included in the course syllabus.

Student Learning Outcomes:

1. Demonstrate a minimum “Acceptable” rating in all areas of the Student Teaching Evaluation instrument.*
2. Display competency in all three formal observations conducted by your university supervisor and mentor teacher.
3. Successfully complete 15 days solo teaching requirement.
4. Perform at the highest level of professionalism expected of a pre-service teacher entering the profession of teaching.

*The Student Teaching Evaluation instrument can be found in this syllabus on pages 9-15. To review the institution (ILO), division (DLO) and concentration (CLO) outcomes that are addressed by student learning outcomes (SLO) see pages 10-11 of this syllabus.

UHWO TEACHER EDUCATION MISSION STATEMENT. The University of Hawai‘i West O‘ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O‘ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding
educators, especially in the elementary schools located in Central and Leeward O‘ahu communities.

**CONCEPTUAL FRAMEWORK.** The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three key values underlie the professional studies philosophy and objectives: (1) standards-based education, (2) student-centered learning, and (3) an orientation to social justice. Within this framework, the UH West O‘ahu Bachelor of Education degree program develops teacher candidates who have the knowledge, skills, and dispositions to . . .

- meet the rigorous professional standards for teaching and in order to help their students meet high standards for learning,
- teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed and,
- understand issues of equity, use culturally responsive instruction, and build bridges between school and community.

**Professionalism**
Dispositions are defined as “the professional virtues, qualities, and habits of mind and behavior held and developed by teachers on the basis of their knowledge, understanding, and commitments to students, families, their colleagues, and communities” (Sockett, 2006, p. 23). Professionalism is at the heart of dispositions expected of UH West O‘ahu teacher candidates. Examples of dispositions that help teachers move toward teaching excellence include continuous self-assessment and reflection that leads to positive change in teaching behaviors, sensitivity and responsiveness to individual differences in the classroom, a willingness to seek new strategies for reaching students who are not learning, and the ability to communicate effectively with students, colleagues, staff and parents.

**EXPECTED behavior in your student teaching placement includes, but is not limited to:**

- **Attend everyday** (be early, not tardy; notify your mentor teacher, university supervisor and course instructor beforehand if you are ill or cannot attend).
- **Follow through** with all assigned tasks.
- **Effectively communicate** with mentor teacher, university supervisor and course instructor.
- **Attend to the needs of all children** when clearly indicated.
- **Use good judgment** when interacting with students, mentor teacher, school staff, peers, parents, university supervisor and course instructor.
- **Be sensitive to the diversity** in the school and community settings, including cultural and linguistic diversity and the education of students with special needs.
• **Use appropriate oral and written language** when communicating with students, parents, mentor teacher, school staff, peers, university supervisor and course instructor.

• **Demonstrate respect** in your attitude and behavior toward all personnel in the field experience environment, including students, parents, mentor teacher, school staff, peers, university supervisor and course instructor.

• **Be willing to accept constructive criticism** and work towards improving one's pedagogical and content knowledge, skills, and professional dispositions.

• **Dress in the attire becoming of a professional educator** and in accordance with school policy.

• **Follow up on health related issues** that impede your progress.

These expectations are qualitative in nature. You and your mentor teacher will review your progress in this area using the *Professional Dispositions Rubric and Evaluation criteria at the midterm point in the semester and again at the end of the semester*. If you have questions about how they are being evaluated, consult your mentor teacher, university supervisor or course instructor.

To view the UHWO Student Code refer to [http://www.uhwo.hawaii.edu/conduct](http://www.uhwo.hawaii.edu/conduct).

**Student Teaching Policies**

1. Student teachers are expected to be familiar with and adhere to the same rules, policies, and regulations practiced by the school personnel in the school to which they are assigned. They are expected to adhere to the DOE and school schedule (including holidays and other special scheduling) of their mentor teacher. Promptness is recognized as professional behavior.

2. Use of personal cell phones or any other communication device, email communication or text messaging belong outside the school and must not take place while in your assigned field experience classroom.

3. Required hours are Monday through Friday: 30 minutes before school starts until 30 minutes after school ends (student teachers follow the teacher’s schedule, not the student’s schedule). Student teachers are required to sign in and out at the school office everyday as well as keep their course log. The log will be collected at the end of the semester. The UHWO student identification is expected to be worn and visible while in your school. Parking is often at a premium at each of the school sites. Please follow the parking rules provided by the administrator in the school building where you are assigned.

4. If illness or an emergency should require absence during any scheduled experience, it is the responsibility of the student teacher to let the mentor teacher, university supervisor and course instructor know as soon as possible. Unexcused absences are not allowed during field experiences. Repeated absences should be reported to the course instructor. In cases of prolonged or repeated absence, the course instructor will, after consulting with the mentor teacher, principal, and university supervisor determine whether the student teacher’s experience will be terminated or extended. The course instructor also serves as the Coordinator of Field Experience for the UHWO, Division of Education.
5. Students should inform the Coordinator of Field Experience of special health conditions (pregnancy, temporary medication, etc.) prior to placements for field experiences if possible or as soon as identified. This affords the school principal and the coordinator an opportunity to secure appropriate assignments or make needed adjustments.

6. Professional attire and good grooming is expected. Consult with the mentor teacher and/or administration on appropriate attire for your school. You are representing the university. Therefore, if you are still unsure on appropriate attire, a good rule is to dress conservatively.

7. The schools will normally cover all photocopy costs of materials used by the children during lessons that you teach. Seek the advice of your mentor teacher for other photocopy policies that may affect your practicum assignments.

8. The importance of confidentiality cannot be overstated. A student teacher may learn things about both teachers and students while in the school – some of them highly personal; some based on opinion; some based on fact. These things should, obviously, not be discussed outside of the learning environment. Although situations and students will be discussed and reflected upon within university courses, the names of students and teachers should not be used under any circumstances. A misplaced comment has the potential of great harm to others and to one’s future professional career.

Roles and Responsibilities

**Responsibilities of the student teacher include, but are not limited to the following:**

1. Log field hours and include notes in the comments section on the *Student Teaching Field Experience Log* sheet.

2. Schedule your 3 formal observations and 15 days of solo teaching in a timely manner. Dates are due to your course instructor by January 27, 2015.

3. Follow these deadlines for observations:
   - **Observation #1:** No later than February 27, 2015.*
   - **Observation #2:** No later than March 31, 2015.*
   - **Observation #3:** No later than May 1, 2015.*

4. Follow this deadline for solo teaching.
   - **The last day of solo teaching is to occur no later than May 1, 2015.***
   - *Exceptions to this deadline are approved by the course instructor.*

5. Submit lesson plans 2 weeks in advance to the mentor teacher, cc’d to the university supervisor and course instructor. If after submitting your lesson plan you and your mentor teacher anticipate significant changes to the lesson, inform your supervisor and course instructor as soon as possible.

**Responsibilities of the mentor teacher include:**

1. Mentor the student teacher, as he/she emerges into the profession.

2. Be present in the classroom when the students and student teacher is present.

3. Provide opportunities for the student teacher to plan and engage in a variety of developmentally appropriate instructional and institutional activities.
4. Facilitate opportunities with other professionals on campus to give the student teacher a broader view of teaching. Whenever possible and appropriate, we encourage the opportunities that exist in articulation or grade level meetings; faculty meetings; consultation or discussion with Special Education or English Language Learner resource specialists and teachers, and technology coordinators; as well as, participating at parent events.

5. Guide as well as collaborate with the student teacher in the cycle of teaching. Specifically, student teachers are expected to gain a deeper understanding regarding the processes that are involved in lesson planning, the delivery of the lesson, and the assessment(s) that are designed to meet the needs of the children.

6. Advise the student teacher with regard to school policy and procedures, (for example, videotaping lessons, for the purposes of self-analysis and reflection); confidentiality; and parent conference protocol; just to name a few.

7. Allow the student teacher to solo teach for a minimum of 15 days. A minimum number of 5 consecutive days is acceptable, but not required. For example, the student teacher could solo teach for 5 days in February, 5 days in March, and 5 days in April. This allows for the student teacher to receive feedback, engage in self-reflection, and make adjustments, if necessary. However, no less than 5 consecutive days should occur.

8. Discuss the student teaching experience and observations with the student teacher on a consistent and continual basis. These informal and formal conversations are critical to the student teacher’s progress.

9. Report to the university supervisor, and/or course instructor, in a timely manner, any problems that appear to be non-negotiable. This allows the team to create a plan to support the student teacher and mentor teacher.

10. Inform the university supervisor and/or course instructor if your student teacher will be absent for an extended period of time.

11. Support 15 minutes of video-taping in the classroom as the student teacher is engaged in the teaching of a lesson (a copy of the HIDOE permission form is available).

12. Complete a minimum of three, formal evaluations of lessons observed (30-minutes, minimum).

13. Meet with the student teacher mid-term to discuss his/her progress. Use the Student Teaching Evaluation and Professional Dispositions Rubric and Evaluation to highlight strengths and areas to improve by the next evaluation. Sign the Mid-term Professional Dispositions Rubric and Evaluation.

14. After meeting with the student teacher, sign the Final Professional Dispositions Rubric and Evaluation prior to the end of the semester.

15. Meet with the student teacher to discuss his/her final evaluation ratings. Complete the electronic version of the Student Teaching Evaluation Form by April 28, 2015. (An electronic link will be sent to you two weeks prior to the end of the semester). The student teacher will need a hard copy to submit to the HIDOE.

**Suggested Schedule/Guideline for Student Teaching Responsibilities**

One of the most commonly asked questions during student teaching has to do with the timing of the student teacher’s teaching responsibilities. The student teacher should assume and release
teaching responsibilities in a gradual fashion. The following chart reflects a schedule that can be applied and is recommended for use by both the student teacher and the mentor teacher. Each of the areas may be compressed or extended according to the readiness of the particular teacher candidate and the judgment of the mentor teacher.

<table>
<thead>
<tr>
<th>Week</th>
<th>Suggested Tasks and/or Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>Relationships- Create a timetable for assigned duties; familiarize self with classroom and children; meet faculty, staff, parents, administrators; observe management strategies; examine available curricular and instructional resources; become familiar with school handbook; review evaluation methods; be aware of school statistics; observe and discuss mentor teacher’s lesson presentations; and assume administration of procedural tasks in the classroom (such as attendance).</td>
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<td>2-3</td>
<td>Knowledge of Students and Learning Environment- What are those community, district, and classroom factors that contribute to student learning? Continue to plan with mentor teacher; prepare a lesson plan; teach a small group of students; choose 2 focus students; monitor, assist, and/or tutor individuals or small groups; begin with 1 content area; and identify connections between instructional strategies and learning activities.</td>
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<tr>
<td>4-7</td>
<td>Student Learning and Assessment- Continue to plan and assume responsibilities; teach lessons daily; use computers/audiovisual materials and equipment when appropriate; participate in guided observation in other classrooms; design an assessment and rubric; analyze the results of an assessment; have students conduct a self-assessment; plan and teach 5 days of solo teaching; and describe the impact when modifications are made.</td>
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<tr>
<td>8-9</td>
<td>Differentiated Instruction- Prepare plans and teach lessons daily, continue to add teaching responsibilities (playground/lunch, etc.) until full responsibilities are realized; participate in guided observations in other classrooms; plan and teach 5 days of solo teaching; reflect and create lesson plans according to student progress data; and facilitate progress toward meeting the learning goals of the 2 focus students.</td>
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<tr>
<td>10-15</td>
<td>Lesson Planning, Student Learning, and Reflection- Plan and teach 5 days of solo teaching; attend IEP meetings if possible; attend articulation, faculty, open house and school/community meetings; continue to participate in guided observations in other classrooms; identify connections between standards, learning objectives, instruction, and activities; provide relevant and meaningful feedback to students; analyze student work samples; gradually release responsibilities back to the mentor teacher; and plan and say good-bye to the children.</td>
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Praxis® Performance Assessment for Teachers

Lesson Plan Format

In the context of the Praxis® Performance Assessment for Teachers, this lesson plan format is an optional tool provided for teacher candidates to use as they develop well-planned and structured lessons. This resource also can help a teacher candidate better understand and design meaningful daily lessons that will positively enhance instructional practice and student learning. It is intended for use in conjunction with Tasks 2, 3, and 4, but it is not a required document for submission of the PPAT.

<table>
<thead>
<tr>
<th>Standards/Performance Indicators/Skills</th>
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<tr>
<td>Identify the state and national standards, performance indicators, and skills addressed by the lesson.</td>
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<tr>
<th>Learning Objectives/Goals</th>
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<tbody>
<tr>
<td>Describe the lesson’s objectives and the learning outcomes that are appropriate for meeting curricular/classroom needs.</td>
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<tr>
<th>Assessment (the type[s] of assessment used throughout the lesson)</th>
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<tr>
<td>Identify the assessment that occurred before, during, and after the lesson.</td>
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<tr>
<th>Lesson Structure and Procedures</th>
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<tr>
<td>Describe the sequence of events of the lesson elements, including the before, during, and after of the lesson (i.e., the engagement/opening, the procedures used, the activities for guided practice, and the conclusion).</td>
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<tr>
<td><strong>Instructional Strategies</strong></td>
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<td>-----------------------------</td>
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<tr>
<td><em>Describe the teacher’s approach to achieving the learning objectives and meeting the students’ needs.</em></td>
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<table>
<thead>
<tr>
<th><strong>Learning Activities</strong></th>
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<tr>
<td><em>Describe the opportunities provided for the students to develop the skills of the objective.</em></td>
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<tr>
<th><strong>Resources and Materials</strong></th>
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<tr>
<td><em>List the materials used to plan and deliver the lesson.</em></td>
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<tr>
<th><strong>Technology</strong></th>
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<tr>
<td><em>Describe the instructional and/or assistive technology that was incorporated into the lesson to enhance instruction and student learning.</em></td>
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<tr>
<th><strong>Differentiation/Accommodations/Modifications/Increases in Rigor</strong></th>
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<tr>
<td><em>Describe the modifications made to meet the needs of all learners and to accommodate differences in students’ learning, culture, language, etc.</em></td>
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<tr>
<td>Classroom Management</td>
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<tr>
<td><em>Identify the strategies used that are consistent with the learning objectives of the lesson and that also met student behavior needs to help keep the students on task and actively engaged.</em></td>
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<th>Extensions</th>
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<td><em>Describe the activities for early finishers that extended the students’ understanding of and thinking about the learning objectives/goals by having them apply their new knowledge in a different way.</em></td>
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<th>Follow-Up Activity to the Lesson</th>
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<tr>
<td><em>Describe a quick activity for review or for building on the lesson that will deepen student understanding and interconnect concepts. (The activity may be incorporated in class the next day or throughout the unit.)</em></td>
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<th>Additional Information</th>
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<tr>
<td><em>Identify any area or lesson component that was not covered by this lesson plan format but that you feel is vital to include in a description of the lesson.</em></td>
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# Student Teaching Field Experience Log

<table>
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<tr>
<th>Date</th>
<th>Sign In Time</th>
<th>Sign Out Time</th>
<th>Comments (events)</th>
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Total Hours: 
Mentor Teacher Signature: 
Student Teacher Signature:
LEARNING OUTCOMES & STANDARDS ALIGNMENTS

Student Learning Outcomes (SLO)
UHWO Institutional Learning Outcome (ILO)
Division Learning Outcomes (DLO) (HTSB/InTASC Standards)
Concentration Learning Outcomes (CLO) (ACEI Standards)

Student Learning Outcomes:

1. Demonstrate a minimum “Acceptable” rating in all areas of the Student Teaching Evaluation instrument.*
2. Display competency in all three formal observations conducted by your university supervisor and mentor teacher.
3. Successfully complete 15 days solo teaching requirement.
4. Perform at the highest level of professionalism expected of a pre-service teacher entering the profession of teaching.

ILO 1. **Effective communication:** Use relevant information to communicate clearly and effectively with an intended audience through written and spoken language.

ILO 3. **Critical thinking:** Demonstrate critical thinking skills by applying information to make well-reasoned arguments or solve a problem.

ILO 4. **Disciplinary knowledge:** Demonstrate knowledge of the purview, processes and contributions associated with an academic discipline.

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

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

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

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

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

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

DLO 7: **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
**DLO 8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

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

**CLO 3.2 Adaptation to Diverse Students**- Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

**CLO 3.3 Development of Critical Thinking and Problem Solving**- Candidates understand and use a variety of teaching strategies that encourage elementary student’s development of critical thinking and problem solving.

**CLO 3.4 Active Engagement in Learning**- Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

**CLO 4.0 Assessment for Instruction**- Candidates know, understand, and use formal and informal assessments strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

**CLO 5.1 Professionalism, Growth, Reflection & Evaluation**- Candidates are aware of and reflect on their practices in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effectiveness of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.
STUDENT TEACHER EVALUATION FORM

(Interstate Teacher Assessment Support Consortium (InTASC) Standards:

INTASC 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.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

INTASC Standard 2. Learner 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.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

INTASC 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.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

INTASC 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.

Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable
Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

InTASC 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.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

InTASC 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 Candidate’s and learner’s decision making.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

InTASC 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.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

InTASC 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.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

InTASC 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.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable

**InTASC 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.

0 = unacceptable, 1 = acceptable, 2 = target, N/A = not applicable