MARQUETTE
UNIVERSITY
COLLEGE OF EDUCATION

Student Teaching Handbook for Teacher Candidates

2017—2018

Revised February 8, 2018

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COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK AND ACADEMIC FOCUS

Consistent with Jesuit tradition, the College of Education programs at Marquette University prepare teachers, school counselors, counseling psychologists, community counselors, and administrators to demonstrate a commitment to *social justice* through their work.   This commitment is expressed first through our undergraduate and graduate students becoming excellent professionals who exhibit a deep *knowledge* and understanding of their disciplines as well as how children, adolescents, and adults learn and develop. The commitment is further realized as students master the requisite *skills* of their profession.

Taken together, their knowledge and skill enable Marquette students to be effective communicators whose pedagogy, administration, counseling practice, or professional psychology meets the intellectual, social, emotional, cultural, and physical needs of those they aspire to help. In effect, their practice takes the form of planning, instruction or intervention, assessment, and the shaping of learning environments, all done with the race, social class, gender, ethnicity, and ability of their students or clients in mind.

Marquette students also exhibit *dispositions* that support lifelong learning and an appreciation for research and professional growth. They continually reflect on their practice and role in society, as well as attempt to enhance the learning and general well-being of those they serve. In all of these endeavors, they grow in their engagement with critical analysis and advocacy around structural inequities in society and in education.

All College of Education programs foster personal and professional *excellence*, the promotion of a life of *faith*, and the development of *leadership* expressed in *service* to others. Respectful of these underpinnings, our learning community values the balancing of theory, research, and practice and emphasizes active engagement, critical thinking, and social critique. Our students develop strongly held ideals of care, respect, and advocacy for the well-being of all humankind under the guidance of faculty who are exceptional teachers and mentors, prominent scholars, and exemplary models of service. Our faculty members aim to nurture the transformation of students into individuals who will grow continuously in their application of the ideals of social justice -- in the practice of their profession, in their personal and collective involvement in society, and in their interactions and relationships with students, parents and guardians, clients, families, colleagues, school personnel, and community partners.

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FINANCIAL AID INFORMATION FOR TEACHER CANDIDATES

Because the cost of attendance is much lower than a traditional semester at school, there is a possibility that you will qualify for less financial aid. ***All* teacher candidates receiving financial aid should meet with a Financial Aid Counselor to plan for any financial aid adjustments occurring as a result of student teaching.**

GRADUATION INFORMATION

All student teachers must complete and submit a graduation application to the Office of the Registrar in order to be awarded a degree from MU. Spring student teachers who are planning to participate in the university's annual May commencement ceremony must submit an online graduation application by the start of the spring term. Fall student teachers who are planning to participate (walk) in the university's May commencement ceremony before their degree completion must submit a graduation application during the spring term prior to student teaching. The Registrar's office sets the deadlines for submission of graduation applications; the College of Education will convey those dates to future student teachers during the academic year, along with graduation application instructions and information. You'll also receive information regarding transcripts and diplomas.

PREPARING TO STUDENT TEACH

Student teaching is the capstone experience in the professional education sequence. Through this experience, candidates are able to test ideas, receive feedback from professionals, and carry the full responsibilities of a teacher. Planning, teaching, managing, and reflecting over an extended period of time enables the teacher candidate to recognize more clearly both the responsibilities and the joys of teaching. Student teaching is the transition between being a student of teaching and being a teacher. The degree to which the student teaching experience is successful depends on the efforts of the individual teacher candidate as well as the advice and feedback provided by the university supervisor and cooperating teacher. It is the hope of the College of Education that all teacher candidates will achieve their full potential and enjoy this final stage of the teacher preparation program.

Student teaching is an actual course for which students must register. The Wisconsin Department of Public Instruction (DPI) requires that students register for a course to be eligible for a teaching license. At Marquette, the student teaching course is taken for fifteen (15) credits at the undergraduate level and three (3) credits at the graduate level.

Since student teaching is an actual course, candidates are required to demonstrate that they have acquired specific content knowledge as well as appropriate professional dispositions and skills. Students earn an *S (Satisfactory)* or a *U (Unsatisfactory)* grade for student teaching.

Occasionally a grade of *I (Incomplete)* may be assigned. As stated in the *Marquette University Undergraduate Bulletin*, a grade of I is "assigned by the instructor, normally on a pre-arranged basis, to allow completion of course assignments other than the final examination. It is understood that the student's performance in the course must merit this special concession." University supervisors are the assigned instructors for student teaching courses and have final responsibility for assigning grades.

ELIGIBILITY FOR STUDENT TEACHING

To be eligible for student teaching, the candidate must meet the following criteria:
- Admission to the Professional Program
- Successful completion of **all** courses in major/ minor areas of certification
- There can be no grades of *Incomplete* when making application nor at the end of the semester for which you are making application.
- **2.75** cumulative GPA (3.00 for graduate students)
- **2.75** GPA in major/minor areas of certification (3.00 for graduate students)
- **2.75** GPA in education sequence (3.00 for graduate students)
- Successful completion of all courses in Education sequence with a minimum grade of C or better
- Successful completion of the appropriate Praxis Subject Assessment (content area examination) **OR** 3.0 GPA in content major (secondary) or in education coursework and overall GPA (elementary)
- Successful completion of the Foundations of Reading Test (elementary candidates only)
- Satisfactory completion of student teaching application
- Approval from the College of Education Committee on Admission and Advancement which has final responsibility for approval or denial of the applicants
- Satisfactory criminal background check
- Documentation of a negative tuberculin skin test, or if results are positive, results of a chest X-ray

FORMAL APPLICATION PROCESS

Candidates must make separate and formal application to student teach early in the semester preceding the one during which student teaching will occur. The student teaching application deadline is announced in the teacher candidate information session, which is scheduled by the Director of Field Placements and Licensure early each semester. The formal application process includes the following required steps:

1. Completion and submission of the student teaching application forms by the designated due date. **Submission of an application which contains fraudulent information will result in a denial of the request to student teach.** Submission of a late application may result in denial of the request to student teach in the intended semester.

2. Completion of a letter to the designated cooperating teacher. The letter must be word processed and must not exceed one page in length. The letter must be submitted electronically to the Director of Field Placements and Licensure at the time of application. Upon completion of all eligibility requirements, a copy of the letter will be sent to the designated cooperating teacher.

3. Participation in an interview with the Director of Field Placements and Licensure.
   Reminder: *Candidates must schedule an appointment for an interview with the Director of Field Placements and Licensure at the information session.*

4. Completion of required background check forms for your assigned school/district upon placement.

5. Documentation of a negative tuberculin skin test, or if the results of the test are positive, the date of a chest x-ray, and results. **This form must be submitted to Kirsten Lathrop, Director of Field Placements & Licensure, by May 1, 2018.**

STUDENT TEACHING APPROVAL PROCESS

Following completion of the initial review and approval process by the Director of Field Placements and Licensure, the Admission and Advancement Committee conducts a formal review and approval of all teacher candidate applications and notifies candidates in writing only if there are concerns. The committee has final responsibility for approval or denial of candidates.

GRADE POINT APPEALS FOR STUDENT TEACHING

The Wisconsin Department of Public Instruction has established a 10% exception rule which allows each teacher education institution to approve undergraduate candidates to student teach even if they have not met the 2.75 QPA requirement. Under that rule, no one need be admitted, but the number admitted may not exceed 10% of the number of candidates who apply to student teach and do not need to appeal. The College of Education Appeals Committee reviews the records of those who apply for an appeal shortly after the mid-term date of the semester preceding student teaching.

Candidates who wish to apply for an appeal must have a grade of C or better in all required education sequence courses, including advanced methods courses.

Students may apply for a grade point appeal in <u>one</u> area only: major, minor, <u>or</u> cumulative.

The Appeals Process

The following procedures must be followed to submit an appeal:
1. The candidate must contact the Assistant Dean for Undergraduate Advising to obtain an appeals information packet at the time application to student teaching is made.
2. The candidate must prepare a word-processed letter which includes a return address. The letter should state clearly the reason for seeking an appeal to be approved to student teach. The letter should also clearly explain:
   a. Reasons for not meeting the 2.75 GPA standard in the area of appeal.
   b. Steps that have been taken to improve the GPA.
3. The candidate must submit <u>three letters of support</u> from faculty and/or field supervisors to the Director of Field Placements and Licensure by the announced due date. <u>It is important that at least one letter of support be from someone in the department of the low GPA area of appeal</u>.
4. Letters must be submitted either electronically or as hard copies to the Director of Field Placements and Licensure by the designated due date.

> **Appeals will NOT be considered if ANY of the following apply:**
> • **Late submission of appeal materials**
> • **Submission of incomplete packets of materials**

5. The College of Education Appeals Committee will meet to review candidate appeal requests and make decisions to approve or deny requests to student teach. The candidate will be informed in writing of the decision made by the Appeals Committee.

THE STUDENT TEACHING EXPERIENCE

Student Teaching Placements:

The Marquette University College of Education has made a commitment to intellectual excellence, to the Judeo-Catholic tradition, and to service to others. Marquette has identified itself as an urban institution committed to service in the Milwaukee urban area. Therefore, student teaching placements are designed in collaboration with Milwaukee public, private, and parochial schools. Student teaching placements will not be made outside of the Milwaukee area. Currently, the Marquette University teacher preparation program works closely with several schools in the Milwaukee area to ensure that teacher candidates will have the opportunity to further develop the knowledge, skills, and dispositions characteristic of effective professional practice in diverse settings.

Student teaching placements are arranged through the Director of Field Placements and Licensure. **Under no circumstance is an applicant for student teaching to initiate contact with a school to arrange his or her own placement independent of the Director of Field Placements and Licensure.** Doing so may result in the denial of the student teaching application.

In addition, students are **not** permitted to student teach in an elementary or high school they previously attended as a student. Student teaching applicants may list preferences for placements; however, **there is no guarantee that any listed preferences can be honored.** Changes of a teaching assignment within a school, transfers of teachers from school to school or district to district, or restructuring are just some of the variables which may affect the availability of school sites and of teachers.

PROVISIONAL TEACHING LICENSES

Middle Childhood/Early Adolescence level means the approximate ages of 6 through 12 or 13. (Elementary/Middle levels, grades 1 through 8)

Early Adolescence/Adolescence level means the approximate ages of 10 through 21. (Middle/Secondary levels, grades 6 through 12)

**REQUIREMENTS OF TEACHER CANDIDATES
DURING STUDENT TEACHING**

The requirements for Marquette University teacher candidates include the requirements set forth by the Department of Public Instruction. Unless officially and specifically notified by the Director of Field Placements and Licensure at Marquette, all teacher candidates MUST meet the following requirements:

1. Teacher candidates follow the calendar for the regular teaching staff of the host school. Students do not follow the Marquette University calendar (except for any class they attend at Marquette after their student teaching day, which is uncommon).

    Teacher candidates are expected to be at their host school for the entire day, each school day of the semester, with the exception of advance requests. Teacher candidates are permitted to request up to three days of release time over the course of their student teaching placement. **These requests must**

be submitted in writing via email to Kirsten Lathrop, Director of Field Placements at
kirsten.lathrop@marquette.edu.

All requests must be requested at least one week in advance to Kirsten Lathrop. The decision will be made by all supervisory team members—the teacher candidate's cooperating teacher(s), university supervisor, and Director of Field Placements & Licensure—prior to the desired absence. The decision will be based on teacher candidate performance as well as rationale for the request. Failure to request release time one week in advance may result in a request denial.

In the event of illness, teacher candidates must contact their cooperating teacher and university supervisor immediately using their preferred method of communication (email, text, phone call…). More than one day due to illness will affect the number of requested days permitted. You may have no more than four days of excused absences total.

It is also the responsibility of the teacher candidate to ensure that the cooperating teacher receives lesson plans before the school day begins in the case of illness or other absence. These "sub plans" are mandatory, as they would be expected of a regular teacher in their absence.

Excessive absenteeism is to be dealt with by the supervisory team. A teacher candidate who has more than four excused absences may be required to extend the student teaching experience into another semester in order to meet the equivalent of the full-day, full-semester requirement.

2. Teacher candidates will be evaluated by both the university supervisor and the cooperating teacher(s) using performance assessment rubrics. At the midterm, should a teacher candidate earn a minimal score on any inTASC descriptor, a written contract will be drawn up immediately. Failure to meet sufficient progress as stated in this written contract may result in an extended student teaching experience. Midterm evaluations will be completed by the university supervisor and cooperating teacher(s) only after the teacher candidate is teaching a full-day, full-course load. **This full takeover should start no later than the start of the seventh week of the semester.**

3. On the final performance assessment rubric, the overall average in each of the standards (ten inTASC and one professionalism) must be **proficient**. Failure to meet proficiency may result in an extension of the student teaching experience or removal from student teaching.

4. Teacher candidates are to be exposed to and to participate in non-teaching activities and duties of teachers such as:

   • Observing and assisting with hall duty and study hall monitoring;
   • Meeting with other school personnel (e.g., administrator, school nurse) to identify different roles and functions within the school community;
   • Observing and/or participating in faculty meetings and parent conferences;
   • Meeting with parent organizations and attending school board meetings;
   • Attending special after-school student activities.

5. Teacher candidates observe all the policies, rules and regulations (e.g., dress codes) that apply to the regular teaching staff at the student teaching site.

6. Teacher candidates must demonstrate professional behavior at all times and maintain confidentiality in professional discussions related to all aspects of the student teaching experience.

7. Teacher candidates participate in seminars and edTPA writing "boot camps" described in the syllabus.

8. Teacher candidates are observed a minimum of four times by the university supervisor and participate in a minimum of two triadic conferences involving the cooperating teacher and university supervisor.

9. Teacher candidates carry out appropriate assignments and requests of the cooperating teacher and university supervisor, even those that go beyond actual teaching activities.

Failure on the part of the teacher candidate to meet any of the outlined requirements is justification for terminating student teaching or for assigning a grade of U for student teaching. According to mandates of the state of Wisconsin, a teacher candidate **MAY NOT**:

1. Receive payment for teaching during the regular school day while student teaching unless the student has been allowed to teach with an emergency license and hired by the school/district. Teacher candidates may be paid for their involvement in extra-curricular activities.

2. Serve as a substitute teacher. This policy protects the cooperating school system and its students as well as the teacher candidate.

In addition to the above requirements, a number of other directives guide the Marquette teacher preparation program. These directives should be considered by the supervisory team as they develop the semester plan for a teacher candidate. It is through the semester plan that the directives are carried out.

1. **Early Adolescence through Adolescence teacher candidates** observe the following directives:
    1. Students with a single major must teach at least four periods in the major (if the school uses a traditional schedule).
    2. Students with a major and minor must teach at least three classes in the major and one in the minor.
    3. Students with dual majors must teach at least two classes in each major.
    4. If possible, students are expected to have no more than three different preparations.
    5. Students are expected to have no more than two different cooperating teachers per placement.
    6. Teacher candidates are expected to carry the full workload of a regular teacher for the full school day for **a minimum of 7—9 full weeks**.

2. In the Marquette program, **Middle Childhood through Early Adolescence teacher candidates** are expected to accept responsibility for the full workload of a regular, full-time teacher for **a minimum of 7—9 full weeks.**

PERFORMANCE ASSESSMENTS

In compliance with the Wisconsin Department of Public Instruction (DPI), the faculty and administration of the College of Education have designed an assessment system which aligns course assignments with teaching standards and indicators. These course assignments called "performance assessments" have been integrated throughout the undergraduate teacher education program to provide opportunities for students to demonstrate the knowledge, skills, and dispositions related to effective teaching.   During the student teaching experience, candidates are required to complete all performance indicators. Knowledge proficiencies are demonstrated by completing written assignments which are authentic and relevant to the student teaching situation. Skills and dispositions are assessed by means of classroom observation. As student teaching is the culminating experience in the education program, students must demonstrate proficiency in all performance indicators.

A new teaching performance assessment called the edTPA will now be required by the State of Wisconsin. This is a performance-based assessment of teaching effectiveness that all pre-service teacher candidates must pass in order to receive their teaching license. This is a classroom based assessment that occurs during the student teaching semester. The readiness of a candidate to teach successfully is the focus of the edTPA assessment which includes written documents, video clips, samples of student work, and written teacher candidate reflections.

PORTFOLIO

During the student teaching experience, students assemble a portfolio of documents, which are performance assessments specifically related to student teaching. These documents provide teacher candidates with the opportunity to demonstrate their attainment of knowledge, skills, and dispositions related to effective teaching. The Wisconsin Department of Public Instruction requires that all persons seeking to be licensed present these documents as evidence of their ability to meet the *InTASC Model Core Teaching Standards*.

THE SUPERVISORY TEAMS FOR TEACHER CANDIDATES

The supervisory teams for teacher candidates are composed of university supervisors and cooperating teachers. University supervisors are professionals who have extensive experience in education. Cooperating teachers serve as on-site mentors who are valued for their continuing classroom experience and their willingness to invest time and energy to help beginning professionals develop their knowledge, skills, and dispositions. Cooperating teachers are the most influential members of the supervisory team because they are the professionals who work with the teacher candidates on a daily basis.

One of the primary tasks of supervisory teams is to develop a semester plan for the progression of the student teaching experience. That plan is to reflect the abilities and strengths of the teacher candidate, the level of licensure being pursued, and the length of time the teacher candidate will be at the school. Another important task of the teams is to support one another and the teacher candidate as the student teaching semester progresses. Individual semester plans for individual teacher candidates may vary.

THE PROGRESSION OF THE STUDENT TEACHING EXPERIENCE

The student teaching experience includes three phases: **orientation, induction, and independent teaching**. Supervisory team members, especially cooperating teachers, are instrumental in guiding the teacher candidate successfully through each of these phases.

1. **Orientation**

     During the first phase, teacher candidates act as assistants to cooperating teachers and are expected to become more at ease in the classroom, become familiar with the students, observe teacher and student behaviors including classroom management techniques, and become familiar with the philosophy and objectives of the school, the department, and the cooperating teacher.

     During the orientation phase, teacher candidates are also expected to learn the policies and procedures specific to the student teaching site for dealing with suspected child abuse. Specifically, they must know to whom such cases should be reported and in what manner.

     During the orientation phase, teacher candidates need to learn the policies, procedures and location of materials and supplies for preventing the spread of infectious diseases (especially those spread by blood-borne pathogens), which are specific to the student teaching site.

2. **Induction**

     During the induction phase, teacher candidates assume actual teaching duties on a limited basis. These teaching activities may include such activities as small group instruction or presentation of single lessons. While actual teaching is critical for teacher candidates, observing cooperating teachers and other teachers at the site who model effective teaching behaviors is also important to the overall success of the student teaching experience.

     Teacher candidates often enter classroom situations where important decisions have already been made regarding the teaching process. It is important that teacher candidates understand why and how these decisions regarding curriculum, methods and classroom procedures were made and how these decisions affect teaching. During the induction phase, cooperating teachers help teacher candidates begin to gain that understanding.

3. **Independent Teaching**

     Independent teaching is the final and longest phase of student teaching. **Teacher candidates assume responsibility for regular teaching duties that include managing a classroom, preparing and implementing lesson plans, designing instructional units, participating in parent-teacher conferences, collaborating with school faculty, and reflecting on teaching practice.**

     The pace at which these responsibilities are assumed will vary based on the needs and strengths of the individual teacher candidate and the length of the experience at the site. Ideally, the assumption of responsibilities will be gradual enough so that the teacher candidate will be challenged, but not overwhelmed. It is important for the teacher candidate to adjust to added responsibilities and to experience the workload of a regular full-time teacher.

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While teaching independently, teacher candidates must demonstrate the knowledge, skills, and dispositions expected of beginning teachers. Feedback from cooperating teachers and university supervisors on planning, delivery, assessment, management, and professionalism becomes very important during this phase. The ability to locate and use a variety of appropriate materials is essential as is the ability to effectively evaluate one's own performance. While teacher candidates are learning how to function effectively in a specific student teaching environment, they are also preparing for a career that will go beyond that specific environment. Thus, teacher candidates must learn how to make important on-going decisions regarding curriculum and instruction.

Teacher candidates are not to be evaluated at midterm until a full teaching load for the full day has been achieved. The candidate's full load should begin by the start of the seventh week of the semester.

CONTINUATION OR REMOVAL FROM STUDENT TEACHING

Teacher candidates will be allowed to continue with their student teaching experience as long as they make satisfactory progress as determined by the cooperating teacher and university supervisor and receive favorable evaluations. However, the College of Education recognizes the right of the host school cooperating teacher, principal, or university supervisor to request the removal of a student from a student teaching position. If such a request is made, action will be taken immediately.

A teacher candidate may be removed from a student teaching assignment if the teacher candidate's performance or behavior is judged to be adversely affecting the pupils, the host school, or the university. If the teacher candidate demonstrates behaviors that would require a leave of absence or dismissal for someone on the regular teaching staff, the teacher candidate will be removed.

Teacher candidates who are not successful in their student teaching experience may be required to participate in a remediation program plan before College of Education approval may be granted to student teach in a subsequent semester.

Teacher candidates and cooperating teachers spend the most time with each other and have the greatest need and the greatest opportunity to communicate clearly and respectfully. **First and foremost, students are to discuss concerns with their cooperating teachers**. The key to resolution of minor concerns is communication. If teacher candidates and their cooperating teachers are unable to resolve their concerns, the university supervisors should be approached as facilitators.

The following general procedures should be followed if a major problem develops during student teaching:
1. The supervisor (cooperating teacher or university supervisor) who identifies the problem meets with or communicates concerns to the teacher candidate as soon as possible to identify the area(s) of concern and ways to correct or improve the situation.

2. If the problem is not resolved, the supervisory team proceeds as follows and documents the problem in written form. The supervisory team, including the Director of Field Placements & Licensure:
   - Meets with the teacher candidate to review the area(s) of concern.
   - Lists in writing what needs to be accomplished and sets a time frame for future action.
   - Decides what assistance will be provided to the teacher candidate by the team.
   - Identifies possible alternative action if the problem continues (i.e. remediation or termination of the student teaching experience).

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3. The supervisory team provides feedback and keeps the teacher candidate informed of progress being made.

4. If the problem has not been resolved satisfactorily within the designated time frame, a second meeting is held and the alternative action that was planned in step two (above) is taken.

NOTE: Although a teacher candidate is welcome to meet with the Director of Field Placements and Licensure at any time during student teaching to discuss concerns, he/she is required to discuss concerns with the university supervisor and cooperating teacher(s) before asking the Director of Field Placements and Licensure to take any official action.

Teacher candidates may choose to withdraw themselves from student teaching for personal or professional reasons before the student teaching experience begins. Students considering doing so must discuss the matter with the Director of Field Placements and Licensure as soon as possible.

If a teacher candidate chooses to self-terminate during the student-teaching experience, he/she must inform the cooperating teacher, the university supervisor, and the Director of Field Placements and Licensure immediately. The teacher candidate will also need to submit a formal letter of termination and complete the necessary paperwork by the course withdrawal deadline date in order to receive a grade of *W (Withdrawn)*. If procedures are not followed and a grade of *W* is not assigned, a grade of *U (Unsatisfactory)* will be assigned.

LABOR DISPUTES

In the event of a work stoppage in a cooperating school system where teacher candidates are placed, it is the policy of Marquette University that teacher candidates be non-participants. Teacher candidates are not to cross picket lines or participate in any school-related activities until the issues have been resolved between the school board and the local Teacher Education Association.

PROVISIONAL LICENSURE

Eligibility for Licensure:
All teacher candidates pursuing Wisconsin licensure must have successfully completed all of the following requirements:
1. Bachelor's Degree
2. Professional education coursework, including student teaching and attendance at student teaching seminars
3. GPA of **2.75** cumulative (overall) (3.00 for graduate students)
4. GPA of **2.75** in major, minor and education coursework (3.00 for graduate students)
5. Successful completion of Praxis Subject Assessments OR 3.0 GPA in content major (secondary) or 3.0 GPA in content major and Education GPA (elementary)
6. Successful completion of Foundations of Reading Test (elementary majors only)
7. Successful completion of Portfolio Performance Assessments
8. Successful completion of EdTPA portfolio

In addition to the above, all teacher candidate evaluation materials must be submitted to the Director of Field Placements and Licensure before application for licensure can be made. Teacher candidates must also submit the verification form from the cooperating teacher(s) stating that the teacher candidate did, indeed, complete the full semester of student teaching. Teacher candidates must also upload all teacher candidate evaluation rubrics to their e-portfolios.

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When all of the required documentation has been received, the Director of Field Placements and Licensure reviews the records to determine if all requirements have been met. Marquette University College of Education has the authority to endorse or refuse to endorse a candidate for Wisconsin licensure. This authority is granted by the Wisconsin Department of Public Instruction in Madison.

Endorsement by the university indicates that the candidate has satisfactorily completed the DPI approved professional education program of the Marquette University College of Education. The Wisconsin Department of Public Instruction grants or denies a license.

A *Verification of Program Completion Letter* will be issued to all teacher candidates in anticipation of the start of job searches and interviews. Later, graduates will receive an email notification with further instructions for making application for Wisconsin licensure.

The State of Wisconsin uses an electronic license application process, Educator Licensing Online (ELO), which is located at http://tepdl.dpi.wi.gov/licensing/elo. This web site includes the latest information about ELO and is the starting point for all ELO applications and questions. For purposes of licensure, Marquette students are considered an "in-state" applicant even though they might be returning to live and work in their home state.

Payment for the license is required at the time of application. The fee is currently $125, which must be paid by credit card.

LICENSURE IN STATES OTHER THAN WISCONSIN

Candidates planning to seek licensure in states other than Wisconsin are directed to contact the departments of public instruction or state certification offices in those states to determine the procedures that will lead to licensure. The Director of Field Placements and Licensure is a helpful source should you have questions about a particular state. In some states, more requirements may need to be met, but often a temporary license is available after evaluation of records by the licensing office.

Marquette's College of Education has responsibility for Wisconsin licensure programs; it is the student's responsibility to ensure that licensure requirements for other states are understood and addressed.

CONDUCT AND COMPETENCY REVIEW

A **Conduct and Competency Review** is a required component of the Wisconsin license application process. The review begins with the applicant responding to the twelve questions which follow and are part of the form.

1. Have you ever been disciplined for alleged misconduct in the course of any employment or as a member of any licensed or regulated profession, including but not limited to verbal, physical, or sexual abuse or harassment?
2. Have you ever resigned, been disciplined, or dismissed from any teaching or other school position, in part, for alleged immoral conduct or incompetence?
3. Have you ever had a certificate or license to teach or perform other school duties denied, revoked, or suspended?
4. Is disciplinary action of your educationally related license or employment currently pending in any jurisdiction?
5. Have you ever been convicted of violating any civil law, local ordinance, state law, or federal laws for

actions involving sexual conduct, physical abuse of a child, and/or contributing to the delinquency of a child?

6.	Have you ever been convicted of any criminal offense (including criminal traffic matters, not general traffic violations) in any jurisdiction? Felony ___ or Misdemeanor ____

7.	Have you ever participated in a deferred prosecution program resulting from a criminal investigation?

8.	Are you currently on probation in any jurisdiction?

9.	Have you ever been acquitted or found not guilty of a criminal offense involving sexual conduct, or harm or threat of harm to another, for reasons of insanity, mental disease or defect, diminished mental capacity, or comparable legal defense or basis?

10.	Is any criminal charge or investigation currently pending against you in any jurisdiction?

11.	Have you (or a school district you worked) ever been a party to a civil settlement, award, or agreement of any kind that involved an allegation concerning **your conduct** as an educator or in an educationally related position?

12a.	Have you previously submitted fingerprint cards to the Department of Public Instruction?

12b.	**If yes,** have you worked, resided, or attended college in a state other than Wisconsin since then? (If yes, you are required to submit new fingerprint cards to the DPI with this application. If no, fingerprint cards are not required at this time.)

12c.	**If no**, have you worked, resided, or attended college in a state other than Wisconsin within the last twenty (20) years, since age 17? (If yes, you are required to submit digital fingerprints to the DPI as part of your online application. (If no, fingerprint cards are not required at this time.)

An applicant who answers "Yes" to any of the questions needs to attach a detailed written explanation and certified copies of any criminal complaint.   All such violations will be reported on the background check from the investigating agencies, so it is important that such offenses be acknowledged on the application. If the applicant was convicted, a copy of the criminal judgment must also be submitted. Any other relevant court documents pertinent to any of the questions raised would need to be submitted. Answering "yes" to a question would not necessarily mean an application would be denied, but further investigation might be conducted. As usual, honesty is expected and any intentional misrepresentation of facts may result in denial of licensure by the DPI and falsification of statements on and with the licensure application may be punishable by law.

In addition to answering these questions, each applicant will be checked through the Wisconsin Criminal Investigation Bureau (C.I.B.). Nonresident applicants must also submit digital fingerprint which are available on the DPI web site.   Nonresident applicants will be checked through both the C.I.B. and the FBI. For our purposes, "nonresident applicants" are defined as applicants who have their license sent to themselves at out-of-state addresses. According to s. 118.19 (10)(c), Wis. Stats., issuance of a license is conditional upon the receipt of a satisfactory background investigation. Wisconsin law requires that all information received from the FBI and the Wisconsin Justice Department as part of a background check remains confidential.

When a license is issued, it will be emailed directly to the applicant by the DPI. The process may take several weeks. The applicant can best facilitate the process by carefully and thoroughly following all directions and by completing all forms. DPI processes applications in the order in which they receive them.

UNIVERSITY POLICIES AND PROCEDURES

Marquette University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, age, sexual orientation, religion, disability, veteran's status or national origin in its educational programs or activities, including employment and admissions. Federal laws (Titles VI, VII and IX; the Age Discrimination Act in Employment of 1967 as amended, the Rehabilitation Act of 1973 as amended, the Veteran's Readjustment Assistance Act of 1974, and the Americans with Disabilities Act of 1990) prohibit such discrimination.

Student inquiries concerning the application of Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 may be referred to the Office of Student Educational Services, Alumni Memorial Union, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-1645, V/T.

Student inquiries concerning the application of Titles VI, VII, IX and the Age Discrimination Acts of 1967 as amended, as well as Executive Order 11246 as amended may be referred to the Affirmative Action Officer, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-3430. The Marquette University Board of Trustees approved the Affirmative Action Program, formalizing the university's position toward human rights. This program reaffirms and specifies action programs to continue the pledge of promotion and equal opportunity for all qualified persons. The provisions of this bulletin are subject to change at any time by Marquette University in its sole discretion.

DISABILITY SERVICES

Marquette University strives to integrate qualified students with disabilities as fully as possible into all aspects of university life. The Office of Disability Services, located within Student Educational Services, has been designated to coordinate this process in accordance with the university's compliance responsibilities under the law. Accommodations for all students with identified and documented disabilities will be made on a case-by-case basis. Examples of possible accommodations or services provided to students with disabilities include taping of textbooks, locating interpreters and note takers, providing orientation to campus, informal counseling, arranging for alternative tests, and advocating for students. A policies and procedures document containing more detailed information about accessibility for all students with disabilities at Marquette is available from the coordinator of disability services.

Appendix A: InTASC Model Core Teacher Standards

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

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

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

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

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

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

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

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

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

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

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Appendix B: Marquette Lesson Plan Template

Name:	Grade level:	Expected Duration of Lesson (hours, minutes, days):	Date:
Lesson Topic/Title		**Essential Question**	
Primary Teaching Model (direct instruction, inquiry, cooperative learning, presentation, etc.)		**Materials**	

Standards/Benchmarks Addressed

Source	#	Content Area	Standard (write it out)

Lesson Objectives: Students will be able to:

Evaluation/Assessment: (Include Samples w criteria in Appendix)

Formative:	Summative:

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Step by Step Procedures:

	Expected time frame	Action (Instructional Strategies/Academic Tasks/Sequence of Activities) *Include key directions, questions, checks for understanding, references to content and materials **NOTE:** Ask yourself, in re-reading the plan, can I picture the "movie in my head" of what is going on as this plan is implemented?	Learning Environment and Organizational Considerations: Note room arrangement, behavioral expectations, possible problematic behaviors, materials handling, significant transitions.
Lesson Opening *How will you gain attention? Capture student interest? *How will you state the purpose? * How will you activate and build on prior knowledge and skills? *How will you connect lesson content to students' lives, culture, and community?			
Body of Lesson			
Lesson Closure: *How will you summarize and emphasize key ideas and skills? *How will you prepare students for the next lesson in this sequence? *How will you transition into what comes next (materials handling, clean-up, etc.)?			

Planning Considerations

Academic Language: Based on the language demands of this lesson, how does this lesson develop student abilities to understand and/or produce the **academic language** that is part of this lesson?

Language Function (often represented by active verbs within the learning outcomes; i.e., "compare," "explain," "analyze," "Interpret,", "justify with evidence"):	**Vocabulary**	
	General Academic Vocabulary (Tier 2)	**Disciplinary/Subject-specific Vocabulary (Tier 3)**
Discourse: What discourse structures (e.g., visual representations, essays, lab reports, or other texts) will students need to understand, read, use, or produce? At what level of mastery – initial or more advanced?	**Syntax:** What syntax will students need to understand or use (e.g., rules for structuring and writing sentences, mathematical formulas, or composing musical rhythms)?	

What are your students' developmental assets (cognitive, physical, social, emotional, motivational)? How can the personal, cultural, and/or community assets of your students be utilized in this lesson?	If applicable, how does your lesson include **multiple perspectives?** How does it provide a bridge between students' home cultures and the content?
What prior knowledge, skills, and understanding must students have to successfully engage in this lesson?	**What misconceptions or misunderstandings** might students have about the concepts or content of this lesson? How will you address these?
What specific **supports/modifications/accommodations to instruction and/or assessment** will you make for students with identified learning needs?	How will you **differentiate the content, process, or product** to meet these different levels of ability and interests?
Enrichment Activity: What activities will you use if some/all students finish early and/or master the presented content easily? Why will you use these as enrichment activities? How do these activities: a) Extend student learning? b) Reinforce ideas or skills? c) Introduce the next topic?	**Rationale/Reflection:** Why is this teaching model appropriate for this content and/or skill? Indicate how **research/theory** guided your selection of specific strategies and materials to help your students develop the factual knowledge, conceptual understandings, and skills needed to meet learning objectives.

Appendix C: Evaluation Rubric

(1) **PUPIL DEVELOPMENT.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
1a Designs and modifies instruction to meet learners' needs in at least two areas of development (cognitive plus one other: linguistic, social, emotional, physical) and scaffolds the next level of development.	Addresses only cognitive area of development with no scaffolding.	Occasionally addresses only cognitive area of development with appropriate or effective scaffolding.	Sufficiently addresses cognitive and one other area of development (social or emotional) with scaffolding in one or both areas.	Effectively addresses cognitive and one other area of development with appropriate scaffolding in both areas.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
1b Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, motivational needs and that enables each learner to advance and accelerate his/her learning.	In planning, individual learners' strengths, interests, and motivational needs are not addressed.	In planning, individual learners' strengths, interests, and motivational needs are addressed but not necessarily related to the intended learning outcome(s).	In planning, individual learners' strengths, interests, and motivational needs are addressed and related to the intended learning outcome(s).	In planning, individual learners' strengths, interests, and motivational needs are addressed in ways that will enable learners to advance and accelerate their learning.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

(2) **LEARNING DIFFERENCES.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environment that enable each pupil to meet high standards.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
2b Enacts developmentally appropriate supports for students including those with particular learning differences or needs (students with IEPs/504 plans, ELL's, struggling readers, more advanced learners).	No evidence of instructional supports.	Some evidence of supports but not necessarily effective or developmentally-appropriate.	Evidence of sufficient developmentally-appropriate supports.	Evidence of effective developmentally-appropriate supports.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
2e Uses strategies for making content accessible to English language learners and dialect speakers (if applicable).	No evidence of strategies used.	Occasional use of appropriate or effective strategies.	Consistent use of appropriate or effective strategies.	Consistent use of a variety of appropriate or effective strategies.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐No basis for judgment

(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.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
3a The teacher collaborates with learners to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (Danielson 2a)	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.	Classroom interactions between the 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.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
3d The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (Danielson 2c)	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There	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	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	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	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

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	is little evidence that students know or follow established routines.	learning. With regular guidance and prompting, students follow established routines.	and prompting, students follow established classroom routines.	may be initiated by students.	
3.D2b Establishes a culture for learning. (Danielson 2b)	The classroom culture is characterized by low expectations for student learning; little or no investment of teacher and/or student energy in the task at hand.	The classroom culture is characterized by a lack of high expectations for student learning. The teacher appears to primarily be interested in the completion tasks rather than the quality of the work.	The classroom culture is a place where learning is valued by teacher and students; High expectations for both learning and hard work are the norm. Students understand their role as learners and consistently expend effort to learn.	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. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
3.D2d Manages student behavior. (Danielson 2d)	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.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
3.D2e Organizes physical space. (Danielson 2e)	The classroom environment is unsafe, or learning is not accessible to	The classroom is safe, and essential learning is accessible to most students. The	The classroom is safe, and students have equal access to learning activities; the	The classroom environment is safe, and learning is accessible to all students,	☐ 4 ☐ 3 ☐ 2 ☐ 1

many. There is poor alignment between the arrangement of furniture and resources, including technology, and the lesson activities.	teacher makes modest use of physical resources, including 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.	teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including technology, effectively.	including those with special needs. The teacher makes effective use of physical resources, including 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.	☐ No basis for judgment

(4) **CONTENT KNOWLEDGE.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The applicant creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
4a Effectively uses multiple representations and explanations that capture key ideas in the discipline and promote each learner's achievement of content standards.	Uses one representation or explanation to teach content standard with key ideas missing.	Inconsistent use of appropriate multiple representations/ explanations.	Consistent use of multiple representations/explanations that capture key ideas.	Consistent use of multiple representations/explanations that capture key ideas and advances learner's achievement of content standards.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
4b Encourages learners to understand, question, and analyze ideas from multiple perspectives so that they master the content.	Considers only one perspective. Does not probe student responses.	Considers only one perspective. Probes some student responses.	Elicits multiple perspectives from students and actively probes students to extend understanding of the content.	Elicits questions, ideas, multiple perspectives, and analysis from students, allowing them to extend and apply understanding of the content.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
4j Knows the content one will be certified to teach, including major concepts critical to the discipline(s).	Displays inadequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	Displays limited knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	Displays adequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	Displays thorough knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

(5) **APPLICATION OF CONTENT.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
5b Engages learners in applying content knowledge to real world problems or "big ideas"/interdisciplinary themes (e.g., environment, justice).	No reference to real world problems or big ideas.	Teacher identifies real world problems or big ideas and may elicit student responses.	Teacher identifies and facilitates student engagement with real world problems or big ideas.	Teacher frequently provides opportunities for students to identify and apply content to real world problems or big ideas.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
5d Engages learners in challenging assumptions and creative problem solving in local and global contexts.	Provides no opportunities for students to challenge assumptions or engage in problem solving.	Teacher sometimes challenges assumptions and engages students in problem solving.	Teacher challenges assumptions and engages students in problem solving.	Teacher frequently provides opportunities for students to challenge assumptions and engage in problem solving.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
5h Develops and implements supports for learner literacy development across content areas.	No content literacy support is evident.	Some planning for content literacy support with minimal implementation.	Some planning for content literacy support and some implementation evident.	Consistent planning for content literacy support and consistent implementation evident.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

(6) **ASSESSMENT.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
6b Designs assessments that match learning objectives.	Assessments and learning objectives do not match.	Only some of the learning objectives are addressed in the planned assessments.	All learning objectives are addressed and tied to the planned assessments.	All learning objectives are addressed and tied to the planned assessments and include opportunities for differentiation.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
6d Provides students with effective descriptive feedback to guide their learning progress.	Feedback is unrelated to the learning objectives or is developmentally inappropriate. OR Feedback contains significant content inaccuracies.	Feedback is general and addresses needs AND/OR strengths related to the learning objectives.	Feedback is specific, meaningful, and addresses either needs OR strengths related to the learning objectives to guide students' learning progress.	Feedback is specific, meaningful, and addresses both strengths AND needs related to the learning objectives to guide students' learning progress.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

| 6l Analyzes formative and summative assessments to understand patterns and gaps in learning, and to guide planning and instruction. | No evident use of assessment data to guide planning or instruction. | Minimal analysis or analysis is not consistent with subsequent learning objectives. | Consistent analysis of data and is appropriately used to guide planning and instruction including some differentiation. | Consistent analysis of multiple sources of data to guide planning and instruction, including differentiation for a variety of learners. | ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1

 ☐ No basis for judgment |

(7) **PLANNING FOR INSTRUCTION.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
7a Selects and creates learning experiences that are aligned to learning objectives and content standards.	Learning experiences are not aligned with learning objectives or content standards.	Learning experiences are vaguely aligned learning objectives or content standards.	Learning experiences build on each other and are aligned with learning objectives and content standards.	Learning experiences build on each other and are clearly and consistently aligned with learning objectives and content standards.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
7b Selects and uses materials and learning activities that are relevant to students' sociocultural backgrounds.	Materials and learning activities are not relevant to students' sociocultural backgrounds.	Materials and learning activities are superficially relevant to students' sociocultural backgrounds.	Materials and learning activities are relevant to students' sociocultural backgrounds.	Materials and learning activities are meaningful and consistently relevant to students' sociocultural backgrounds.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
7e Plans collaboratively with support professionals who have specialized expertise (special educators, related service providers, language learning specialists, librarians, specialists) to design effective learning experiences.	No evidence of collaborative planning for instruction.	Teacher participates in collaborative planning with classroom teachers to design effective learning experiences.	Teacher participates in collaborative planning with additional support professionals to design effective learning experiences.	Teacher takes initiative to collaboratively plan with additional support professionals to design effective learning experiences that meet student needs.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

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(8) **INSTRUCTIONAL STRATEGIES.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
8b Engages learners in assessing their progress. (Danielson 3d)	Students are not aware of assessment criteria and do not self-assess.	Students appear to be only partially aware of the assessment criteria and students rarely self-assess.	Students are aware of assessment criteria before beginning assessment tasks and students sometimes self-assess.	Students are aware of and have contributed to assessment criteria, and frequently self-assess and monitor their own progress.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
8b2 Monitors student learning in the context of individual, small group, and whole class settings and adjusts instruction accordingly.	Teacher stands in one place in room, minimal, has no awareness of student understanding, no checks for student understanding, or rigid adherence to lesson plan.	Limited movement around room, lack of awareness of student understanding in small group or individual work, generic checks for understanding to the whole group, limited flexibility in implementing lesson plan.	Targeted movement around room with awareness of whole group, small group and individual understanding, meaningful checks for understanding; uses checks to adjust lesson.	Purposeful movement around room with continuous awareness of whole group, small group and individual understanding, consistent meaningful checks for understanding which result in adjustments in instruction that extend students' understanding.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
8f Engages all learners in developing higher order thinking and questioning skills (analyzing, evaluating, creating) and metacognitive processes.	Primarily encourages lowest-level (remembering, recall) questioning strategies throughout lesson. No attention to metacognitive processes.	Primarily encourages lower-level (understanding, applying) questioning strategies; occasional or inconsistent encouragement of higher order questioning and metacognitive processes.	Primarily encourages higher-order questioning but not necessarily for all students. Some attention to metacognitive processes.	Consistently elicits higher-order questions and thinking from all students. Students frequently engage in metacognitive processes (e.g., justify/explain their thinking and problem solving).	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
8g Promotes responsible learner use of interactive technologies to develop deep understanding of content and build skills to apply knowledge in meaningful ways (if applicable).	Does not utilize available technology for learning.	Infrequently or ineffectively uses available technology for learning (e.g., students using computers to complete low cognitive level activity).	Promotes appropriate learner use of available technology for some deeper level learning.	Promotes consistent, appropriate learner use of available technology to create representations of deep understanding of content (e.g., students use	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

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				technology tools to create original presentations of learning).	
8h Uses a variety of instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion to engage students in learning.	Instructional strategies lack variety and few students are intellectually engaged.	Uses some variety of instructional strategies but strategies primarily teacher-directed and many students are passive or compliant participants.	Uses variety of instructional strategies that promote student engagement and active learning (e.g., cooperative learning, discovery learning, inquiry, simulation).	Consistently uses variety of learner-centered strategies (e.g., cooperative learning, discovery learning, inquiry) and virtually all students are actively engaged in learning.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
8i Asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). (Danielson 3b)	Teacher's questions are of low cognitive challenge, with single correct responses. Only a few students participate.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Teacher calls on many students but only a small number participate.	While the teacher may use occasional low-level questions, many questions are designed to promote student thinking and understanding. The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Many students actively engage in the discussion.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Teacher builds on and uses student responses to questions to deepen student understanding. Virtually all students are engaged in the discussion.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

(9) **PROFESSIONAL LEARNING AND ETHICAL PRACTICE.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adopts the teacher's practice to meet the needs of each pupil.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
9c Uses evidence to evaluate and change teaching practice. (Danielson 4a)	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	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	The teacher thoughtfully and accurately assesses lesson effectiveness and the extent to which lesson achieved its instructional outcomes, citing many specific examples from the lesson. The teacher offers	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

			few specific suggestions of what could be tried another time the lesson is taught.	specific alternative actions, complete with the probable success of different courses of action.	
9m Is committed to understanding how factors such as: race, gender, language, disability, culture, and socio-economic status impact the way students experience school.	Teacher does not acknowledge the possible impact of these factors on students' experiences of school.	Teacher describes the possible impact of these factors on students' experiences of school using limited perspectives.	The teacher describes how these factors were evident in his/her teaching context, uses specific examples from the context, as well as references to support claims.	The teacher thoughtfully describes how these factors play a role in classroom and school life, using rich examples from the student teaching context, as well as theoretical and research perspectives to provide support or raise additional questions.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

(10) **LEADERSHIP AND COLLABORATION.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
10b Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. (Danielson 4d)	Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or projects.	Teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and projects when specifically asked.	Teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and projects, making a substantial contribution.	The teacher volunteers to participate in school events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
10d Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. (Danielson 4c)	No evidence of communication with families.	Teacher makes sporadic attempts to communicate with families or communication may not be culturally sensitive to those families.	Teacher communicates regularly with families in a culturally sensitive manner.	Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.	☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

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MARQUETTE PROFESSIONALISM INDICATORS

	1—Minimal	2—Basic	3—Proficient	
MU Professionalism #1: Teacher consistently arrives to school, events, and/or appointments on time and prepared.	Arrives late Still preparing when school day begins Excessive absences Does not communicate and/or send plans	Most often punctual but some tardiness Sometimes still preparing when school day begins Some absences, but communicates and sends plans	Consistently punctual Ready to teach Strong attendance Communicates professionally about appointments and attendance	☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
MU Professionalism #2: Teacher consistently works until end of expected school day and communicates departure to cooperating teacher(s).	Rushes out early Skips required meetings Leaves without notifying others	Sometimes leaves early Usually attends required school meetings Sometimes leaves without notifying others	Present for the entire day Attends required meetings Communicates about departures	☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
MU Professionalism #3: Teacher consistently submits complete lesson plans on time to cooperating teacher(s) and university supervisor.	Neglects to provide lesson plans	Provides lesson plan to university supervisor but not in timely manner	Submits lesson plans to supervisor 24-48 hours in advance of observation	☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
MU Professionalism #4: Teacher communicates professionally with cooperating teacher(s), students, parents, school staff, and university supervisor.	Communicates in an unprofessional or inappropriate manner Does not respond to requests in a timely manner Does not consider others' preferred mode of communication	Communicates in a professional and respectful manner most of the time Responds in a timely manner sometimes Considers others' preferred mode of communication inconsistently	Communicates in a professional and respectful manner consistently Responds to requests in a timely and appropriate manner Uses others' preferred mode of communication	☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
MU Professionalism #5: The teacher (daily) plans for instruction, including learning intentions, success criteria/assessment, consideration of student needs, and detailed sequence of activities. Daily lesson plans are consistently provided to cooperating teacher and/or university supervisor.	Submits incomplete, "skeleton" plans; elements of the Marquette lesson plan are consistently missing. Does not provide lesson plans to cooperating teacher and/or university supervisor on a consistent basis	Submits plans that sometimes omit elements of the Marquette lesson plan Provides lesson plans to cooperating teacher and/or university supervisor on an inconsistent basis	Submits complete Marquette lesson plan template (short form used in daily plans; long form used for all supervisor-observed lessons) Consistently makes plans available to cooperating teacher/university supervisor	☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment
MU Professionalism #6: The teacher values planning as a collegial activity that takes into consideration the input of cooperating teacher(s) and university supervisor.	Does not consider feedback in planning	Implements some feedback from cooperating teacher and university supervisor	Incorporates supervisor and cooperating teacher feedback into future plans	☐ 3 ☐ 2 ☐ 1 ☐ No basis for judgment

<u>Comments:</u>

Revised February 8, 2018