5. The candidate will collaborate with resource personnel to evaluate and analyze school resources to address student learning differences and needs.
6. The candidate will use school and district resources to influence planning, instruction, student interaction and engagement.
7. The candidate will identify or create modes of teacher to family communication that impact student engagement.

Assessment(s): Candidates will analyze and reflect on the factors impacting instruction and student learning demonstrating their understanding of the

Learning Activities/Performance Tasks:

1. The candidate will analyze and reflect upon his or her own personal learning goals.
2. The candidate will select appropriate professional development and learning activities that align to his or her learning goals.
3. The candidate will communicate to colleagues, peers, families, students and the greater community in a professional manner.
4. The candidate will demonstrate and maintain professional teaching dispositions and behavior.

Assessment(s)

Supervise free-reading period
Use the technology afforded to the classroom as support for lessons being taught be Mentor Teacher or during lessons taught by Teacher Candidate
Collect community, district, school, classroom, and student contextual demographics.
Attend and assist with family-related activities
Attend and assist with field trip
Attend one school sporting event (if school provides – offers)
Learn school and classroom PBIS, RTI or behavior based interventions
Participate in behavior based intervention meetings
Participate in PLC meetings

Professional Responsibilities and Growth: Teachers engage in many professional activities as they develop teaching skills. During clinical fieldwork (Practicum I, II, III and Student Teaching), candidates gather evidence of such activities that focus on professional growth within the context of school, district, and student.

Knowledge of learners: In this formative task, candidates demonstrate the knowledge and skills that pertain to their understanding of the assigned classroom. The task asks candidates to provide evidence in regard to classroom students, the school and the community, and to identify implications of these factors on instruction and student learning. Candidates must understand the school culture to avoid unintended biases or stereotyping when responding to the prompts in this exercise. Evidence that is required for this task; student interest inventory, family and community communication, method, contextual demographics and instructional resources.

Assessment for Student Learning: Within this performance based written response, candidates demonstrate their understanding, analysis, and application of assessment and data collection to measure and inform student learning. During this assessment, candidates will develop and assessment, administer the selected assessment, analyze the assessment data and student learning, and reflect on assessment data. Candidates must collect and provide evidence and documentation associated with the process; selected assessment, baseline data for the entire class, assessment rubric or scoring guide, baseline data for two focus students, graphic representation of the assessment data, and completed assessment for two focus students.

Designing Lessons for Learners: Within this performance based written response, candidates demonstrate their ability to develop instruction, including the use of technology, to facilitate student learning. During this task, candidates must develop a lesson plan with specific objective, learning goals, instructional strategies and learning activities. Identify two focus students, in which emphasis is placed on planning for differentiation, engaging in differentiated instruction and analysis of differentiated instruction for the two focus students. Evidence and documentation required; lesson plan including differentiated lesson components for two focus students, work sample of students, work sample from two focus students.

Analyzing and Reflecting on Lesson Implementation: Within this performance based written response, candidates demonstrate their ability to plan and implement a lesson using research-based instruction. Candidates also demonstrate the ability to adjust instruction for the whole class as well as for individual students within the class. Finally, candidates demonstrate an understanding of reflective practice. During this task, candidates develop and create a lesson plan, implement the plan, collect student work and reflect on instructional process. Evidence and documentation required; standards based lesson plan, baseline data for the entire class, baseline data for two focus students, and work samples for two focus students.

Formal Observation and Evaluation of Candidate Instruction: Candidates are formally observed and evaluated within the cycle of learning instruction; understanding student population, planning / designing for instruction, enactment of instruction and analysis / reflection of instruction. During Student Teaching, candidates are formally observed and evaluated three times. Remediation can occur during the

80 day field experience in which candidates may be required to develop, plan and instruct additional lessons.

Overview: Candidates will communicate with the assigned Mentor Teacher early during their first hours of observation to identify a lesson to teach in a whole group and small group setting. It is the responsibility of the candidate to create a schedule with the mentor teacher for this first lesson. It is the responsibility of the candidate to use the Wilmington University Teaching and Learning Roadmap and create a lesson in which to teach. The candidate and the Wilmington University Supervisor will review the Wilmington University Teaching and Learning Roadmap during seminar to ensure the candidate understands all components and aspects of the form.

Evidence and Artifacts: Wilmington University Teaching and Learning Roadmap, any materials or photocopies, any activity sheets, any photos taken by the candidate.

Mid Term Evaluation: The Mentor Teacher, in collaboration with the assigned University Supervisor, provide a mid-experience evaluation of candidate performance in which all parties communicate areas of strength and growth. Candidates are provided the opportunity to establish a growth plan directly aligned to their level of implementation of the learning cycle.

Final Evaluation: The mentor teacher, in collaboration with the assigned University Supervisor, conduct summative evaluation of candidate performance during the field experience.

Dispositions: The College of Education within Wilmington University focuses on preparing educators who

Antoniou, P., & James, M. (2014). Exploring Formative Assessment in Primary School Classrooms: Developing a Framework of Actions and Strategies. Educational Assessment, Evaluation And Accountability, 26(2), 153-176.

Council for Exceptional Children. (2017). *CEC Initial and Advanced Program Standards.* Retrieved from https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Preparation-Standards

Delaware Performance Appraisal System II – DPAS II A document from the Delaware Department of Education; DPAS II is Delaware's statewide educator evaluation system. As a statewide system, DPAS II establishes consistent educator and student performance expectations and outcomes across all schools.

Haynes, A. (2010). The complete guide to lesson planning and preparation. London: Continuum.

Hess, F. (2015). *The cage-busting teacher*. Cambridge, MA: Harvard Education Press.

Lemov, D. (2010). Teach like a champion: 49 techniques that put students on the path to college (1st ed. ed., Jossey-Bass teacher). San Francisco: Jossey-Bass.

Praxis Performance Assessment for Teachers An examination and documents from Education Testing Systems (ETS); The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher.

Films for the Humanities & Sciences (Firm), Films Media Group, & Public Broadcasting Service (U.S.) (Directors). (2001). *Teach me different! : The nature of the condition* [Motion picture on online video].

Films Media Group, & Promedion (Firm) (Directors). (2016). *Educational psychology in the classroom* [Motion picture on Online video].