Mayville State University

Masters of Arts in Teaching (MAT) Program

Handbook

Contents

Welcome

Welcome to Mayville State University and the Division of Education. In joining us, you have become part of a long history of educators who have been leaders in the profession. Mayville State was founded in 1889 as North Dakota's original Teachers College. In 1925, the State Board of Higher Education (SBHE) authorized Mayville State to grant a Bachelor of Arts in Education, and in 1948, the B. A. in Education became a Bachelor of Science in Education, and the first non-teaching Bachelor of Arts was offered in 1961. In recent years, educational degree options have expanded to encompass early childhood through multiple secondary content areas with additional specializations and certificates. Since its inception, Mayville State has steadily grown and progressed, education leaders with a focus on personal service. Today over 800 educators across North Dakota are Mayville State Alumni.

The Masters of Arts in Teaching (MAT) degree program is a 32 credit online-delivered program that provides options for graduates with bachelor's degrees to obtain a professional teaching degree while maintaining employment. The MAT program is standards-based to support secondary teacher certification requirements of the North Dakota Education Standards and Practices Board (ESPB) and supports the development of teacher-leaders.

The MAT program's purpose is to provide continued growth and service to North Dakota. The MAT degree offered through Mayville State University is designed to assist persons with non-teaching bachelor's degrees to apply for teacher certification in a secondary content area while obtaining a master's degree. The addition of the MAT program to MSU's well-established teacher preparation programs provides another option for entry-level professionals to begin teaching careers. Mayville State University is accredited by the Higher Learning Commission, and MSU's Educator Preparation Program (EPP) is accredited by the National Council for the Accreditation of Teacher Education. MSU will write for accreditation by CAEP in 2020. Teacher Education has been a focus of MSU's mission throughout the institution's 125-year history and the addition of the MAT program supports the tradition of serving North Dakota's workforce and K-12 schools.

With the current shortage of teachers throughout North Dakota and nation-wide, the MAT degree is an option for many who may be interested in a possible career change into education.

The goal of the MAT program is to add qualified teachers into the workforce who are equipped with the knowledge and skills needed to create learning rich classrooms where students flourish through authentic engagement. The North Dakota Department of Commerce has acknowledged preschool, elementary, middle school and secondary teacher shortages across the state. MSU's Master of Arts in Teaching Program is here to help get people who are interested in a teaching career into the classroom!

The MAT program supports two types of learners interested in teaching. The first are those who already have an Alternative Access license by the Education Standards and Practices Board of North Dakota, are employed by a school district, and need to gain the credentials through online course programming to apply for full teacher licensure in ND. The second group of learners are those who will complete MAT program courses followed by a Teaching Mentorship Clinical Experience prior to seeking licensure. The MAT program provides grounded study on teaching, learning and leadership to support the successful MAT graduate in today's workforce.

Students with an Alternative Access License and hold a teaching position in North Dakota:

Clinical Mentorship ➡ MAT Courses ➡ MAT Degree Completion

Students without an Alternative Access License:

MAT Courses ➡ Clinical Mentorship ➡ MAT Degree Completion

The Division of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Higher Learning Commission. Accreditation process that accredits Mayville State University, assures quality and supports continuous program improvement. Under the Division's conceptual framework, "The Reflective Experiential Teacher" candidates combine personal experiences with teacher training (knowledge, skills and disposition) as they reflect on both. This framework is used to guide and direct all program design and enhancement, through the continual process of providing candidates with the correct curriculum and experiences needed to prepare them for the realities of diverse classrooms.

During the teacher training program, MAT students experience teaching and learning strategies that exemplify differentiated instruction of 21st Century Skills to purposefully increase student engagement through authentic learning experiences. Our aim is to prepare qualified teachers that demonstrate the ability to reflect upon the unique needs of all students, and to make data-based instructional decisions.

This handbook has been developed to serve as a narrative depiction of the Mayville State University MAT program: its purpose, administrative procedures, and policies. The handbook is a resource for selection of courses, tracking of requirements for graduation, and application of teacher certification. It provides the information and forms needed to prepare for and complete the teaching experience. It is the responsibility of MAT students to work with advisors to develop a study plan to ensure degree completion that will lead to fulfilling North Dakota licensure requirements.

The faculty and staff at MSU are committed to providing the highest quality professional preparation programs. It is our goal to meet the needs of every MAT student and personalize the higher education experience.

Mission Statement

Mission of Mayville State University

Mayville State University is dedicated to excellence in teaching, service, and scholarship in dynamic, inclusive and supportive learning environments that are individually focused. We offer quality undergraduate and master's programs enriched with practical experiences to prepare all learners for a global economy.

Core Values: Our Dedication to Personal Service

Mayville State University, since its beginning in 1889, has embraced the philosophy of personal service, the foundation of our core values. These values guide how we perform our work and conduct ourselves every day with all of our stakeholders.

We act with **integrity** in all we do.

We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.

We are **student-focused**.

We provide individualized support that is responsive to the needs of students, and results in their success.

We are committed to **teaching and learning excellence**.

We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.

We promote and value an open and diverse **community**.

We foster partnerships across our local, regional, and global communities. We respect all individuals through our small town campus culture that supports a sense of family.

We integrate **leadership** in all we do.

We encourage individuals to develop and strengthen leadership skills and abilities, while providing opportunities to enhance the common good.

Purposes of Mayville State University

- To provide academic programs and services that address contemporary career and workforce opportunities.

- To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota.

- To deliver flexible programs, instruction, and student services to meet the needs of the individual.

- To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity.

The Purpose and Goals of Teacher Education

The purpose of professional education is to prepare teachers for elementary and secondary schools. To achieve this end, the professional education program emphasizes: the learning process from childhood through adolescence; the concepts and applications of learning theories and evaluative techniques; the study of students with special needs and the employment of diagnostic techniques; the utilization of multimedia, computers, and current technology; an examination of legislative and judicial actions as they relate to teaching; an analysis of the needs of racial and multicultural minority students and the ways in which the schools may accommodate those needs; and the sociological and historical foundations of the public schools.

The primary goals of the professional education program for students are to:

- Demonstrate content knowledge in the academic discipline;

- Demonstrate understanding of child and adolescent development, learning, motivation, and behavior, and how to create an effective learning environment;

- Demonstrate ability to adapt instruction to meet the needs of diverse learners;

- Demonstrate the ability to develop short and long-range instructional plans using a variety of instructional strategies to create meaningful learning experiences;

- Demonstrate the ability to communicate effectively using a variety of verbal, non-verbal, and media communication techniques;

- Demonstrate the ability to use formal and informal assessment strategies; and

- Demonstrate the ability to develop effective professional relationships and seek out opportunities for participation in professional growth.

Consequently, the professional education courses utilize research-based teaching strategies that reflect program goals. As a result of these practices, candidates are able to think and reason logically, communicate effectively, work independently and in collaborative groups, gain experience with and develop an understanding of the workplace, and critically examine and reflect on the social and professional elements of the teaching profession.

Some professional courses provide School-based Field Experiences under the dual supervision of the responsible University Mentor and selected competent and qualified Field Mentors in the public schools. Clinical Experiences/Student Teaching Experiences are an integral part of the professional education program that are designed to help the candidates understand the relationship between classroom theory and application.

The Student Placement and Data Management Coordinator monitors experiences, making sure candidates are assigned to multiple settings, which increases the amount and types of diverse P-12 students with which candidates interact. It is not likely candidates will be placed in schools in which they have attended. Selection for experiences are made balancing factors such as diversity of school, recommendations from district administrators, travel time & distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family).

Mission: *The Division of Education is committed to creating a collaborative culture that frames the development of teacher candidates' knowledge, skills and dispositions through interntional, dynamic, integrated, and diverse teaching and learning experiences that support personalized, professional growth to positively impact learners.*

Vision: *To be a leader in educator preparation through transformative, relevant programming, learner-centered pedagogy, and partnerships that enable unique opportunities for quality experiences supportive to learning and leadership.*

MAT and Teacher Licensure

The MAT program supports those interested in teaching with two different paths within the program.

The first path is for those who already have an Alternative Access license through the Education Standards and Practices Board, are employed by a school district, and need to gain the credentials through online course programming to apply for full-teacher licensure in North Dakota. These students will typically take the Teaching Mentorship Clinical Experience at the onset of the program.

The second path is for those who will complete MAT program courses followed by the Teaching Mentorship Clinical Experience prior to seeking licensure. The MAT program provides grounded study on teaching, learning, and leadership to support the successful MAT graduate in today's workforce.

*Alternate Access License (One-Year): Issued in a documented shortage area. This license is for those who do not have a teaching degree but do have a bachelor's degree in a content area where the vacancy exists in the school. It is expected that the applicant will work with a university to complete their education coursework over the next 3 years (if needed.) The license must be requested in writing by the local school administrator indicating the unsuccessful search for a qualified applicant and the desire for this license to be issued. Requirements include the completed online application, a bachelor's degree in the content area to be taught (official transcripts), and a plan of study from the college of education where the applicant will complete 1/3 of the program of study each year toward the teaching degree. This license can be issued a year at a time for a maximum of 3 years. (retrieved from ESPB website: https://www.nd.gov/espb/licensure/types.html)

Please note: The 32 semester hour MAT program by itself is ***not* a stand-alone licensure-granting degree**. The MAT applicant's prior degree background and future aspiration in teaching will be taken into consideration when creating the individualized plan of study. Students may need to complete additional coursework to seek professional licensure. Individual transcript review will be completed by an MAT advisor prior to admission.

Goals of the MAT program

The primary goals of the MAT program for students are to:

• Demonstrate understanding of child and adolescent development, learning, motivation, and behavior, and how to create an effective learning environment; Curriculum Connection: EDUC 555, EDUC 592

• Demonstrate ability to adapt instruction to meet the needs of diverse learners; Curriculum Connection: EDUC 593

• Demonstrate the ability to develop short- and long-range instructional plans using a variety of instructional strategies to create meaningful learning experiences; Curriculum Connection: EDUC 550, 572, 580

- Demonstrate the ability to communicate effectively using a variety of verbal, nonverbal, and media communication techniques; Curriculum Connection: EDUC 572

- Demonstrate the ability to use effective formal and informal assessment strategies; Curriculum Connection: EDUC 522

- Demonstrate the ability to develop effective professional relationships and seek out opportunities for participation in professional growth; Curriculum Connection: EDUC 581

- Demonstrate the ability to develop teacher-leaders through reciprocal, reflective, purposeful learning experiences to support community and workforce needs; Curriculum Connection: All coursework

Consequently, the professional education courses utilize research-based teaching strategies that reflect program goals. As a result of these practices, candidates are able to think critically and problem solve, communicate effectively, work independently and in collaborative groups, gain experience with and develop an understanding of the workplace, and critically examine and reflect on the social and professional elements of the teaching profession.

The goal of the teacher education program is that MSU graduates comprehend and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn, including students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic and regional/geographical origins.

Teacher Education Conceptual Model

The Reflective Experiential Teacher Model

 The Reflective Experiential Teacher conceptual framework was designed and adopted by the unit in 1990. Use of the framework supports the inclusion of effective, research-based teaching strategies throughout the unit. It is based upon a belief that teacher candidates develop the ability to reflect on and apply current research findings, theoretical knowledge, and effective teaching practices. Candidates learn how to use inquiry to question and test hypotheses in simulated and clinical experiences with subsequent reflective exercises that develop their ability to analyze and think critically. Recognizing that growth is fundamental to teaching and learning, the unit critically reviewed the model in June 2014. This resulted in acknowledgment of the frameworks continued value in support of standards-based learning outcomes candidates are expected to meet. The framework is used to guide continual improvement based upon adopted assessment procedures, research, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. In addition to developing skills in communication, collaboration, critical thinking and creativity, designated as the 4 C's of 21st century learning (Beers, 2011; Hayes Jacobs, 2010) two additional 'C's, competency and culture, were deemed critical to the quality criteria representative of Mayville State University's Teacher Education Program.

Rationale for the Reflective Experiential Teacher

Student Learning Outcomes (SLO's) within the Division of Education provide the foundation for teaching and learning with a focus on 21st century skills. SLO's were developed from research on educator preparation (InTASC) and provide the foundation for framing Mayville State University's Educator Preparation Program using The Reflective Experiential Teacher Model. The acquisition of competencies in knowledge, skills and disposition to become a professional educator require teacher candidates to think critically and reflectively on theory, practices, and experiences within social, cultural and environmental contexts for teaching and learning. The Teacher Education Committee identified outcomes for teacher candidates to embrace the importance of critical thinking skills, the application of bringing theory to practice using acquired knowledge and skills, and developing a positive self-concept, self-esteem and attitude towards teaching and learning. To ensure these outcomes are met, the framework used by the Teacher Education Program is The Reflective Experiential Teacher Model which supports the characteristics and needs of the students in the Teacher Education Program.

Faculty guide teacher candidates to develop reflective abilities throughout their specific education programs with "critical input experiences" (Marzano, 2007) supported by instructor modeling and subsequent opportunities for teacher candidates to practice in both classroom and clinical experiences. The completion of several clinical and field experiences in diverse, multi-cultural contexts throughout education degree programs add a comprehensive approach to the teacher candidate's growth and learning within The Reflective Experiential Teacher Model framework. Candidates observe a variety of instructional techniques used by teachers in P-12 classrooms and reflectively learn to appreciate the connections they make between theory learned and strategies observed and practiced.

Reflection, defined within the framework, is an active process that promotes learning; An idea Dewey (1910) agreed with defining reflection as "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends constitutes reflective thought" (p. 6).

The inclusion of clinical and field experiences throughout the Teacher Education Program supports teacher candidates in changing their frame of reference, or habits of mind (Cranton, 2006) becoming more perceptive to reflectively think comprehensively and inclusively about experiences. Mezirow's (1997) transformative learning theory (TL) recognizes the growth of a learner in the type of meaningful understandings Wiggins and McTighe (2005) discuss with the 6 facets of understanding used to ground teacher candidate's work with lesson planning that focuses on the inclusion of multiple perspectives and critical thinking. Transformative learning, a "uniquely adult" learning theory (Taylor as cited in Cranton, 2006, p. 52) revolves around two elements: critical reflection and critical discourse (Kitchenham, 2008). The Reflective Experiential Teacher Model is supported by research on transformative learning as the elements of reflection and dialogue are evidenced throughout instruction and clinical experiences of Mayville State University's Teacher Education Program. Teacher candidates at Mayville State University have experienced teaching and learning throughout their preparatory years in school, many coming from small, rural communities in North Dakota and insights on teaching and learning may be limited when students begin the Teacher Education Program. Teacher candidates draw upon their background knowledge and transform their ideologies of teaching and learning when studied theory, research-based practices and experiences lead them to new understandings.

The Reflective Experiential Teacher Model is used to frame the development of courses and learning experiences in the Teacher Education Program which are measured in the Student Learning Outcomes (SLO's) that have been developed by the Teacher Education Committee. All SLO's are measured by rigorous course and program reviews in a comprehensive assessment system to guide continued improvement and development-based upon reflective analysis of student data.

MAT Program Conceptual Framework

Mayville State University

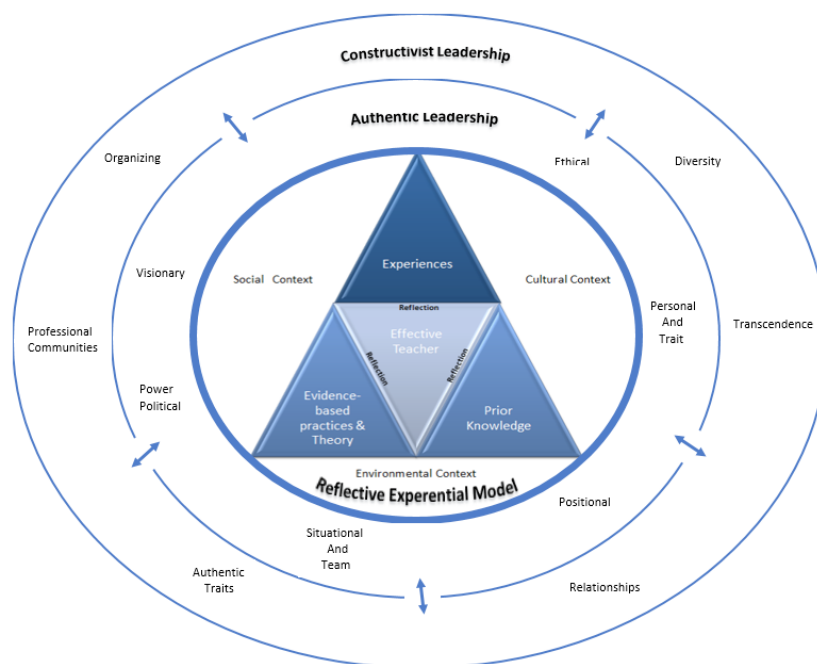*Leadership through Teaching: An Authentic/Constructivist Leadership Model*

The MAT Program conceptual framework is provided here with a focus on the confluence between the Authentic Leadership Model and Constructivist Leadership Model as it applies to MSU's teacher education program framework: the Reflective Experiential Teacher Model. Advanced scholarly coursework will be identified with the models through a curriculum/leadership crosswalk.

Mayville State University (MSU) developed the Masters of Arts in Teaching (MAT) program as a response to the teacher shortage in North Dakota's workforce therein bringing on a movement of leadership through teacher education; a grounded approach to fulfilling a local need. The MAT program was designed to include candidates with an earned Bachelor of Science or Bachelor of Arts degree either studying in a pre-licensed capacity or those with current teaching placements licensed with alternate access licenses. The MAT program is part of the Division of Education.

MSU's MAT program is grounded upon the belief that all teachers can be leaders in some capacity whether being leaders in the local education unit, in their communities, or as a stakeholder in the educational system. The MAT program is infused with the confluence of the Authentic/Constructivist Leadership Theory to better explain the advanced scholarly standards, along with the adopted conceptual framework of the Division of Education "Reflective Experiential Teacher" model (see **Diagram 1**).

The Division of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) which has now transitioned into the Council for Accreditation of Educator Preparation (CAEP). The accreditation process assures quality and supports continuous program improvement. Under the Division's conceptual framework, "The Reflective Experiential Teacher" candidates combine personal experiences with teacher training (knowledge, skills and dispositions) and make meaningful connections through continuous, guided reflective processes (MSU, 2016).

Diagram 1: The Reflective Experiential Teacher Model with the MAT's Authentic/Constructivist Theoretical Position

Constructivist Leadership

Authentic Leadership

Organizing   Ethical   Diversity

Visionary   Social Context   Experiences   Cultural Context   Personal And Trait   Transcendence

Professional Communities

Power Political   Reflection   Effective Teacher   Reflection   Reflection

Evidence-based practices & Theory   Prior Knowledge

Environmental Context

Reflective Experiential Model   Positional

Situational And Team

Authentic Traits   Relationships

This framework is used to guide and direct all program design and enhancement, through the continual process of providing candidates with curriculum and experiences to prepare them for the realities of teaching in diverse classrooms. With this internal framework, the MAT is grounded in an over-arching theoretical base of the Authentic/Constructivist Leadership Theory. Quality scholarship and theory underpins leadership education. At the same time, it is important to use educational methods that respect life experiences of the participants and that are easy to understand and communicate (Boyce, 2006). The MAT program provides an organic leadership experience as participants bring prior knowledge of learning and leadership into their studies. Authentic/Constructivist theoretical positions contribute to our understanding of the transfer of theory to practice with an emphasis on the competencies of educational leaders who can create an atmosphere of support for diversity, social equity, and educational change.

Definitions of Authentic/Constructivist Leadership

The MAT program supports persons entering the teaching profession from a variety of professional backgrounds. In this section, Authentic Leadership and Constructivist Leadership is explained by definition and traits as they apply to the MAT program.

Traits of Authentic Leadership

In *Authentic Leadership*, six views of leadership function as an integrated system. Effective leadership requires knowledge and attention to all six areas simultaneously. Terry (1993) referred to this integration of all leadership views as "authentic leadership." Effective leadership requires knowledge and attention to all six areas: Ethical, Personal and Trait Theory, Visionary, Power Political, Organizational and Positional, and Situational Team simultaneously. Each in part are explained through functional ways.

Authentic Leadership Connected to Curriculum (verbatim from Boyce)

Ethical Leadership is concerned about "doing the right thing" - moving toward a beneficial end or common good. Leadership assesses why something should be done, what is to be done, and the values that underlie the situation. Leadership engages followers in a respectful, voluntary and community- enhancing relationship. The ethical leadership view is also the portion of the leadership framework connected to the concept of meaning – addressing questions of "What is at stake here?" and "What are the right things to do?" **(EDUC 500, EDUC 581, EDUC 592. EDUC 595)**

Personal and Trait Theory Leadership is linked to biological and inborn traits - some people are born to be leaders, others are not, and/or everyone can lead, but their leadership behavior will vary depending on their personal style. Assessing personal skills, preferences, strengths and weaknesses, and understanding personal styles of leadership are part of the personal/trait theory view. The personal/trait theory view is also the portion of the leadership framework that connects to the concept of existence – addressing the question, "What is the history of the person, group, or community?" **(EDUC 500, EDUC 555, EDUC 592, EDUC 593)**

Visionary Leadership is focused on the ability to help others to critically examine "the present" - and leaders provide a sense of direction for "the future." Thinking "outside" the existing system is encouraged. Developing scenarios, possibilities for the future, and doing that which has not been done before is expected. The visionary leadership view is also the portion of the leadership framework that connects to the concept of mission – addressing the question, "What is the purpose, direction or mission of what we are trying to accomplish **(EDUC 500, EDUC 572, EDUC 580)**

Power Political Leadership is connected to getting something done – initiating change. Leadership is viewed as (a) moving forward a personal agenda, and/or (b) the empowerment and engagement of others. Leaders must have the skills to work successfully in formal and informal systems, deal with power and conflict, build coalitions, and address issues of participation and involvement. The power/political leadership view is also the portion of the leadership framework that connects to the concept of power – answering the questions, "What is the level of commitment with those who are stakeholders?" and "What are the dynamics between those involved in this issue?" **(EDUC 550, EDUC 592,EDUC 593)**

Organizational and Positional Leadership is connected to organizational position and role. Leadership responsibilities differ among levels of the organization, and a role of leadership is to create and adapt the organizational structures and processes to work as effectively as possible. Leadership can be defined by the behaviors, skills and activities exhibited by those in positions of organizational influence. The organizational/positional leadership view is also the portion of the leadership framework that connects to the concept of structure – addressing the question, "What are the plans, processes and systems used to organize the work?" The educational connection can be experienced with the participation of stakeholders in local, state and national policy-making groups. **(EDUC 522, EDUC 550)**

Situational Team Leadership is fluid, dynamic and changing – dependent on the needs of the group. Everyone has the potential to lead and to be a group member. The role of the leader is to help the group move to the desired goal by using different leadership skills/techniques at appropriate times. The situational/team leadership view is also the portion of the leadership framework that connects to the concept of resources – addressing the question, "What are the types of resources needed for success?" An example of this is the institution of Professional Learning Communities (PLC's) where teacher-leaders work collaboratively to improve teaching skills and the academic performance of students. **(EDUC 522, EDUC 572, EDUC 580).**

The six leadership models that comprise the Authentic Leadership Model were explored in this section. The coursework crosswalk was also added. Next, a review of the traits and constructs of the Constructive Leadership Model and how it applies to the MAT curriculum will be presented.

Traits of Constructivist Leadership

Constructivist leadership is defined as the "reciprocal learning processes that enable participants in a community to construct meaning towards a shared purpose" and defies the traditional conception of leadership (Lambert, 2002). For example, traditional leadership is often limited by specific traits that include roles of power and authority, whereas constructivist leadership offers a fluid and dynamic notion of leadership that transcends personalities and roles. It is a tenet that within the model of constructivist leadership, all participants within the school community possess the capacity and responsibility to contribute to the well-being of their schools.

Constructivism has become a theory of learning that emerged from a theory of knowing. It is an epistemological concept that draws from a variety of fields, including philosophy, psychology, and science (Lambert, p.7). Constructivist principles that ground the theory of Constructivism stem from the works of Dewey, Piaget, Bruner, Vygotsky, and Feuerstein.

The Principles of Constructivism

1. Knowledge and beliefs are formed within the learner. (Authentic/Organic Traits)

2. Learners personally imbue experiences with meaning. (Relationships)

3. Learning activities should cause learners to gain access to their experiences, knowledge, and beliefs. (Organizing knowledge)

4. Culture, race, and economic status affect student learning individually and collectively. (Diversity)

5. Learning is a social activity that is enhanced by shared inquiry. (Professional Communities)

6. Reflection and metacognition are essential aspects of constructing knowledge and meaning. (Transcendent Traits)

7. Learners play a critical role in assessing their own learning. (Authentic/Organic)

The constructivist's stance on practice is that outcomes of the learning process are varied and often unpredictable and learning is not uniform and cannot be specified in advance; it is not assembled like parts of a machine but rather evolves in nonlinear ways from the experiences and attitudes of the learners (p. 28).

Constructivist Leadership Traits as Aligned to the Curriculum

Authentic Traits (1) A leader is socially responsible teacher who focuses on the authentic learning of students (children and adults) that comes from prior knowledge and authentic work. Authentic work must be experienced by teachers and students as authentic relationships and learning possibilities in order to introduce and maintain reciprocity. Each of our teacher/leaders within the MAT program will bring an organic leadership experience from whence they came, within the content and knowledge that they bring into their studies. Constructivism is grounded in reciprocity. **(EDUC 500, EDUC 595)**

Organizing (2) A leader is socially responsible teacher who focuses on building organizational capacity through resource coherence. There is a constancy of effort and progress and a sense of efficacy and accomplishment in the midst of the flurry of daily activity. Values and resources align to support interrelatedness among decision making, school programs, the school community, improvement efforts, and outcomes for students. **(EDUC 522, EDUC 550, EDUC 555)**

Professional Communities (3) A leader is a socially responsible teacher who focuses on systems of thinking and strategic approaches to developing a learning community. All members of the school community-students, parents, teachers, administrators, district staff, school board and community members-are pulling together in a constant direction toward achieving a shared vision. The norms, beliefs, structures, and skills for inquiry, innovation, and continuous improvement are part of the day-to-day culture of the school. An example of this are the PLC's that are in-place in progressive educational units nationwide. **(EDUC 522, EDUC 550, EDUC 572, EDUC 580, EDUC 592)**

Relationships (4) A leader is a socially responsible teacher who focuses on the importance of understanding patterns of relationships and knowing that they form the primary bases for human growth and development. The foci of community are relationships and the patterns of relationships that lead to strong schools. The connection between leaders and viable learning communities comes in the form of strong relationships which can very well be the most important factor in our past, present, and future endeavors. **(EDUC 581, EDUC 593)**

Diversity (5) and learning brings upon a bold, socially responsible leader who focuses on teaching and learning for equity and high achievement. Desired impact of the leadership work shows that race class, language, culture, income, gender, and sexual identity are no predictors of academic success (or failure). All students can produce high-quality work and achieving at high levels regardless of internal or external factors. **(EDUC 581&EDUC 593)**

Transcendence (6) A leader is a bold, socially responsible teacher who focuses on engaging and influencing forces within the larger context. The school actively engages and influences the context to generate the knowledge, resources and support needed for continuous improvement of teaching and learning. Two-way learning relationships and partnerships support the creation of new knowledge and help the school community proactively meet new challenges. **(EDUC 500, EDUC 526, EDUC 572, EDUC 580, EDUC 592).**

In the previous section, we discussed the definition of the Constructivist Leadership Model and tenets associated. We also explored the advanced scholarly coursework associated with the model. Next, the conceptualized diagram (See Diagram 1) and coursework crosswalk (Table 1) will further display this proposal.

Table 1: Theory and Curricular Connections at a Glance

Course	Credits (SH)	Authentic Leadership Views	Connection to Constructivist Leadership
EDUC 500: Teaching Mentorship/Clinical Practice	6	Authentic Leadership	Authentic (1) & Transcendence (6)
EDUC 522: Educational Assessment	3	Organizational and Positional; Situational and Team	Organizational (2) & Professional Communities (3)
EDUC 526: Foundational Practices of Reading Instruction	3	Situational and Team	Transcendence (6)
EDUC 550: Foundations of Education & Leadership	3	Power and Political; Organizational and Positional	Organization (2) & Professional Communities (6)
EDUC 555: Child & Adolescent Development	3	Personal and Trait Theory	Organization (2)
EDUC 572: Instructional Resources & Technology	2	Visionary; Situational and Team	Professional Communities (3) & Transcendence (6)
EDUC 580: Instructional Strategies for Classroom Teachers	4	Visionary; and Situational Team	Professional Communities (3) & Transcendence (6)
EDUC 581: Human Realations & Diversity	3	Ethical Leadership	Relationships (4) & Diversity (5)
EDUC 592: Theories of Learning Management	2	Ethical Leadership; Personal and Trait Theory	Professional Communities (3) & Transcendence (6)
EDUC 593: Inclusive Classroom	2	Ethical Leadership; Power and Political; Personal and Trait	Relationships (4) & Diversity (5)
EDUC 595: Comprehensive Capstone Project	1	Authentic Constructivist Leadership	Authentic (1) & Transcendence (6)

In this explanatory essay, a conceptualization of the confluence between the Authentic Leadership Model and Constructivist Leadership Model was provided as it applies to the MAT program. Integration of the Authentic/Constructivist Leadership Model along with the Reflective Experiential Model provides a framework for the Master of Arts in Teaching Program at Mayville State University. Advanced scholarly coursework was connected to the framework through a curriculum/leadership crosswalk.

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MAT Program Student Learning Outcomes (SLO):

These SLOs were developed to reflect CAEP standards and the requirements of all ND teacher evaluation systems to be based on the four general categories of InTASC standards.

• SLO 1: Learner & Learning: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

• SLO 2: Content: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.

• SLO 3: Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

• SLO 4: Professional Responsibility: Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

Interstate Teacher Assessment and Support Consortium Standards: (InTASC)

The InTASC model core teaching standards outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. Mayville State University Teacher Education Program uses the InTASC standards as a guide to measure teacher candidate competencies.

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)

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.

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.

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.

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.

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.

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.

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..

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.

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.

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.

National Board for Professional Teaching Standards

1. Teachers are committed to students and their learning.

2. Teachers know the subjets they teach and how to teach those subjects to students

3. Teachers are responsible for managing and monitoring student learning.

4. Teachers think systematically about their practice and learn from experience.

5. Teachers are members of learning communities.

Goals and Objectives of the Master of Arts in Teaching Program

The Teacher Education Committee reviews program courses and content to strengthen and improve the Master of Arts in Teaching (MAT) program based on current best practice and research-based findings. The goals and objectives that guide the Master of Arts in Teaching program provides the students with the awareness that the MAT Program:

- is grounded in current research based teaching methods;

- will support the development of appropriate dispositions;

- includes modeling of effective teaching;

- supports the application of theory to practice;

- is responsible to develop and maintain strategic and professional clinical partnerships;

- collaborates with highly qualified mentor teachers for clinical experiences;

- supports professional development;

- includes learning experiences with experts in the field;

- promotes a technology enabled learning environment with pedagogy and content knowledge;

- partners with state and school mentoring programs to support candidate success;

- infuses reflective exercises throughout the program; and

- guides the MAT students' professional development by providing a learning environment conducive to critical dialogue on fundamental educational issues.

The procedure employed for adopting program objectives resulted from analysis of standards and teacher preparation learning outcomes, reconceptualization of preparing experienced professionals for teaching, debate and consensus among members of the Teacher Education Committee.

Instructional Strategies of the Division of Education

The Teacher Education Unit researched instructional strategies that support teacher candidates in developing the 6 C's earlier referenced: communication, collaboration, critical thinking, creativity, competencies and culture. With a focus on developing knowledge, skills, and critical attributes of teacher candidates, the Teacher Education Unit also provides learning activities that enhance teacher candidate's understanding of cultural and linguistic diversity. Instructional strategies used within the program supports work with each of the 6 C's noted above.

The teacher education unit regularly researches teaching practices and reflects upon current use of research-based teaching strategies. Faculty select and implement one or more models and strategies of instruction to match the learning objectives of the courses they teach and the teacher candidates' learning needs. Models for instruction and strategies used within the teacher education program are briefly described below. It is the goal of instructors within the Teacher Education Unit to use these identified models and strategies to support students' cognitive processes associated with learning while focusing on critical thinking, questioning, inductive and deductive reasoning, problem solving, planning and recall.

Direct: Instruction strategies that are teacher led to provide structure and sequence throughout the teaching or presentation. Instructors frequently pair direct instruction with other instructional models and strategies. Direct instruction positively impacts student achievement (Hattie, 2009). Associated strategies include:

- Explicit teaching

- Guided practice for reading, listening, viewing

- Demonstrations

- Lecture

- Drill and practice

Indirect: A student-centered approach to teaching that warrants high levels of student engagement. Teachers support and facilitate learning by providing learning environments that encourage decision-making, critical thinking, and other independent learning skills. Indirect instructional strategies positively influence student achievement and attitudes towards study (Strobel & van Barneveld, 2009; Orlich et al., 2013).

- Problem solving

- Inquiry

- Case studies

- Concept mapping

- Reading for meaning

- Cloze procedures

Independent: Students actively construct learning as they develop self-reliant skills in while guided or supervised by an instructor (ETS, 2014).

- Learning contracts

- Research projects

- Learning centers

- Computer supported instruction

- Distance learning

Experiential: A student-centered model, experiential learning supports the application and analysis of concepts as students enter into learning experiences designed for the student by the teacher, or created by the student. This type of learning is active, constructive and complex when reflection is a part of the experience (Dewey, 1938, Marzano, 2007).

- Role play

- Simulation

- Field experiences

- Research process

- Experiments

- Practicums, clinical experiences, student teaching

- Games

- Observations

Interactive: Students and teachers share through participation and discussion in this model of instruction. Students and teachers develop skills in listening, observation, interpersonal skills and interventions (Byers et al., 2009) which promote positive learning attitudes and enhance relationship building skills (Hattie, 2009).

- Cooperative learning groups

- Discussions

- Peer practice

- Debates

- Interviews

- Brainstorming

Mayville State University Education Program Diversity Competencies

Description: The knowledge, skills and dispositions that comprise diversity competencies at MSU are based on the recommendations of multiple sources on teaching standards as follows:

- Marzano's Evaluation Model

- Danielson's Framework For Teaching

- Interstate Teacher Assessment and Support Consortium Model Teaching Standards

- Themes of (1) Cultural competence, (2) English Language Learners, (3) Individual differences, and (4) Multiple perspectives

- Council for the Accreditation of Educator Preparation Standards

- Association of Amercian Colleges & Universities Value Rubrics

- Leadership through Teaching: An Authentic/Constructivist Leadership Model

Competencies from these sources were compiled, combined, and condensed to create a set of competencies that are taught and measured in essential studies courses and throughout MSU teacher education programs.

MAT Candidate Diversity Goals

1. Recognize assets and needs of diverse learners

2. Understand cultural self-awareness and worldviews as they relate to teaching and learning decisions

3. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner

4. Reflect on context, multiple perspectives, actions and personal decisions as they related to diversity

5. Pursue information, resources and supports to meet the needs of diverse learners

6. Exhibit respect, openness and value of diversity across the spectrum of differences

7. Demonstrate actions consistent with the belief that all students are valued and can learn

MAT Authentic/Constructivist Leadership Connections

- **Constructivist Leadership Trait-Diversity** and learning brings upon a bold, socially responsible leader who focuses on teaching and learning for equity and high achievement. Desired impact of the leadership work shows that race, class, language, culture, income, gender, and sexual identity are no predictors of academic success (or failure). All students can produce high-quality work and achieving at high levels regardless of internal or external factors.

- **Authentic Leadership-Ethical Leadership** is concerned about "doing the right thing" - moving toward a beneficial end or common good. Leadership assesses why womething should be done, what is to be done, and the values that underlie the situation. Leadership engages followers in a respectful, voluntary and community-enhancing relationship. The ethical leadership view is also the portion of the leadership framework connected to the concept of meaning - addressing questions of "What is at stake here?" and "What are the right things to do?"

- **Personal and Trait Theory Leadership** is linked to biological and inborn traits - some people are born to be leaders, others are not, and/or everyone can lead, but their leadership behavior will vary depending on their personal style. Assessing personal skills, preferences, strengths and weaknesses, and understanding personal styles of leadership are part of the personal/trait theory view. The personal/trait theory view is also the portion of the leadership framework that connects to the concept of existence - addressing the question, "What is the history of the person, group, or community?"

Course Taught	Knowledge Objectives	Assessment (subject to change)
EDUC 581	0(i) Explain exceptionalities and inclusion, EL & language acquisition, ethnic/racial cultural and linguistic differences, gender differences, and the impact of these factors on learning (Goals 1,2,4,6)	581 Diversity Grid
EDUC 581	0(j) Explain the potential impact of discrimination based on race, class, gender, disability, sexual orientation and language on students learning (Goals 1,4,6)	581 Diversity Grid
EDUC 550	0(k) Identify students' learning styles, skills, knowledge, language proficiency and special needs (Goals 1,3,5)	550 Learning Styles Paper
EDUC 526	1(g) explain the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. (Goals 1,3,5)	526 Weekly Class Assignments
EDUC 593	2(h) can give examples of students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. (Goals 1,3,5,7)	5 Step Problem Solving Process
EDUC 526	2(i) defines the second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. (Goals 1,3,5,7)	526 Weekly Class Assignments
EDUC 581	2(j) can give examples of assets for learning students bring based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (Goals 1,2,4,6,7)	581 Diversity Grid

EDUC 581	2(k) can locate and access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. (Goal 5)	581 Diversity Grid
EDUC 581	3(l) explains how learner diversity can affect communication and knows how to communicate effectively in differing environments. (Goals 1,3)	581 Diversity Grid
EDUC 581	4(m) explains how to integrate culturally relevant content to build on learners' background knowledge. (Goals 2,3,7)	581 Philosophy of Diversity Paper
EDUC 581	5(p) explains how to access resources to build global awareness and how to integrate them into curriculum. (Goals 3,5)	581 Diversity Grid
EDUC 522	6(k) describes the range of types and purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. (Goals 1,3)	522 Evaluation Project
EDUC 522	6(p) explains how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. (Goals 1,3)	522 Evaluation Project
EDUC 592	7(i) explains learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. (Goals 1,2,4)	592 Philosophy of Classroom Management Paper
EDUC 592	7(j) comprehends the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. (Goals 1,2,3,7)	592 Philosophy of Classroom Management Paper
EDUC 580	7(k) outlines a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. (Goals 3,5)	Philosophy of Ed. Paper
EDUC 593	7(l) explains when and how to access resources and collaborate with others to support student learning (Goals 3,5)	5 Step Problem Solving Process
EDUC 580	7(m) discusses how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. (Goals 2,3,5)	Philosophy of Ed. Paper
EDUC 580	8(l) explains when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. (Goals 2,3,5)	Philosophy of Ed. Paper
EDUC 581	9(i) describes how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. (Goals 1,2,4,6,7)	581 Diversity Grid
EDUC 593	9(j) recalls laws related to learners' rights and teacher responsibilities (Goals 5,7)	593 Chapter 1 Test
EDUC 581	10(l) summarizes schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners (Goals 2,4,6)	581 Diversity Grid
EDUC 581	10(m) explains how alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. (Goals 2,4,6)	581 Diversity Grid

Course Taught	Skill Objectives	Assessment
EDUC 593	0(a) Demonstrate classroom behaviors that are consistent with the ideas of fairness and belief that all students can learn (Goals 6,7)	InTASC STOT Evaluation 2.2
EDUC 581	0(b) Reflect on multicultural and global perspectives and practices in schools and communities that draw on the histories, experiences, and representations of students and families from diverse populations (Goals 2,4)	InTASC STOT Evaluation 5.3
EDUC 580	0(c) Contextualize teaching (Goals 1-7)	InTASC STOT Evaluation 1.2, 2.1, 4.3, 9.3
EDUC 581	0(d) Confront issues of diversity that affect teaching and student Learning (Goals 6,7)	InTASC STOT Evaluation 9.3, 9.4
EDUC 581	0(e) Use students' interests and background to produce a climate of acceptance, respect, rapport and community (Goals 3,6,7)	InTASC STOT Evaluation 3.1
EDUC 593, EDUC 526	0(f) Identifies the needs of English Language Learners, special education students, and students who come from home environments that do not support learning and the adaptations that will be made to meet those needs (Goals 1-7)	InTASC STOT Evaluation 2.1, 7.3
EDUC 580	0(g) Evaluate the effectiveness of specific pedagogical strategies and behaviors across different categories of students (Goal 3)	InTASC STOT Evaluation 9.2
EDUC 580	0(h)Asks questions and probes responses of all students of different Abilities (Goals 3,6)	InTASC STOT Evaluation 6.1
EDUC 580	2(a) design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways (Goals 3,6)	InTASC STOT Evaluation 7.3, 8.1, 8.3
EDUC 593	2(b) make appropriate and timely provisions for individual students with particular learning differences or needs (Goal 3)	InTASC STOT Evaluation 2.2, 7.3, 8.3
EDUC 580	2(c) design instruction to build on learners' prior knowledge and Experiences (Goals 3,6,7)	InTASC STOT Evaluation 1.2
EDUC 581	2(d) bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms (Goals 3,6,7)	InTASC STOT Evaluation 2.1, 4.3, 5.2
EDUC 526	2(e) incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency (Goals 3,5,6,7)	InTASC STOT Evaluation 1.1
EDUC 593	2(f) access resources, supports, and specialized assistance and services to meet learning differences or needs (Goals 3,5,6,7)	InTASC STOT Evaluation 10.1
EDUC 581	3(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment (Goals 6,7)	InTASC STOT Evaluation 8.4
EDUC 580	4(b) engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content (Goals 2,3,7)	InTASC STOT Evaluation 4.2, 4.3, 5.2
EDUC 580	4(d) stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences (Goals 2,3,5,7)	InTASC STOT Evaluation 5.1
EDUC 572	4(g) use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners and 6(i) to engage learners more fully and assess and address learner needs (Goals 3,5)	InTASC STOT Evaluation 4.3, 5.3, 8.2

In Development	4(i) access school and/or district-based resources to evaluate the learner's knowledge in their primary language (Goals 5,7)	InTASC STOT Evaluation 2.1, 6.3, 10.1
EDUC 580	5(a) develop and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (Goals 3,5)	InTASC STOT Evaluation 4.2, 5.1, 5.4
EDUC 581	5(d) engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts (Goals 2,3,4,7)	InTASC STOT Evaluation 4.2, 5.2, 5.4
EDUC 581	5(g) facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems (Goals 2,3,4,7)	InTASC STOT Evaluation 4.2, 5.1, 5.2, 5.3, 5.4
EDUC 522	6(h) prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs (Goals 1,3,7)	InTASC STOT Evaluation 6.1, 6.3
EDUC 593	7(e) plan collaboratively with professionals who have specialized expertise to design and jointly deliver as appropriate learning experiences to meet unique learning needs (Goals 1,3,5,7)	InTASC STOT Evaluation 7.3, 7.4
EDUC 580	8(a) use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners (Goals 1,3,5,7)	InTASC STOT Evaluation 8.3
EDUC 581	9(e) reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences (Goals 2,4,6,7)	InTASC STOT Evaluation 9.2, 9.4

Course Taught	Disposition Objectives	Assessment
EDUC 550	1(h) respect learners' differing strengths and needs and is committed to using this information to further each learner's development and plan effective instruction (Goals 6,7)	ND Disposition Evaluation 1
EDUC 550	2(l) believe that all learners can achieve at high levels and persists in helping each learner reach his/her full potential (Goals 6,7)	ND Disposition Evaluation 2
EDUC 581	2(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests (Goals 6,7)	ND Disposition Evaluation 3, 4
EDUC 550	2(n) make learners feel valued and helps them learn to value each other (Goals 2,3,6,7)	ND Disposition Evaluation 2
In Development	2(o) value diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning (Goals 1,2,3,7)	ND Disposition Evaluation 1
EDUC 580	4(o) realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving (Goals 2,4)	ND Disposition Evaluation 7
EDUC 580	4(p) appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives (Goals 2,4)	ND Disposition Evaluation 8
EDUC 593	6(u) committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs (Goals 1,3,5)	ND Disposition Evaluation 9
EDUC 580	7(q) believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances (Goals 1,3,5,7)	ND Disposition Evaluation 9
EDUC 593	8(p) committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction (Goals 1,3,6,7)	ND Disposition Evaluation 7, 9, 10
EDUC 593	8(s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs (Goals 1,3,5,7)	ND Disposition Evaluation 7, 10
EDUC 581	9(m) committed to deepening understanding of his/her own frames of reference, the potential biases in these frames, and their impact on expectations for and relationships with learners and their families (Goals 2,4)	ND Disposition Evaluation 3, 18

Mayville State University Education Program Technology Competencies

Description: The knowledge, skills and dispositions that comprise technology competencies at Mayville State University are based on the recommendations of multiple sources on technology use in education (see References and list below):

- Interstate Teacher Assessment and Support Consortium Model Teaching Standards

  –Themes of (1) Communication, (2) Critical Thinking & Problem Solving, (3) Technology, and (4) Use of Data to Support Learning

- Council for the Accreditation of Educator Preparation Standards

- Association of American Colleges & Universities Value Rubrics

  –Themes of Critical Thinking and Information Literacy

- International Society for Technology Education (ISTE): NETS.S & NETS.T

- Leadership through Teaching: An Authentic/Constructivist Leadership Model

Competencies from these sources were compiled, combined, and condensed to create a set of competencies that are taught and measured in essential studies courses and throughout the teacher education programs.

MAT Candidate Technology Goals

1. Identify issues and trends in educational technology

2. Evaluates technology resources for quality, accuracy, and effectiveness

3. Applies strategies to become a technology-using teacher

4. Align learning goals and objectives with digitally responsible & ethical use of technology

5. Use technology to support planning, differentiation, implementation, and evaluation of student learning experiences

6. Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information

7. Supports skill development and content knowledge through media and technology

8. Promote learner success with using appropriate technologies for diverse learners

9. Enrich professional practice through effective use of digital tools and resources

MAT Authentic/Constructivist Leadership Connections

- **Constructivist Leadership Trait-Professional Communities:** A leader is a socially responsible teacher who focuses on systems of thinking and strategic approaches to developing a learning community. All members of the school community-students, parents, teachers, administrators, district staff, school board and community members-are pulling together in a constant direction toward achieving a shared vision. The norms, beliefs, structures, and skills for inquiry, innovation, and continuous improvement are part of the day-to-day culture of the school. An example of this are the PLC's that are in-place in progressive educational units nationwide.

- **Constructivist Leadership Trait-Transcendence:** A leader is a bold, socially responsible teacher who focuses on engaging and influencing forces within the larger context. The school actively engages and influences the context to generate the knowledge, resources and support needed for continuous improvement of teaching and learning. Two-way learning relationships and partnerships support the creation of new knowledge and help the school community proactively meet new challenges.

- **Visionary Leadership** is focused on the ability to help others to critically examine "the present" - and leaders provide a sense of direction for "the future." Thinking "outside" the existing system is encouraged. Developing scenarios, possibilities for the future, and doing that which has not been done before is expected. The visionary leadership view is also the portion of the leadership framework that connects to the concept of mission – addressing the question, "What is the purpose, direction or mission of what we are trying to accomplish?"

- **Situational Team Leadership** is fluid, dynamic and changing – dependent on the needs of the group. Everyone has the potential to lead and to be a group member. The role of the leader is to help the group move to the desired goal by using different leadership skills/techniques at appropriate times. The situational/team leadership view is also the portion of the leadership framework that connects to the concept of resources – addressing the question, "What are the types of resources needed for success?" An example of this is the institution of Professional Learning Communities (PLC's) where teacher-leaders work collaboratively to improve teaching skills and the academic performance of students.

Course Taught	Knowledge Objectives	Assessment
EDUC 572	3(m-1) The teacher explains how to use technologies. (Goals 1,9) 3(m-2) The teacher knows how to guide learners to apply technologies in appropriate, safe, and effective ways. (Goals 5,6,7,8)	Technology Demonstration
EDUC 572	5(k-1) The teacher recognizes the demands of accessing and managing information. (Goals 1,6) 5(k-2) The teacher can identify issues of ethics and quality related to information and its use. (Goals 2,4)	Assessment and Analysis Project
EDUC 572	5(l) The teacher identifies digital and interactive technologies for efficiently and effectively achieving specific learning goals. (Goals 3,5,7,8)	Lesson Plan & Interactive White Board File

Course Taught	Skills Objectives	Assessment
EDUC 572	7(k-1) The teacher identifies a range of evidence-based instructional strategies, resources, and technological tools. (Goals 1,4,9) 7(k-2) The teacher gives examples of evidence-based instructional strategies, resources, and technological tools effectively to plan instruction that meets diverse learning needs. (Goals 3,5,6,8)	Digital Identity
EDUC 572	8(n) The teacher identifies a wide variety of resources, including human and technological, to engage students in learning. (Goals 3,5,6)	Technology Demonstration
EDUC 572	8(o-1) The teacher explains how content and skill development can be supported by media and technology. (Goals 1,3,7)	Digital Identity

Course Taught	Skills Objectives	Assessment
EDUC 572	3(g) The teacher guides learners in the responsible use of interactive technologies to extend the possibilities for learning locally and globally. (Goals 4,5,6,7,8)	InTASC STOT Evaluation 3.5, 5.3
EDUC 572	3(h) The teacher develops learner capacity to collaborate in face-to-face and virtual environments (Goals 4,5,6,7,8)	InTASC STOT Evaluation 3.5, 8.2
EDUC 580	4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. (Goals 2,3,5,8,9)	InTASC STOT Evaluation 8.2
EDUC 580	5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. (Goals 1,4,5,6,7,8)	InTASC STOT Evaluation 3.5, 5.3
EDUC 580	6(i) The teacher seeks appropriate ways to employ technology to support assessment practice (Goals 1,2,3,5,6,9)	InTASC STOT Evaluation 5.3, 6.1
EDUC 572	8(g) The teacher engages learners in using a range of technology tools to access, interpret, evaluate, and apply information. (Goals 4,5,6,7,8)	InTASC STOT Evaluation 3.5, 8.2
EDUC 572	8(o-2) The teacher evaluates media and technology resources for quality, accuracy, and effectiveness. (Goal 2)	InTASC STOT Evaluation 8.2
EDUC 572	9(d) The teacher actively seeks technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (Goals 1,9)	InTASC STOT Evaluation 5.3, 8.2
EDUC 572	9(f-1) The teacher advocates and demonstrates safe, legal, and ethical use of technology. 9(f-2) The teacher advocates and demonstrates safe, legal, and respectful use of social media. (Goals 1,2,3,4)	InTASC STOT Evaluation 3.5, 9.3
EDUC 581	10(g) The teacher uses technological tools to build local and global learning communities that engage learners, families, and colleagues. (Goals 3,4,6,7,9)	InTASC STOT Evaluation 10.1, 10.2
EDUC 593	10(n) The teacher collaborates appropriately in both face-to-face and virtual contexts. (Goals 3,5,9)	InTASC STOT Evaluation 8.4, 10.1, 10.2
EDUC 550	8(q-2) The teacher encourages learners to develop and use multiple forms of communication. (Goal 6,7,8)	ND Disposition Evaluation 11
EDUC 572	8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. (Goal 1,2,5,7,9)	ND Disposition Evaluation 11, 20

MAT POLICIES and PROCEDURES:

Graduate students are responsible for becoming familiar with the requirements of their program of study and the associated policies and procedures that are applicable at Mayville State University. Academic standards and policies for academics, financial aid, and student affairs are found on the Mayville State University website for students to reference.

MSU Online Program Information:

Students may reference all MSU online program policies and procedures on the Mayville State University website. Go to "MSU Online" for information.

Admission to Mayville State University

Prior to completing the application for graduate studies at Mayville State University, persons interested in the MAT program must schedule a consultation with an MAT advisor within the Division of Education (education@mayvillestate.edu or 701-788-4710) and have an undergraduate GPA of 3.0 or higher. Applicants must have a previously transcripted bachelor's degree.

For admission to Mayville State University, submit the following 3 items to:

Office of Admissions
Mayville State University
Attention: Mindy O'Connor
330 Third Street NE
Mayville, ND 58257

_____ 1. Application for graduate admission to Mayville State University: Complete the online application on the MSU website after consulting with an MAT advisor

_____ 2. An application fee of $35.00 U.S. dollars must accompany each application for admission to the university. The application fee cannot be waived and is not refundable.

_____ 3. Official transcripts verifying all undergraduate coursework and degrees earned from accredited institutions

Please contact Mindy O'Connor if you need assistance with graduate application to Mayville State University: mindy.oconnor@mayvillestate.edu, 701.788.4635

MAT Program Admission

 Graduate students are responsible to become familiar and adhere to the requirements and criteria of the MAT program. Admission to the MAT program is completed in conjunction with, or after admission to MSU.

 Applicants will be provided all necessary information to complete the items for admission to the MAT program listed below after consultation with an MAT advisor. Applicants will complete the admission to the program process within TaskStream, a software system purchased by students upon admission to the university, that will be used throughout the MAT program (see section entitled "TaskStream"). MAT program admission requirements are found within the Taskstream "Admission and Continuance" DRF and indicated below:

_____ **$35 MAT Graduate Program Application Fee (due upon admission, submit to the Division of Education)**

_____ **A current resume or CV (upload to TaskStream)**

_____ **3 Letters of reference from people who can respond to the applicant's professionalism, potential for success in teaching, and can speak to the applicant's content knowledge expertise. Letters may not be submitted from family members. (upload to TaskStream)**

_____ **An official score report indicating successful completion of the Praxis Core Academic Skills for Educators test.** *Go to: http://www.ets.org/praxis/nd/requirements for Information on passing scores. Please cunsult with an MAT advisor prior to taking the exam. (see section entitled "Praxis")*

_____ **Signed Student Code of Conduct Form (completed in TaskStream)**

_____ **Proof of current student liability insurance (student will upload to TaskStream) (see section entitled "Liability Insurance")**

_____ **Proof of fingerprinting and a background check clearance (student will upload to TaskStream)**

_____ **Admission Interview Essay (completed in TaskStream)**

_____ **Consultation with an MAT advisor.**

*All Admission decisions are based upon full review of all information in the application in order to ensure fairness and to balance the limitations of any single element of the application.

Provisional Admission

A candidate may apply to the MAT program and take nine (9) credit-hours of courses before full admission requirements to the MAT program must be met. Permission from the Director of Graduate Studies and/or the Teacher Education Committee must be obtained to be provisionally enrolled in nine hours of graduate courses. Application and fee, and origianl transcripts are necessary for provisional acceptance. All admission requirements must be met before candidates will be fully admitted to the MAT program. Failure to complete all admission requirements after nine (9) hours of coursework may result in administrative withdrawal from the courses or credit may not be applied toward graduation in the degree program.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. MAT students are required to communicate with their advisor about licensure goals. The MAT advisor will assist the student in creating a plan of study that meets both content and professional core requirements set by the North Dakota Education Standards and Practices Board.

Admission Appeal

A candidate whose application for admission to the MAT program is denied has the right to appeal the decision. Appeal letters should clearly state the grounds for appeal. Please use the Appeal Cover Sheet (See appendix). Students must submit a written explanation giving specific reasons the decision to deny admission should be reversed and any documentation to substantiate the student's explanation.

- Students whose appeals are granted will be admitted as provisional students.
- Students are not eligible for financial aid while taking courses under a provisional admission status.

Appeals must be submitted to:

Graduate Admissions Office

Mayville State University

330 Third Street NE

Mayville, ND 58257

TaskStream

Upon enrollment at MSU, students are required to purchase a TaskStream account. TaskStream is the assessment management system used by the Division of Education at MSU.

TaskStream Assessment and E-folio System: TaskStream will be used for self-evaluation, mentor teacher evaluations and instructor evaluations. It will also be used to track an applicant's admission and continuance in the MAT program, as well as the build of the EDUC 595 Capstone project, which begins during the first course taken.

There are two options to purchase TaskStream:

1. Students can go to www.taskstream.com and purchase an account, or

2. Students can purchase a 7-year license from the MSU Bookstore. If purchased online and the activation runs out, students will need to renew subscription to be able to work within their Taskstream account. Students will also have the option of purchasing a yearly subscription through the Taskstream website. Please note that the student's account will need to be active throughout their entire program at Mayville State University.

*Once students are enrolled in TaskStream, students are to email Kayla Smith, Division of Education Data Management Coordinator, (kayla.d.smith@mayvillestate.edu) with their account information.

Please note: Gaining access to MAT program components in TaskStream is critical for a student's movement through the program from enrollment to completion.

An example of one component for admission to the MAT program that is to be completed in TaskStream is the Admission Essay Assignment that a sample of items to be addressed in the Admission Essay include:

Admission Essay (Below are a few sample items.)

1. Describe any evidence of teaching experience (i.e. classroom teaching, Sunday school, coaching, professional development)

2. Describe evidence of content knowledge (degrees, certificates, etc.)

3. How would you describe yourself to someone who doesn't know you?

4. What is your motivation for becoming a teacher?

5. What do you feel might be the greatest challenge to becoming a teacher?

Praxis

Core Academic Skills Assessment (Praxis I): This is a reading, writing, math test that is required for admission to our program and for licensure in the state of North Dakota. To register for the test please follow the steps below:

1. Go to www.ets.org

2. Click on The Praxis Series

3. Click on the Register for a Test quick link on the left hand side

4. In the middle of the page there is a link that says register online now (set up an account and go through the registration process)

5. Test Name: Core Academic Skills for Educators: Combined Test (5751)

6. Students have the option of taking each test separately (reading, writing, math) for additional fees

7. There will be one area where students need to select Education Standards and Practices Board (ESPB) there are two options in this area-MAT students should choose ESPB)

8. Students must send test results to Mayville State University. Note: If you don't request that results are sent to MSU at the time of registration, ETS will require an additional charge to send results later.

Student Liability Insurance

Students taking courses within the MAT Program must demonstrate proof of current student liability insurance to the instructor if the course has a clinical experience (**EDUC 581, EDUC 593 and EDUC 500**). Students will only be able to participate in the required clinical experience(s) for a course if proof of insurance is provided.

Student liability insurance is required to protect MAT students from personal financial liability for most incidents that could arise during clinical experiences while the student is in the MAT program. Student liability insurance typically provides coverage on a variety of situations which might result in injury to someone other than the MAT student. Examples of listings for student liability insurance may state that students are covered for:

- Pre-K - 12 student injuries, or charges of educational malpractice, among other statements.

Students may choose to obtain liability insurance from a private insurance company or they may choose to obtain liability insurance through organizations such as NEA or AAE which provides an option for teacher candidates (listed below). *Mayville State University does not recommend one form of insurance over another or endorse any organization offering insurance for teacher candidates.* The list below is provided as a courtesy to assist MAT students with options.

1. Check with any of your current insurance providers about purchasing student liability coverage.

2. NEA/North Dakota United has an option for student insurance:

    a. Log into http://www.nea.org/

    b. Click Join NEA

    c. Click Student Membership

    d. Click State of North Dakota

    e. Near the bottom complete the information to Enroll for the Next Membership Year (9/1/xx-8/31/xx)

    f. Click Continue

    g. Finish Application

3. The Association of American Educators has insurance available for students. Here is the link: http://www.aaeteachers.org/index.php/join-renew

4. NDAHPERD offers insurance to students (Physical Education) http://www.ndshape.org/join/

If students choose to use a homeowner's insurance policy, Mayville State University will need a written statement from the insurance company representative to include: the neame of the MAT student, a statement that the student is covered for student liability insurance, the date the coverage is in effect and date that the coverage will expire. **Students are to submit an electronic copy of their current student liability insurance as requested by their instructors <u>prior to a first clinical experience in any given course.</u>**

Fingerprinting

Fingerprinting is required for all students entering and in the teacher education program. Students are required to:

1. Complete the fingerprinting process upon admission to the program; and

2.   Provide proof of a clear background check continuously through the program (background checks are valid for 18 months so more than one background check may be required).

Name Badge Requirement

 MAT candidates are required to wear a name badge lanyard when a candidate is attending any off-campus clinical experience including in-school observations or field experiences, or on-campus events that they are directed by their instructors to wear identification. Name badge lanyards are to be worn each day an MAT candidate is completing any off-campus experience.

 Name badge lanyards must be purchased from the MSU bookstore: http://www.mayvillestatebookstore.com/home or call (701) 788-4823 or 1 (800) 437-4104 ext.34823.

The name badge template for printing can be found within BlackBoard course shells in any course that has experiences requiring students to wear a name badge.

 MAT candidates are responsible to obtain the lanyard from the MSU Bookstore and print the name badge from the template.

Program Continuance Requirements

 Graduate candidates must maintain an overall GPA of 3.0 or better throughout the MAT program. A candidate with a program GPA below 3.0 will be placed on academic probation. Candidates who are placed on academic probation for two consecutive semesters will be removed from the graduate program due to academic deficiency. A minimum grade of "C" is required to successfully complete all courses, but a program GPA of 3.0 or above is required to graduate from the MAT program.

 Any academic or dispositional concerns about students admitted to, or going through the process of admission to the MAT program will be brought to the Teacher Education Committee (TEC). The TEC will review the instructor or advisor concerns, and any actions taken will be determined on a case-by-case basis. All students admitted to the MAT program must continue to meet program admission and continuation requirements.

 Input from the university supervisor, the mentor teacher, the MAT student, the Dean and Chair of the Division of Education, and possibly, Coordinator of the Student Teaching Program at the school may be used by the Teacher Education Committee for decisions related to program continuance.

 Non-Degree Admissions: Individuals who desire to pursue study beyond the baccalaureate degree for professional growth and improvement of skills but do not wish to obtain an advanced degree may be admitted as non-degree graduate students under the following conditions:

- The applicant must complete an application form and submit an application fee to MSU as required for admission to MSU.

- The applicant must hold a bachelor's degree with an overall GPA of 3.0 from a regionally accredited institution and forward a copy of the transcript to the Office of Graduate Studies as part of the application process.

- Applicants must have the prerequisite courses or background/experience necessary for the course or courses in which they desire to enroll. This may require consultation and approval from course instructors.

- Applicants taking graduate courses must consult a graduate studies advisor.(Contact the Division of Education for consultation)

- Students enrolled with Non-Degree status may subsequently desire to be considered for admission to Graduate Studies to pursue an advanced degree in the MAT program. This change in status may be accomplished by submitting a new application specifying degree-seeking status to the MSU MAT program. Up to nine (9) credits earned in the non-degree status may be used to fulfill graduate degree requirements if approved.

Registering for Classes through Connect ND

After consulting with an MAT advisor and obtaining a plan of study, students will need to register for courses. Directions for registering for classes through Connect ND are as follows:

Instructions for Registration:

To search the registration schedule of classes, go to Class Search. **Important:** Click on section hyperlink for course details, such as additional course fees, prerequisites, course description, course restrictions, etc.

To register for classes, go to **Student Center**, click on **Enroll** under the **Academics** section.

1. Select term and click **Continue** (this step is skipped if eligible to register for only one term).

2. If class number (a four or five digit number) is not known, use the **Class Search** feature to search for a course.

3. Use pulldown option to find **Course Subject**. Enter course number if known. Click on **Search**.

4. If multiple sections appear, click on section hyperlink for course details (course fees, prerequisites, course description, general education, course restrictions, etc.)

5. Click on **View All** (as applicable) to view all available sections of a course.

6. To select your desired section, click on **Select Class**.

7. Click on **Next** to add class to Enrollment Shopping Cart.

8. Click on **Proceed to Step 2 of 3**.

9. Confirm class and click **Finish Enrolling**.

10. Watch for Success/Error messages. Courses with errors are not added to your schedule.

11. Click on **My Class Schedule** to review for accuracy.

12. If requisite errors exist, please contact your advisor or the Registrar's Office.

Exiting the MAT Program

MAT Graduate Students must adhere to the Graduate Studies: Academic Standards for Mayville State University.

A favorable recommendation for teacher certification and exiting the MAT program requires:

1. Completion of all program requirements.

2. Earning a minimum grade point average of 3.0 or higher in their MAT education coursework at MSU along with a minimum of 2.50 cumulative GPA that supports the requirement of the North Dakota Education Standards and Practices Board. Obtaining a grade of "C" or higher in all MAT courses.

3. Completion of the Praxis II Content Test(s) and Principles of Learning and Teaching for Secondary Education. Candidates must meet or exceed the minimum scores for licensure in the content area to which they will be applying for licensure. Minimum scores for North Dakota can be found on the ETS website: www.ets.org.

4. Successful completion of the electronic Capstone Portfolio Project and presentation; and

5. A favorable recommendation from the Teacher Education Committee.

Graduation and Commencement

Program Graduation Requirements

Students will be held to the program requirements current at the time of admission to the MAT program. Program requirements upon admission will be referenced for the student's study plan for a period not to exceed seven years. The seven-year period runs without regard to continuous enrollment. Students have the option of electing to update to current program requirements with approval of an MAT advisor and Dean of Education if the student is following a study plan from a previous catalog. Students who have not graduated after seven years from the time they first enroll at Mayville State University, will be subject to curricular requirements stated in the most-current catalog.

As licensure is dependent upon ND ESPB requirements, programming may include additional learning activities or experiences to meet any current licensing requirements.

Course substitutions require approval of the MAT advisor, Dean of Education, and the Registrar. MAT advisors will guide students to complete the substitution process.

Application for graduation must be filed with the Registrar during the semester previous to the term in which the student expects to graduate. The deadlines for applying are listed on the current academic calendar. The Registrar will audit the academic records of students expecting to graduate during the semester prior to graduation and will inform the student and his/her advisor of any remaining requirements before registration for the final semester. The Degree Audit is used for advising purposes and becomes an official document when signed by the Registrar.

Prior to exiting the program and degree completion, students must:

1. Gain acceptance into the MAT program (see admission criteria)

2. Complete a minimum of 32 graduate semester hours.

3. Complete courses successfully with a minimum grade of C or S in the approved program of study.

4. Maintain a minimum graduate grade point average of 3.0. Students may take a maximum of two (2) repeated courses.

5. Assume responsibility for meeting all graduation requirements.

6. Complete the M.A.T. program within a maximum of seven (7) years.

7. Uphold the Code of Professional Conduct for Educators (Article 67.1-03, State of ND. Code of Professional Conduct for Educators) during all clinical placements along with all University policies.

8. Successfully complete the Teaching Mentorship Clinical Experience.

9. Complete and present the capstone portfolio meeting or exceeding the standards required for program completion.

10. Complete the Praxis exams (PLT and Content area) meeting or exceeding North Dakota state licensure exam score requirements (see ETS website or ESPB website for information)

Commencement

Candidates for graduation are encouraged to attend their commencement ceremony. The event is held once a year at the end of spring semester on the Saturday after finals week in the middle of May, at the Lewy Lee Fieldhouse. The ceremony honors the achievement of students who have completed an associate, baccalaureate degree program, and the Masters in Arts of Education Program. Diploma inserts will be sent to the address provided on the graduation application upon degree completion. It is the student's responsibility to ensure that this address is correct.

Early Participation Policy

Students may request to attend the spring commencement ceremony if they meet all of the following conditions:

1. The student has applied for graduation;

2. The student has no more than 9 semester hours remaining to graduate and is currently registered for those courses; and

3. The student has no outstanding incomplete grades.

Apply for early commencement participation through the Office of Academic Records at OM 114 or records@mayvillestate.edu.

MAT students are required to order the Master's cap and gown from the Mayville State University Bookstore. Caps and gowns will be forwarded to the student, but the Master's hood will be retained as MAT graduates will receive this hood from administrative faculty at the commencement ceremony.

Teacher Licensure

Students who complete the MAT degree and successfully exit the program are eligible for teacher licensure in North Dakota if they pass the Praxis II and PLT examinations. Licensure information can be obtained from the North Dakota ESPB found at: http://www.nd.gov/espb/. MAT students are encouraged to obtain a North Dakota teaching license as having a license from NDESPB may support application to teach in another U.S. state.

MAT Courses and Semester Hours (SH)

EDUC 500 Teaching Mentorship Clinical Experience - 6 SH

This teaching experience requires a full-time placement in an appropriate school classroom and participation in professional activities associated with the clinical placement site and the university. This experience is designed to assist students to further develop the knowledge, skills, and dispositions necessary for teaching 5-12 students. Fall, Spring.

EDUC 550 Foundations of Education and Leadership - 3 SH

This course examines the historical, philosophical, social and psychological foundations of education and discusses philosophical viewpoints that influence new teachers' priorities and strategy choices in their practice. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems and cultural diversity in education, current trends in curriculum and instruction, professionalism in practice and teacher leadership. Fall, Spring.

EDUC 592 Theories of Learning and Management - 2 SH

This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management of learners. Participants will study the learning process, student learning readiness, assets for learning, and how individuals construct knowledge and acquire skills. Understandings of individual strengths and needs of learners will guide growth in instructional decision making while motivating and engaging students to build competencies in self-directed learning behaviors. Students will research optimal learning environments to meet students' needs. Spring, Summer.

EDUC 555 Child and Adolescent Development - 3 SH

This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity. Fall, Summer.

EDUC 580 Instructional Strategies for the Classroom - 4 SH

This course prepares students to provide high-quality instruction in today's diverse classrooms using a backwards design approach to most effectively plan for differentiated instruction. Students will develop a philosophy of education, design lessons using research-based strategies to differentiate learning, conduct formative assessment, and respond to needs to promote positive student outcomes and meet standards. Students will learn how to implement instructional strategies that support STEM learning and the development of 21st century skills. A backwards design approach will focus on technology integration, trans-disciplinary instruction, and real-world problem solving. Prerequisite: EDUC 550, EDUC 572, EDUC 592. Spring.

EDUC 526 Foundations of Practices in Reading Instruction - 3 SH

This course is grounded in the theoretical bases of balanced literacy instruction and constructivist learning. Students will build competencies in reading instruction and planning literacy-based lessons to support standards-based practice. Summer.

EDUC 572 Instructional Resources and Technology - 2 SH

This course will focus on the background knowledge and instructional methods using technologies to support student learning and achievement. The use of technology as a tool to teach and support K-12 learners' engagement and motivation is explored while building 21st Century skills. This course uses the International Society for Technology in Education Standards and InTASC principles to guide learning experiences. Fall, Spring.

EDUC 581 Human Relations and Diversity - 3 SH

This course will study the theoretical and practical issues of diversity in classroom settings related to disabilities, culture, race, gender, ethnicity, language, and socio-economic levels. The student will examine stereotypes, prejudice, discrimination, and differing value systems in an attempt to better understand the behaviors and characteristics in a diverse classroom to provide a supportive educational environment. Summer.

EDUC 593 Inclusive Classroom - 2 SH

This course assists teachers when identifying children, youth and young adults with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical impairments, other health impairments, sensory impairments, communication disorders, emotional/behavior disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Students will research concepts of inclusion, teaming approaches, assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Students will research the roles and responsibilities of a general education teacher on a special education team. A focus on collaborative processes, organizational support services for students and families, and the individualization of learning plans that support students with disabilities guides research and learning for the course. Summer.

EDUC 522 Educational Assessment - 3 SH

This course will study formal and informal assessment tools for desired learning results and multiple sources of evidence of student learning. Emphasis with the identification of learning goals and purpose for assessment so students may: diagnosis diverse student needs, learn to use formative assessment and feedback, critique existing assessment tools, design, adapt and select a range of multiple evaluation, use technology to support assessment practices, communicate standards-based results, and use assessment results to improve the teaching and learning process through data-based decision-making. Spring, Summer.

EDUC 595 Comprehensive Capstone Project - 1 SH

The Comprehensive Capstone project is designed for students completing the MAT degree to demonstrate competencies in the knowledge, skills, and dispositions required for effective classroom teaching. Students will indicate a discipline to focus their research emphasis. A self-directed study in ethics in education is included in this course. Arranged.

MAT Clinical Mentorship Experience

When students are registered for EDUC 500, they will receive an email from the Division of Education offices that will provide a link to an informative website about the clinical mentorship experience. Please use the website and the information below to gain information on the clinical mentorship experience.

Student Responsibilities

As you begin your clinical experience, it is critical that you understand your responsibilities to the assigned Mentor Teacher, University Supervisor, and to Mayville State University to ensure a successful clinical experience.

Students in the clinical experience will be using Blackboard to get information and forms to complete the teaching mentorship clinical experience.

•   Sign the student clinical experience agreement form and upload it on the 500 course dropbox. Within that contract you are required to adhere to all school district and Mayville State University policies and procedures. This includes policies and expectations within the MAT Handbook. The MAT Handbook is updated regularly and can be found online, and in course shells.

•   For any absence of ½ day or longer (other than immediate illness) during the scheduled dates of the teaching mentorship clinical experience, students must secure approval from their Mentor Teacher and University Supervisor. Students must also provide the Director of Student Placement an email communication of the approved, planned absence prior to the absence. The MAT student is also responsible for writing sub plans for the Mentor teacher. For any absence less than ½ day the student is required to receive approval from the Mentor Teacher and for an immediate illness the student must notify the Mentor Teacher.

•   Candidates will need to upload a teaching schedule by the due date listed on the Blackboard site under the assignment titled: Teaching Schedule. Make sure to upload your teaching schedule to your University Supervisor in the first week's drop box.

•   You may wish to review the student orientation checklist with your mentor teacher.

Expectations of the MAT Student

Accountability is critical to good teaching practices, and MAT students are to be held accountable for their work and personal dispositions throughout the clinical experience.

- **Hours**

MAT students are to keep the same hours and follow calendar and regulations as is required of the mentor teacher. This includes pre-service, in-service dates, conferences, faculty meetings, and school functions required or practiced by the mentor teacher if allowed.

- **Lesson Plan Submission**

MAT students must have their lesson plans submitted in a timely manner. Mentor teachers need to have enough time to review the lesson plan and make suggestions for possible revisions if needed. Therefore, mentor teachers are to set the timeline for lesson plan submission and identify how MAT students are to submit the lesson plans (email, hard copy, etc.).

- **Demonstrate Positive Dispositions**

Including: accountability, interest, initiative, dependability, flexibility, commitment to professional communications and behaviors, effective skills in organization and preparation, ethical behavior, collaboration skills, responsibility and professional dress.

Portfolio Note: At the end of your teaching experience, you will be presenting your completed portfolio for the Capstone in EDUC 595. You will add additional artifacts and rationales during the teaching experience. *Those students beginning with the clinical experience, please note that more information will be given to you at admission about your portfolio work and presentation, and as you move through your program. Students who have completed MAT coursework prior to completing the Capstone course (595) along with the clinical mentorship experience are to schedule a phone conference to discuss the portfolio review process with their advisor.

Suggested Timeframe to Transition in and out of Teaching Responsibilities

The MAT Program consists of 2 paths to the Clinical Mentorship Teaching Experience:

1. MAT students who have been hired in a district and begin their MAT program with the Clinical Mentorship Teaching Experience while working in their own designated classroom alongside a mentor teacher, and

2. Students who have completed the MAT coursework and are completing their program with the Clinical Mentorship.

The transition to teaching in the classroom may be unique for each MAT student. Below are some guidelines to provide support and guidance during this clinical mentorship teaching experience.

It is essential that time is used in the first one to two weeks to support the MAT student in getting comfortable with and understanding his or her new environment. As well, a gradual transition to assume full-time teaching responsibilities may assist them with feelings of confidence and competence to support the quality of their teaching experience. Please discuss this timeline with your MAT student. Please note this is just a guideline and use it flexibly for your classroom needs.

Week 1: Orientation and observation. This first week should be one of helping the teacher / MAT student become acclimated to the school and classroom environments. Completion of the student teacher orientation checklist should take place throughout this first week. The MAT student will be actively observing your instructional strategies and classroom management or requesting feedback on newly developing skills and practices.

Weeks 2-3: The MAT student will be observing instruction following lesson plans prepared by mentor teacher, or may be developing lesson plans that will need feedback from the mentor teacher, depending upon the MAT student's classroom situation. The MAT student will take the lead with classroom routines, and supporting the mentor teacher as they instruct (administering tests, leading short informal segments of the teacher's prepared lesson or small group work, etc.). MAT students will also take the lead in 1-3 lessons or content areas per day.

Weeks 4-8: The MAT student will assume lead responsibility to plan, prepare, deliver instruction, and monitor student progress to include grading

Weeks 9-10: Student teacher takes less of the lead role (similar to duties in week's 2-3) while the mentor teacher begins to resume the lead role. If the MAT student has his/her own classroom, full time instructional planning will remain in effect.

Week 11-13 --Depending on the MAT student's assignment(s): the MAT student will be phased out of teaching and assume a support role in the classroom. Opportunities might be given for the MAT student to observe other teachers in the building if possible.

Mentor Teacher Selection

In addition to the ND requirements for mentor teachers, selection of clinical educators for placements is a collaborative process between university and school administrators. Mentor teachers often have the following in common:

• Advanced academic degrees, certifications and/or endorsements

• Training as a mentor or instructional coach (e.g., ESPB Teacher Support System)

• Demonstrated achievement as a teacher leader

• Positive teacher performance evaluation rating by supervisor (i.e., ND Teacher Evaluation Guidelines)

Evaluations During the Clinical Experience

Mentor teachers will be asked to complete evaluations of the MAT student throughout the clinical experience.

Lesson Plan Evaluation (completed in TaskStream)

•   The lesson plan evaluation is typically completed twice. You will be notified via email when an evaluation is coming up. The lesson plan that will be evaluated in the system will be the lesson plan that is observed by the mentor teacher and university supervisor. In order to initiate the lesson plan evaluation the MAT student must first upload their lesson plan and complete the self-evaluation. Once they submit their self-evaluation the mentor teacher and university supervisor will gain access.

STOT Evaluation: Skills of Teaching Observation Tool (Completed in TaskStream)

•   The STOT evaluation is completed at the same checkpoints as the lesson plan.

Disposition (Completed in TaskStream)

•   The disposition evaluation is completed 1 time at the completion of the experience.

Suggested Grade (Completed in TaskStream)

•   The suggested grade is completed 1 time at the completion of each experience.

Pre/Post Conference

•   This is completed by the university supervisor at the conclusion of each visit.

Exit Form

•   The exit surveys are completed 1 time at the completion of the experience.

Appendices

Mayville State University

Appendex A: Clinical Mentorship Agreement

The clinical mentorship is an important part of Mayville State University's professional education program. It is the responsibility of the student to utilize research-based educational practices and understanding in their professional practice throughout their clinical mentorship experience. MAT students are also responsible to uphold the integrity of the clinical mentorship process as established. Students must read and agree to the following requirements:

1. Follow policies as stated in the MAT handbook,

2. Adhere to the school district policies at the clinical placement site,

3. Adhere to Mayville State University policies,

4. Complete background check and submit results to Task Stream (MAT Admission DRF),

5. Provide proof of liability insurance, submitted to TaskStream (MAT Admission DRF),

6. Complete Praxis II Subject Area Assessments and Principals of Learning and Teaching and send results to Mayville State University prior to graduation. It is hightly recommended that the Praxis II is taken prior to the clinical mentorship,

7. Demonstrate professionalism throughout the clinical mentorship experience (refer to the Mayville State University Dispositions Document),

8. Complete all requirements of the clinical mentorship assignment,

9. Establish and maintain a collaborative and respectful relationship with the Mentor Teacher(s), University Supervisor, other educators, administrators, students and the Director of Student Placement;

10. Maintain confidentiality of all faculty/student communication or interaction that occur during, or are associated with, the clinical mentorship experience; and

11. Maintain confidentiality of all faculty/student communications or interactions that occur during, or are associated with the experience. Students will adhere to the confidentiality policies of the coooperating program and expectation of the university. Students will not discuss confidential information from their experience with anyone outside of the designated school experience faculty and administration and professors. Facebook, Twitter, and Texting photos or information about the children or families is prohibited. Violation of the confidentiality policy may result in termination from the experience.

With my signature below I willingly accept to uphold any and all requirements as stated above. Failure to fulfill any of the above requirements may result in disciplinary action that might include removal from the clinical mentorship experience.

Student Signature: _____

Printed Name: _____

Date: _____

Faculty Signature: _____

Appendix B
Mayville State University
Master of Arts in Teaching (MAT)
Program Advising Checklist

Name:_____**Student ID#**_____

BS Degree Earned:_____**Catalog Year:**_____

Mayville State University: **College:**

A minimum GPA of 3.00 is required for this program.

A maximum of 9 semester hours will be allowed in transfer.

CORE REQUIREMENTS: (39 Hours)

Prefix/Num	Course Title	Sem Cr	Prefix/Num	Course Title	Sem Cr	Term	Grd	Hpts
EDUC 500	Tchg Mentorship Clinical Exp	6						
EDUC 522	Educational Assessment	3						
EDUC 526	Found Practices in Rdg Instruc	3						
EDUC 550	Foundations of Educ/Leadership	3						
EDUC 555	Child & Adolescent Develop-ment	3						
EDUC 572	Instructional Resources/Tech	2						
EDUC 580	Instr Strategies Clsrm Tchr	4						
EDUC 581	Human Relations & Diversity	3						
EDUC 592	Theories of Learning/Mgmt	2						
EDUC 593	Inclusive Classroom	2						
EDUC 595	Comprehensive Capstone Project	1						

TOTAL CR_____**AVE**_____**HPTS**_____**GPA**_____**(3.00 min GPA)**

Appendix C

Mayville State University
Master of Arts in Teaching (MAT) Program
Admission Appeals Coversheet

Please Read: If you were denied admission and believe you have met MAT admissions standards, you may submit an appeal. The appeal process is only for applicants who have serious or compelling evidence that they feel the committee should consider.

<u>**APPLICANT INFORMATION:**</u>

NAME:_____   **MASU ID#**_____

EMAIL ADDRESS:_____   **PHONE #**_____

DOCUMENTS: Submit the following documents in ONE COMPLETE PACKAGE. Incomplete packages will not be considered and may not be resubmitted.

- Appeal Coversheet signed and dated

- Letter of Appeal addressing extenuating circumstances and academic performance

- Documentation that supports the reason for the appeal (if applicable)

- A copy of all official transcripts dated within 30 days of appeal process.

THE FOLLOWING APPLIES TO ALL APPEALS:

- Appeals must be received by MASU within 15 business days from the date you received your denial of admission letter.

- Appeal documents are to be submitted to Mayville State University, Division of Education, 330 Third Street NE Mayville, ND 58257 to the attention of the Dean and Chair of Education.

- Students who are appealing their denied status may only submit one appeal per admission term.

- Students who are appealing will be contacted by email when the appeal letter has been received by the Division of Education office.

- Appeals will be reviewed by the teacher education committee.

- Students will be notified by email once a decision has been made regarding admission status.

Applicant Signature:_____Date:_____

| **OFFICE USE ONLY** | Deny Letter Date:_____ | Appeal Rec'd Date:_____ | Employee Initials:_____ |

Appendix D

Scholarship Information

Any student attending Mayville State University has the opportunity to apply for available scholarships and are encouraged to do so. For information on scholarships and application processes, go to the MSU website Scholarship page: MSU home>Paying for School>Scholarship

One MAT program specific scholarship has been made available from a grant from the Edson & Margaret Larson Foundation. Mayville State University is able to provide students in the Master of Arts in Teaching program the opportunity to apply for the Larson Leadership Foundation Master of Arts in Teaching Scholarship. There is a strong movement for teachers to become leaders in their schools and communitites and educational leadership is emphasized throughout a student's MAT studies. The Edson & Margaret Larson Foundation recognizes the leadership commitment teachers have in their schools and communities.

Processes are outlined on MSU's website for students to apply for scholarships.

Appendix E

Clinical Experience Schedule

<div style="background:#595959; height:1em;"></div>

Please upload this form to Moodle as soon as possible. Be sure that all information is filled out completely and accurately for each experience. (full time and/or part time)

Name of MAT Student   _____

Name of Mentor Teacher   _____

Name of School   _____

Principal's Name   _____Principal's Email _____

<div style="background:#595959; height:1em;"></div>

Note: MAT Students in a secondary classroom must complete ALL the information below.

Time of Class_____ Grade_____ Class_____ Mentor Teacher_____

Time of Class_____ Grade_____ Class_____ Mentor Teacher_____

Time of Class_____ Grade_____ Class_____ Mentor Teacher_____

Time of Class_____ Grade_____ Class_____ Mentor Teacher_____

Time of Class_____ Grade_____ Class_____ Mentor Teacher_____

Time of Class_____ Grade_____ Class_____ Mentor Teacher_____

Time of Class_____ Grade_____ Class_____ Mentor Teacher_____

Time of Class_____ Grade_____ Class_____ Mentor Teacher_____

If you have more than one mentor teacher, please specify which mentor teacher is responsible for your various teaching areas.

<div style="background:#595959; height:1em;"></div>

Note: MAT Students in an elementary or early childhood classroom please attach a daily schedule.

Clinical Experience in Grade: _____

Appendix F
Mayville State University-Clinical Mentorship Teaching Experience
Weekly Plan

(Complete one week plan per subject area/prep)

Week _____ Dates: _____

Context (InTASC 1, 2, 3) Teacher Name: Date: Lesson Topic: Grade Level: Duration:	

Monday	**Objectives** (InTASC 4) (linked to standards): **Assessment Evidence** (InTASC 6): **Instructional Strategies** (InTASC 4, 5, 7, 8):
Tuesday	**Objectives** (InTASC 4) (linked to standards): **Assessment Evidence** (InTASC 6): **Instructional Strategies** (InTASC 4, 5, 7, 8):
Wednesday	**Objectives** (InTASC 4) (linked to standards): **Assessment Evidence** (InTASC 6): **Instructional Strategies** (InTASC 4, 5, 7, 8):
Thursday	**Objectives** (InTASC 4) (linked to standards): **Assessment Evidence** (InTASC 6): **Instructional Strategies** (InTASC 4, 5, 7, 8):
Friday	**Objectives** (InTASC 4) (linked to standards): **Assessment Evidence** (InTASC 6): **Instructional Strategies** (InTASC 4, 5, 7, 8):

Appendix G
Mayville State University-Clinical Mentorship Teaching Experience Weekly Reflection
(InTASC 9)

(Complete a reflection for each day of the week plan)

<u>Context</u> (InTASC 1, 2, 3) Teacher Name: Date:	

Monday	Preparation: Planning: Teaching: Student Engagement and Participation: Evidence of Student Learning:
Tuesday	Preparation: Planning: Teaching: Student Engagement and Participation: Evidence of Student Learning:
Wednesday	Preparation: Planning: Teaching: Student Engagement and Participation: Evidence of Student Learning:
Thursday	Preparation: Planning: Teaching: Student Engagement and Participation: Evidence of Student Learning:
Friday	Preparation: Planning: Teaching: Student Engagement and Participation: Evidence of Student Learning:

Appendix H

Suggested Timeframe to Transition in and out of Teaching Responsibilities

The MAT Program consists of 2 paths to the Clinical Mentorship Teaching Experience:

1. MAT students who have been hired in a district and begin their MAT program with the Clinical Mentorship Teaching Experience while working in their own designated classroom alongside a mentor teacher, and

2. Students who have completed the MAT coursework and are completing their program with the Clinical Mentorship.

The transition to teaching in the classroom may be unique for each MAT student. Below are some guidlines to provide support and guidance during this clinical mentorship teaching experience for students who do not hold a teaching position, but have completed MAT courses and are completing the clinical mentorship.

It is essential that time is used in the first one to two weeks to support the MAT student in getting comfortable with and understanding his or her new environment. As well, a gradual transition to assume full-time teaching responsibilities may assist them with feelings of confidence and competence to support the quality of their teaching experience. Please discuss this timeline with your MAT student.

Week 1: Orientation and observation. This first week should be one of helping the teacher / MAT student become acclimated to the school and classroom environments. Completion of the student teacher orientation checklist should take place throughout this first week. The MAT student will be actively observing your instructional strategies and classroom management or requesting feedback on newly developing skills and practices.

Weeks 2-3: The MAT student will be observing instruction following lesson plans prepared by mentor teacher, or may be developing lesson plans that will need feedback from the mentor teacher, depending upon the MAT student's classroom situation. The MAT student will take the lead with classroom routines, and supporting the mentor teacher as they instruct (administering tests, leading short informal segments of the teacher's prepared lesson or small group work, etc.). MAT students will also take the lead in 1-3 lessons or content areas per day.

Weeks 4-8: The MAT student will assume lead responsibility to plan, prepare, deliver instruction, and monitor student progress to include grading.

Weeks 9-10: Student teacher takes less of the lead role (similar to duties in week's 2-3) while the mentor teacher begins to resume the lead role. If the MAT student has his/her own classroom, full time instructional planning will remain in effect.

Weeks 11-12: Depending on the MAT student's assignment(s): the MAT student will be phased out of teaching and assume a support role in the classroom. Opportunities might be given for the MAT student to observe other teachers in the building if possible.

Lesson Plan Submission

MAT students must have their lesson plans submitted in a timely manner. Mentor teachers need to have enough time to review the lesson plan and make suggestions for possible revisions if needed. Therefore, mentor teachers are to set the timeline for lesson plan submission and identify how MAT students are to submit the lesson plans (email, hard copy, etc.). If you have an MAT student with an experience scheduled less than 10 weeks (some may pursue double licensure areas) use the above timeline and suggestions to guide phasing the MAT student in and out of full teaching responsibilities over your scheduled time period.

Mayville State University
Master of Arts in Teaching (MAT) Program
ProEthica Fact Sheet

As an assignment in EDUC 595, the ProEthica Modules prepare individuals in leadership, decision making, and critical thinking skills in ethics as professional educators.

What are the ProEthica Program Modules?
The ProEthica Program: Ethics for the Professional Educator
The ProEthica™ program is an online and self-paced training and assessment program composed of a series of interactive modules and resources to help you gain experience in the application of professional ethics in decision making.
The program was built around a set of principles that guide decision making. These principles serve to guide you in a positive direction through your most difficult ethical challenges, even when the best way to follow "the rules" may not be clear.
The ProEthica program is currently offered for teachers and school leaders, including principals and superintendents.
In the ProEthica program for Teachers, you will learn:
▪ how to better balance the often competing obligations and expectations in your relationships with students, your school and your community
▪ general obligations under the law, relevant regulations and best practices
▪ the principles embodied in the Model Code of Ethics for Educators (MCEE) and your state's code of conduct
In the ProEthica program for School Leaders, you will learn:
▪ how you can establish and support a culture of professionalism in education — in relationships with students, your schools and your communities
▪ ethical understanding to guide decision making
▪ the specific regulations and expectations that school leaders face every day
Both are available at two levels:
▪ ProEthica™ Foundations: an introduction to the application of professional ethics to decision making
▪ ProEthica™ Essentials: a more advanced exploration of ethical challenges and how to apply the principles of the MCEE in your daily practice
Which version and level you take depends on where you are in your teaching career and your state, jurisdiction, educator preparation program (EPP) or school district requirements. Each state, jurisdiction, EPP or school district sets its own requirements.
Which or both for MSU
Where and when can I take it?
The ProEthica program is delivered online. Once you are eligible to test, you can access

the ProEthica program on your laptop, PC or tablet anywhere you have Internet access. There are no predetermined testing windows, so you can complete the program at your own pace, as directed by your eligibility provider.

How do I gain eligibility to take the ProEthica program?
Eligibility to take the ProEthica program is determined by your state, jurisdiction, district or educator preparation program.

How much does it cost?
The cost is determined by the state, program or district that provided eligibility. Please contact your eligibility provider for more information.

Once I receive my eligibility, how do I register?
Step 1:
Once the appropriate eligibility provider (your state's Department of Education, EPP, school district or school) enters your eligibility into the ProEthica client portal, the Learning Management System (LMS) will automatically generate an email giving you access to register for the ProEthica program. If a payment voucher was assigned to you, you will not be prompted for payment during registration.
Step 2:
Using the link and information provided in the email, you will then be able to access the LMS to register for the ProEthica program. Once registered, you can submit your payment and begin accessing the modules immediately.

How long will it take me to complete the ProEthica program?
While there are no time limits in either the learning modules or end-of-module tests, most of the modules in the ProEthica program were designed to be completed in under 30 minutes, and the end-of-module tests were designed to take no more than 25 minutes. How long it takes to complete all of the modules will vary based on how much you decide to engage with the material. You will have the opportunity to revisit many of the activities, which can extend the amount of time it takes you to complete them.

Do I have to take all of the modules in one sitting?
No. You are able to take the modules over the course of the license period (usually 365 days) or as directed by your eligibility provider. Additionally, you may exit a module and return to where you left off. You cannot exit in the middle of an end-of-module knowledge check.

What happens when I complete the ProEthica program?
Once all of the ProEthica modules are complete, you can print your electronic certificate of completion in the LMS. Your scores will be automatically reported to you and your score recipients.

What scores are reported to my score recipients?
Only performance on the end-of-module knowledge checks and summative assessment (available in ProEthica Essentials only) is reported. Data from the learning activities in the modules are not collected or reported.

Who gets my scores?
Your eligibility provider will automatically receive your scores. Additionally, if the ProEthica program is required by your state, the state department will also receive your scores. Download Understanding Your ProEthica Scores (PDF) for more information.

ProEthica Modules

Module 1: Introduction
This module explores the relationship between the dispositional, ethical and regulatory frameworks as they apply to educator decision making and conduct.

Module 2: The Professional Educator
This module identifies the professional educator's responsibilities to the profession.

Module 3: The Professional Educator and the Student
This module identifies the professional educators' responsibility to establish and maintain appropriate verbal, physical, emotional and social boundaries with and regarding students.

Module 4: The Professional Educator and the School
This module addresses how professional educators promote effective and appropriate relationships and interactions with members of the school community while maintaining professional boundaries in and outside of the school building.

Module 5: The Professional Educator and the Community
This module identifies how professional educators must reflect the values of the profession as members of the community.

Module 6: Ethical Decision Making for the Professional Educator
This module provides a simulation-based activity in which the user will examine long-term consequences of short-term decisions. Completion of this module will require users to apply what they have learned in previous modules as well as this one.

MAYVILLE STATE UNIVERSITY CAPSTONE PROJECT

PORTFOLIO RUBRIC

MAT STUDENT:_____ **Date:**_____

Reviewer(s):_____

If a grade lower than B is earned, students will be required to revise the portfolio given reviewer feedback. Both reviewers will re-evaluate the portfolio and scores will be submitted. Students will only be allowed one presentation.

Portfolio presentation outcome:

Grade_____

Grading Criteria

Distinguished: Candidate demonstrates exemplary work.

Proficient: Candidate demonstrates sufficient work.

Basic: Candidate demonstrates work that partially meets criterion.

Unsatisfactory: Candidate demonstrates work that does not meet criterion

59-68 points = A

52-58 points = B

47-51 points = C

39-46 points=D

< 38 points = F

A	B	C	D	F
5 Distinguished	Distinguished	Distinguished	Distinguished	11 Basic or
9 Proficient	12 Proficient	7 Proficient	6 Proficient	Greater than
0 Basic	2 Basic	7 Basic	8 Basic	3 Unsatisfactory
0 Unsatisfactory	0 Unsatisfactory	0 Unsatisfactory	1 Unsatisfactory	

14 markings for rubric areas evaluated with criteria

4 markings of met/unmet: All areas of portfolio review that have 'met or unmet' criteria marks must be marked 'met' upon course completion. If they are marked unmet upon portfolio review and presentation, the student will be expected to revise/redo until a 'met' score results. This is to be completed within the timeframe of the semester.

INTRODUCTION/Autobiography:

Content	Photo	Writing Mechanics/Appearance	
· Candidate backgroun-information · Content Area discussed · Reason for entering the teaching profession · Personal goals · Professional goals · Integrates informatio to the Authentic Constructivist Leadership Model	(head/shoulders, professional looking)	(font/colors/neatness) · well-written narrative	Distinguished _____ Proficient _____ Basic _____ Unsatisfactory _____

Distinguished:	Proficient:	Basic:	Unsatisfactory:
The MAT student confidently presents their portfolio in an exemplary manner with professionalism. The introduction is engaging and shows an integration of concepts of the Authentic Constructivist Leadership Model through a statement of personal and professional goals highlighting selected areas of the autobiography.	The MAT student competently presents their portfolio. The introduction is engaging and shows connection to the Authentic Constructivist Leadership Model through a statement of personal and professional goals, referencing the autobiography.	The MAT student presents their portfolio but lacks fluent presentation. The introduction provided a statement of personal and professional goals but did not relate them to the Authentic Constructivist Leadership Model. The autobiography is referenced.	The MAT student presents their portfolio with evidence of unpreparedness. The introduction lacks a statement of personal and professional goals and does not reference the Authentic Constructivist Leadership Model.

Comments:

RESUME AND REFERENCES:

Content	References	
Content Met: The resume is professional in appearance and is free of spelling and grammatical errors. The format is clear; adequately summarizes teaching skills, abilities and accomplishments.	**References** Met: Three or more references are uploaded.	Met _____ Unmet_____
Unmet: The resume lacks professional appearance and may contain spelling and grammatical errors. The format provides minimal reference to teaching skills, experiences or accomplishments.	Unmet: 3 references are not uploaded/listed.	

Student must meet criteria in 'met' for both resume and references to score a 'met'

Comments:

Leadership in Action Paper

Distinguished:	Proficient:	Basic:	Unsatisfactory:
Rationale thoroughly provides a comprehensive summary of the MAT student's understandings and growth in the area of a teacher-leader, relating key insights of the paper to the Authentic Constructivist Leadership Model.	Rationale provides a summary of the MAT student's understandings and personal/professional growth in the area of a teacher-leader, relating insights of the paper to the Authentic Constructivist Leadership Model.	Rationale provides a summary of the MAT framework of the Authentic Constructivist Leadership Model but does not associate understandings and personal/professional growth in the area of a teacher leader.	Rationale provides a limited summary of important concepts within the MAT framework of the Authentic Constructivist Leadership Model. Rationale does not demonstrate the student's association to a teacher leader.

Artifact (Performance, essential knowledge and research)	Rationale

Comments:	
	Distinguished _____ Proficient _____ Basic _____ Unsatisfactory_____

ProEthica

Met:	Unmet:	**Met** _____
Certificate of Achievement uploaded	No certificate of achievement uploaded	**Unmet**_____

Comments:

INTASC.1 Learner Development

STANDARD: 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.

Performance Indicators

The Candidate:

* assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

* creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

* collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge Indicators

The Candidate:

* understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

* understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

* identifies readiness for learning, and understands how development in any one area may affect performance in others.

* understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Artifact (Performance, essential knowledge and research)	Rationale

Distinguished:	Proficient:	Basic:	Unsatisfactory:
Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance and knowledge along with well-written personal insights of learner development through the lens of a teacher-leader.	Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of learner development through the lens of a teacher-leader.	Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge and performance in the area of leraner development through the lens of a teacher-leader.	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance of learner development. Insights of a teacher-leader are not evident in the rationale.

Comments:	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.2 Learning Differences

> STANDARD: 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.

Performance Indicators

The Candidate:

* designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

* makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

* designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

* brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

* incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

* accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge Indicators

The Candidate:

* understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

* understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

* knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

* understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

* knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Artifact (Performance, essential knowledge and research)	Rationale

Distinguished:	Proficient:	Basic:	Unsatisfactory:
Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance and knowledge along with well-written personal insights of learner differences through the lens of a teacher-leader.	Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of learner differences through the lens of a teacher-leader.	Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge and performance in the area of learner differences through the lens of a teacher-leader.	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance of learner differences. Insights of a teacher-leader are not evident in the rationale.

Comments:	
	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.3 Learning Environment

> STANDARD: 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.

Performance Indicators

The Candidate:

* collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

* develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

* collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work

* uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

* communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

* promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

* builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge Indicators

The Candidate:

* understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning

* knows how to help learners work productively and cooperatively with each other to achieve learning goals.

* knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

* understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

* knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Artifact (Performance, essential knowledge and research)	Rationale

Distinguished:	Proficient:	Basic:	Unsatisfactory:
Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of developing safe, respectful and engaging learning environments through the lens of a teacher-leader.	Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of developing safe, respectful and engaging learning environments.	Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge. Performance and personal insights in developing safe, respectful and engaging learning environments.	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or personal insights on developing a safe, respectful and engaging learning environment. Insights of a teacher-leader are not evident in the rationale.

Comments:	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.4 Content Knowledge

STANDARD: 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.

Performance Indicators
The Candidate:

* uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

* engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

* engages learners in applying methods of inquiry and standards of evidence used in the discipline.

* stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

* recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

* evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

* uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

* creates opportunities for students to learn, practice, and master academic language in their content.

* accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge Indicators
The Candidate:

* understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

* understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

* teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

* knows how to integrate culturally relevant content to build on learners' background knowledge.

* has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches

Artifact (Performance, essential knowledge and research)	Rationale

Distinguished:	Proficient:	Basic:	Unsatisfactory:
Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of the central concepts, tools of inquiry and structures of the discipline through the lens of a teacher-leader.	Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of the central concepts, tools of inquiry and structures of the discipline through the lens of a teacher-leader.	Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of the central concepts, tools of inquiry and structures of the discipline through the lens of a teacher-leader.	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights on insights of the central concepts, tools of inquiry and structures of the discipline through the lens of a teacher-leader.

Comments:	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.5 APPLICATION OF CONTENT

> STANDARD: 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.

Performance Indicators
The Candidate:

* develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

* engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

* facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

* engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

* teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

* engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

* facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

* develops and implements supports for learner literacy development across content areas.

Essential Knowledge Indicators
The Candidate:

* understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns

* understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

* understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

* understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

* understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

 * understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

 * understands creative thinking processes and how to engage learners in producing original work.

 * knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Artifact (Performance, essential knowledge and research)	Rationale

Distinguished:	Proficient:	Basic:	Unsatisfactory:
Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights related to application of content and differing perspectives to real-world context through the lens of a teacher-leader.	Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights related to application of content and differing perspectives to real-world context through the lens of a teacher-leader.	Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights related to application of content and differing perspectives to real-world context through the lens of a teacher-leader.	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights related to application of content and differing perspectives to real-world context through the lens of a teacher-leader.

Comments:	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.6 ASSESSMENT

> STANDARD: 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.

Performance Indicators

The Candidate:

* balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

* designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

* works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

* engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

* engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

* models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

* effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

* prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

* seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge Indicators

The Candidate:

* understands the differences between formative and summative applications of assessment and knows how and when to use each.

* understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

* knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

* knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

* understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

* knows when and how to evaluate and report learner progress against standards.

* understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Artifact (Performance, essential knowledge and research)	Rationale

Distinguished	Proficient	Basic	Unsatisfactory
Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of multiple methods of assessment through the lens of a teacher-leader.	Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of multiple methods of assessment through the lens of a teacher-leader.	Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of multiple methods of assessment through the lens of a teacher-leader.	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights of multiple methods of assessment through the lens of a teacher-leader.

Comments	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.7 PLANNING FOR INSTRUCTION

STANDARD: 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.

Performance Indicators

The Candidate:

* individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

* plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

* develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

* plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

* teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

* evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge Indicators

The Candidate:

* understands content and content standards and how these are organized in the curriculum.

* understands how integrating cross disciplinary skills in instruction engages learners purposefully in applying content knowledge.

* understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

* understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

* knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

* knows when and how to adjust plans based on assessment information and learner responses.

* knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Artifact (Performance, essential knowledge and research)	Rationale

Distinguished	Proficient	Basic	Unsatisfactory
Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of planning for instruction through the lens of a teacher-leader.	Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of planning for instruction through the lens of a teacher-leader.	Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of planning for instruction through the lens of a teacher-leader.	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights of planning for instruction through the lens of a teacher-leader.

Comments	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.8 INSTRUCTIONAL STRATEGIES

> STANDARD: 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.

Performance Indicators

The Candidate:

* uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

* continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

* collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

* varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

* provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

* engages all learners in developing higher order questioning skills and metacognitive processes.

* engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

* uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

* 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).

Essential Knowledge Indicators

The Candidate:

* understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

* knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

* knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

* understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

* knows how to use a wide variety of resources, including human and technological, to engage students in learning.

* understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Artifact (Performance, essential knowledge and research)	Rationale

Distinguished	Proficient	Basic	Unsatisfactory
Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of a variety of instructional strategies through the lens of a teacher-leader.	Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of a variety of instructional strategies through the lens of a teacher-leader.	Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of a variety of instructional strategies through the lens of a teacher-leader.	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights of a variety of instructional strategies through the lens of a teacher-leader.

Comments	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.9 PROFESSIONAL LEARNING AND ETHICAL PRACTICE

> STANDARD: 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.

Performance Indicators

The Candidate:

* engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

* engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

* uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

* actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

* reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

* advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge Indicators

The Candidate:

* understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

* knows how to use learner data to analyze practice and differentiate instruction accordingly.

* understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

* understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

* knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Artifact (Performance, essential knowledge and research)	Rationale

Distinguished	Proficient	Basic	Unsatisfactory
Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of professional learning and ethical practice through the lens of a teacher-leader.	Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of professional learning and ethical practice through the lens of a teacher-leader.	Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of professional learning and ethical practice through the lens of a teacher-leader.	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights of professional learning and ethical practice through the lens of a teacher-leader.

Comments	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.10 LEADERSHIP AND COLLABORATION

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

Performance Indicators

The Candidate:

* takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

* works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

* engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

* works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

* the teacher builds ongoing connections with community resources to enhance student learning and well-being.

* engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

* uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

* uses and generates meaningful research on education issues and policies.

* seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

* advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

* takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge Indicators

The Candidate:

* understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

* understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

* knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

* knows how to contribute to a common culture that supports high expectations for student learning.

Artiface (Performance, essential knowledge and research)	Rationale

Distinguished	Proficient	Basic	Unsatisfactory
Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of leadership and collaboration to ensure learner growth and advance the profession through the lens of a teacher-leader.	Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of leadership and collaboration to ensure learner growth and advance the profession through the lens of a teacher-leader.	Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of leadership and collaboration to ensure learner growth and advance the profession through the lens of a teacher-leader.	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights of leadership and collaboration to ensure learner growth and advance the profession through the lens of a teacher-leader.

Comments:	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

Teaching Videos and Reflections: Clinical Mentorship Experience

Upload two teaching videos along with your self-reflection here.

Video 1 (Performance, essential knowledge and research)	Rationale

Distinguished	Proficient	Basic	Unsatisfactory
The student provides a careful and detailed assessment of their own teaching as described in the Authentic Constructivist Leadership Model using 2 or more references to the Model framework to support reflective analysis.	The student provides an appropriate assessment of their own teaching as described in the Authentic Constructivist Leadership Model.	The student provides a limited assessment of their own teaching as described in the Authentic Constructivist Leadership Model.	The student provides an inadequate assessment of their own teaching that does not meet the expectations of a critically reflective teacher as described in the Authentic Constructivist Leadership Model.

Comments:	**Distinguished** _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

Video 2 (Performance, essential knowledge and research)	Rationale

Distinguished	Proficient	Basic	Unsatisfactory
The student provides a careful and detailed assessment of their own teaching as described in the Authentic Constructivist Leadership Model using 2 or more references to the Model framework to support reflective analysis.	The student provides an appropriate assessment of their own teaching as described in the Authentic Constructivist Leadership Model.	The student provides a limited assessment of their own teaching as described in the Authentic Constructivist Leadership Model.	The student provides an inadequate assessment of their own teaching that does not meet the expectations of a critically reflective teacher as described in the Authentic Constructivist Leadership Model.

Comments:	Distinguished _____ Proficient _____ Basic _____ Unsatisfactory _____

Diversity and Technology

Diversity	Technology	
Diversity Met: The portfolio demonstrates the student has embedded evidence within their rationales and artifacts of meeting the Educator Preparation Program's (EPP) Diversity Goals as listed in the MAT Handbook.	**Technology** Met: The portfolio demonstrates that the MAT student has embedded evidence within their rationales and artifacts of meeting the Educator Preparation Program's (EPP) Technology Goals as listed in the MAT Handbook.	**Diversity:** **Met** _____ **Unmet** _____
Unmet: The portfolio does not demonstrate that the student has embedded evidence within their rationales and artifacts of meeting the EPP's Diversity Goals as listed in the MAT Handbook.	Unmet: The portfolio does not demonstrate that the student has embedded evidence within their rationales and artifacts of meeting the EPP's Technology Goals as listed in the MAT handbook.	**Technology** **Met** _____ **Unmet** _____

Comments:

Clinical Experience Evaluations

Lesson Plan Scales

created with 🔄 taskstream

	4	3.5	3	2.5	2	1.5	1	.5
Context	Well-written and detailed description of cultural, behavioral, learning and content progression considerations of the students. In addition to score 3.0 performance, in-depth inferences and applications	In addition to score 3.0 in-depth inferences and applications with partial success.	Writes a description of the class context that includes multiple factors. Exhibits no major errors or omissions.	No major errors or omissions from the 2.0 content and partial knowledge or skill of the 3.0 content	Description of the class includes basic information of the students. No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.	Partial knowledge of the 2.0 content but major errors or omissions of the 3.0	Limited information is included in the description of the class. With help, a partial understanding of some of the simpler and more complex details and processes.	With help, a partial understanding of the simpler but not more complex details and processes If No Knowledge or Skill is demonstrated choose NA (0 points) and explain the marking.
Student Profile	Strengths and needs of student profile student are thorough and complete in relation to provided profile description and class context.	In addition to score 3.0 in-depth inferences and applications with partial success.	Described strengths and needs of profile student are included. Exhibits no major errors or omissions.	No major errors or omissions from the 2.0 content and partial knowledge or skill of the 3.0 content	Partial description of strengths and needs of profile student are included. No major errors or omissions regarding the simpler details and processes but major	Partial knowledge of the 2.0 content but major errors or omissions of the 3.0	Limited facts or misconceptions of strengths or needs of profile student are included. With help, a partial understanding	With help, a partial understanding of the simpler but not more complex details and processes If No Knowledge or Skill is

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	4	3.5	3	2.5	2	1.5	1	.5
	In addition to score 3.0 performance, in-depth inferences and applications				errors or omissions regarding the more complex ideas and processes		of some of the simpler and more complex details and processes	demonstrate d choose NA (0 points) and explain the marking.
Purpose	**Includes a well-explained purpose for learning that supports students' understandin g of how objectives have endurance & leverage** In addition to score 3.0 performance, in-depth inferences and applications	In addition to score 3.0 in- depth inferences and application s with partial success.	**Includes purpose statement that explains why students need to know the content of the lesson.** Exhibits no major errors or omissions.	No major errors or omissions from the 2.o content and partial knowledg e or skill of the 3.0 content	**Purpose for learning is stated but lacks specificity and/or application** No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	Partial knowledg e of the 2.0 content but major errors or omissions of the 3.0	**Purpose statement is insufficient in assisting students to understand how the objectives have endurance and leverage** With help, a partial understanding of some of the simpler and more complex details and processes	With help, a partial understandin g of the simpler but not more complex details and processes **If No Knowledge or Skill is demonstrate d choose NA (0 points) and explain the marking.**
Standards	**Alignment of objectives and instruction with standards is**	In addition to score 3.0 in-depth inferences	**Standard(s) chosen align with lesson objective(s), assessment, or learning plan.**	No major errors or omissions from the 2.o	**Alignment with standards is partially accurate and/or**	Partial knowledg e of the 2.0 content	**Standards are present but lack alignment or are**	With help, a partial understandin g of the simpler but

	4	3.5	3	2.5	2	1.5	1	.5
	accurate & reflects more than one content area In addition to score 3.0 performance, in-depth inferences and applications	and application s with partial success.	Exhibits no major errors or omissions.	content and partial knowledg e or skill of the 3.0 content	incomplete No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	but major errors or omissions of the 3.0	inaccurately aligned with the lesson With help, a partial understanding of some of the simpler and more complex details and processes	not more complex details and processes If No Knowledge or Skill is demonstrate d choose NA (0 points) and explain the marking.
Objectives	Well written objectives are specific, measureable, attainable, realistic, and are incorporated with standards, assessment, and learning plan In addition to score 3.0 performance, in-depth	In addition to score 3.0 in- depth inferences and application s with partial success.	Satisfactory objective(s) are specific, measurable, attainable, realistic, and aligned with standards, assessment, and learning plan. Exhibits no major errors or omissions.	No major errors or omissions from the 2.o content and partial knowledg e or skill of the 3.0 content	Marginal objective(s); lack one or more of the following qualities: specific, measurable attainable, and/or realistic & partially reflects the standards No major errors or omissions regarding the simpler details	Partial knowledg e of the 2.0 content but major errors or omissions of the 3.0	Objective(s) are incomplete (lacking multiple qualities- specific, measurable attainable, and/or realistic) and lack a clear connection to standards With help, a partial understanding of some of the	With help, a partial understandin g of the simpler but not more complex details and processes If No Knowledge or Skill is demonstrate d choose NA (0 points) and explain the marking.

	4	3.5	3	2.5	2	1.5	1	.5
	inferences and applications				and processes but major errors or omissions regarding the more complex ideas and processes		simpler and more complex details and processes	
Student Profile Objectives	**Exemplary objective(s) to differentiate learning are specific, measurable, attainable, realistic, and are incorporated seamlessly with student profile strengths and needs, lesson objectives and standards** In addition to score 3.0 performance, in-depth inferences and applications	In addition to score 3.0 in- depth inferences and application s with partial success.	**Satisfactory objective(s) are specific, measurable, attainable, realistic, and aligned with student profile needs and lesson objectives.** Exhibits no major errors or omissions.	No major errors or omissions from the 2.o content and partial knowledg e or skill of the 3.0 content	**Marginal objective(s); lack one or more of the following qualities: specific, measurable attainable, and/or realistic and partially reflects student profile needs and lesson objectives** No major errors or omissions regarding the simpler details and processes but major errors or	Partial knowledg e of the 2.0 content but major errors or omissions of the 3.0	**Objective(s) are incomplete (lacking multiple qualities- specific, measurable attainable, and/or realistic) and lack a clear connection to lesson objectives and student profile needs** With help, a partial understanding of some of the simpler and more complex	With help, a partial understandin g of the simpler but not more complex details and processes **If No Knowledge or Skill is demonstrate d choose NA (0 points) and explain the marking.**

	4	3.5	3	2.5	2	1.5	1	.5
					omissions regarding the more complex ideas and processes		details and processes	
Evidence of Meeting Desired Results	**Comprehensi ve assessment methods are equitable, clearly measure the standard and objectives and are sophisticated given the instructional strategies** In addition to score 3.0 performance, in-depth inferences and applications	In addition to score 3.0 in- depth inferences and application s with partial success.	**Assessment demonstrates student knowledge/understandi ng of the lesson objectives.** Exhibits no major errors or omissions.	No major errors or omissions from the 2.o content and partial knowledg e or skill of the 3.0 content	**Acceptable assessment methods measure the standard and objectives and limited given the instructional strategies** No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	Partial knowledg e of the 2.0 content but major errors or omissions of the 3.0	**Incomplete assessment methods that do not directly measure standard and objectives; unclear in connection to instructional strategies** With help, a partial understanding of some of the simpler and more complex details and processes	With help, a partial understandin g of the simpler but not more complex details and processes **If No Knowledge or Skill is demonstrate d choose NA (0 points) and explain the marking.**
Student Profile Evidence	**Comprehensi ve assessment methods are equitable to**	In addition to score 3.0 in-depth	**Assessment demonstrates student knowledge/understandi ng of the student profile**	No major errors or omissions from the	**Acceptable assessment methods measure the**	Partial knowledg e of the 2.0	**Incomplete assessment methods that do not**	With help, a partial understandin g of the

	4	3.5	3	2.5	2	1.5	1	.5
	differentiate assessment, clearly measure the student profile objectives and are appropriate given the profile strengths and weaknesses In addition to score 3.0 performance, in-depth inferences and applications	inferences and application s with partial success.	objectives and are appropriate given the profile strengths and weaknesses. Exhibits no major errors or omissions.	2.o content and partial knowledge or skill of the 3.0 content	student profile objectives and are limited in relation to profile strengths and weaknesses No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	content but major errors or omissions of the 3.0	directly measure student profile objectives and are unclear in connection to profile strengths and weakness With help, a partial understanding of some of the simpler and more complex details and processes	simpler but not more complex details and processes If No Knowledge or Skill is demonstrate d choose NA (0 points) and explain the marking.
Instructional Strategy	Clear evidence of exemplary use of multiple research-based instructional strategies (direct, indirect, independent, experiential, or interactive)	In addition to score 3.0 in- depth inferences and application s with partial success.	Research-based teaching strategies are used in the lesson plan and support differentiated instruction. Exhibits no major errors or omissions.	No major errors or omissions from the 2.o content and partial knowledge or skill of the 3.0 content	Use of research-based instructional strategies within the lesson provide students limited support in meeting learning objectives	Partial knowledge of the 2.0 content but major errors or omissions of the 3.0	Research- based strategy may be selected but implemented incorrectly or is ineffective for objectives, content and context With help, a	With help, a partial understanding of the simpler but not more complex details and processes If No Knowledge or Skill is

	4	3.5	3	2.5	2	1.5	1	.5
	that match all objectives, content & context In addition to score 3.0 performance, in-depth inferences and applications				No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes		partial understanding of some of the simpler and more complex details and processes	demonstrate d choose NA (0 points) and explain the marking.
Technolog y (as appropriate)	**Exemplary use of technology to enhance instructional strategies and assessment to fully support all students reaching objectives** In addition to score 3.0 performance, in-depth inferences and applications	In addition to score 3.0 in- depth inferences and application s with partial success.	**Use of technology sufficiently supports objectives and content of the learning plan.** Exhibits no major errors or omissions.	No major errors or omissions from the 2.o content and partial knowledg e or skill of the 3.0 content	**Minimal use of technology to carry out instruction or assessment** No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	Partial knowledg e of the 2.0 content but major errors or omissions of the 3.0	**Use of technology is ineffective to support instruction and / or assessment** With help, a partial understanding of some of the simpler and more complex details and processes	With help, a partial understandin g of the simpler but not more complex details and processes **If No Knowledge or Skill is** demonstrate d choose NA (0 points) and explain the marking.

	4	3.5	3	2.5	2	1.5	1	.5
Hook & Hold	Hook and hold engages students, stimulates curiosity and establishes a purpose In addition to score 3.0 performance, in-depth inferences and applications	In addition to score 3.0 in- depth inferences and application s with partial success.	Hook and hold connects to the lesson and engages learners. Exhibits no major errors or omissions.	No major errors or omissions from the 2.o content and partial knowledg e or skill of the 3.0 content	Students are minimally engaged by the hook and hold No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	Partial knowledg e of the 2.0 content but major errors or omissions of the 3.0	Hook and hold is attempted but does not engage learners With help, a partial understanding of some of the simpler and more complex details and processes	With help, a partial understandin g of the simpler but not more complex details and processes If No Knowledge or Skill is demonstrate d choose NA (0 points) and explain the marking.
Procedures (includes materials)	Procedures are detailed, logically sequenced, and follow the appropriate process given the chosen instructional strategy, cognitive level and grade; include exemplary use	In addition to score 3.0 in- depth inferences and application s with partial success.	Procedures are appropriate and logically sequenced for instruction and include satisfactory delivery in small chunks, modeling, guided practice, and checks for understanding. Exhibits no major errors or omissions.	No major errors or omissions from the 2.o content and partial knowledg e or skill of the 3.0 content	Procedures lack specificity and/or logical sequence, appropriate cognitive level, appropriatene ss for grade level; include minimal delivery in small chunks, modeling, guided	Partial knowledg e of the 2.0 content but major errors or omissions of the 3.0	Procedures are vague and/or do not contain the cognitive level necessary for content or grade level; limited inclusion of small chunks, modeling, guided practice,	With help, a partial understandin g of the simpler but not more complex details and processes If No Knowledge or Skill is demonstrate

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	4	3.5	3	2.5	2	1.5	1	.5
	of delivery in small chunks, modeling, guided practice, and checks for understandin g throughout the lesson In addition to score 3.0 performance, in-depth inferences and applications				practice, and/or checks for understanding No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes		and/or checks for understandin g With help, a partial understanding of some of the simpler and more complex details and processes	d choose NA (0 points) and explain the marking.
Summary	Summary activity is connected to lesson objective(s), provides clear summary of what students have learned (assessment), ties main points into a coherent whole and provides preview of future lesson. In addition to score 3.0 performance, in-depth inferences and applications	In addition to score 3.0 in- depth inferences and application s with partial success.	Lesson summary helps students organize their learning, reinforce major points and clarify any confusion. Exhibits no major errors or omissions.	No major errors or omissions from the 2.o content and partial knowledg e or skill of the 3.0 content	Minimal summary activity that describes the lesson activities No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	Partial knowledg e of the 2.0 content but major errors or omissions of the 3.0	Attempts a summary activity With help, a partial understanding of some of the simpler and more complex details and processes	With help, a partial understandin g of the simpler but not more complex details and processes If No Knowledge or Skill is demonstrate d choose NA (0 points) and explain the marking.

ND Common Metrics-Skills of Teaching Observation Tool (STOT)

Teacher Candidate		Semester	Weeks	Subject/Grade Taught

School & Town	Cooperating Teacher	University Supervisor

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. *An overall average rating will be calculated by the university for each standard.* Thank you for your time and commitment to the profession.

InTASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating "3" performance, partial success at rating of "4"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating "2" performance, partial success at rating of "3"	implements grade-level appropriate instruction, but does not account for individual learners' differences	With assistance, partial success at rating of "2"	implements instruction that exceeds or does not match a developmentally appropriate level for the students	
Accounts for differences in students' prior knowledge	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #1: Learner Development. The teacher understands how children learn 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.								

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	In addition to rating of "3" success at rating of "4"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating of "2" success at rating of "3"	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at rating of "2"	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners	performance, partial	exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners	performance, partial	communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	In addition to rating "3" performance, partial success at rating of "4"	consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language	In addition to rating "2" performance, partial success at rating of "3"	models safety and respect to encourage a positive classroom learning community	With assistance, partial success at rating of "2"	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community	
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs		develops a learning environment that is consistently engaging for most students		attempts to develop a learning environment that is engaging for most students		needs assistance in developing a learning environment that is engaging for most students	
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place	
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently	
Guides learners in using technologies in appropriate, safe, and effective ways	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively	
The overall rating will be calculated as an average of the ratings for this standard.								***Rating**
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	In addition to rating "4" rating of "3"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating "3" performance, partial success at rating of "2"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	With assistance, partial success at rating of "2"	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content	
Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
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.								

InTASC Standard 5	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	In addition to rating "4" performance, partial success at rating of "3"	designs instruction related to the students' real-life experiences and relevant core content	In addition to rating "3" performance, partial success at rating of "2"	designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	With assistance, partial success at rating of "2"	designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline	
Accesses content resources to build global awareness	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources-to build student awareness of local and global issues	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating "3" performance, partial success at rating of "4"	uses multiple assessments that align with the learning targets	In addition to rating "2" performance, partial success at rating of "3"	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of "2"	uses limited assessment methods and items that are not aligned with learning targets	
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable	
Uses appropriate data sources to identify student learning needs	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade	
Engages students in self-assessment strategies	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
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 teachers' and learner's decision making.								

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	*In addition to rating " 3" performance, partial success at rating of " 4"*	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	*In addition to rating " 2" performance, partial success at rating of " 3"*	plans for learning experiences that are aligned with learning goals	*With assistance, partial success at rating of " 2"*	lesson plans are not aligned with learning goals	
Uses assessment data to inform planning for instruction	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		pre-assessment and/or formative assessment data are not utilized to inform planning	
Adjusts instructional plans to meet students' needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses assessment findings to modify instructional plans to meet students' needs		plans are not adjusted to meet student learning differences or needs	
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
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, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Varies instructional strategies to engage learners	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	In addition to rating " 3" performance, partial success at rating of " 4"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to rating " 2" performance, partial success at rating of " 3"	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	With assistance, partial success at rating of " 2"	utilizes only one instructional approach	
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology	
Differentiates instruction for a variety of learning needs	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction	
Instructional practices reflect effective communication skills	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction		articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
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.								

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating "3" performance, partial success at rating of "4"	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating "2" performance, partial success at rating of "3"	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of "2"	resists feedback to improve teaching effectiveness	
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
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, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	In addition to rating of "3" success at rating of "4" performance, partial	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to rating "2" success at rating of "3" performance, partial	develops cordial relationships with colleagues; attempts to improve student performance	With assistance, partial success at rating of "2"	develops relationships with colleagues that are characterized by negativity or combativeness	
Collaborates with parent/guardian/advocate to improve student performance	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication	
The overall rating will be calculated as an average of the ratings for this standard.								***Rating**
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 professionals, and community members to ensure learner growth, and to advance the profession.								

Constructs, InTASC Standards, and Tagged Alignment of Items

Construct/ Areas of Knowledge	InTASC Standard	Item #
The Learner and Learning	#1: Learner Development	1-2
The Learner and Learning	#2: Learning Differences	3-4
The Learner and Learning	#3: Learning Environments	5-9
Content Knowledge	#4: Content Knowledge	10-12
Content Knowledge	#5: Application of Content Knowledge	13-16
Instructional Practice	#6: Assessment	17-20
Instructional Practice	#7: Planning for Instruction	21-24
Instructional Practice	#8: Instructional Strategies	25-28
Professional Responsibility	#9: Professional Learning and Ethical Practice	29-32
Professional Responsibility	#10: Leadership and Collaboration	33-34

Appendix L

Disposition Evaluation

* This evaluation is available in TaskStream

Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed	Score/ Level
InTASC Standards 1-3 Learning & Learning *The teacher candidate...* Respects learners' developmental strengths and needs (InTASC 1.h) (Danielson 1b) (Marzano 19,20) (MCEE II.A.3;III B.1, III.B.2-3)	demonstrates respect for all learners by considering diverse perspectives when implementing developmentally appropriate practices to address learners' strengths and needs.	In addition to score of "2" performance, partial success at score of "3"	demonstrates respect for learners by implementing developmentally appropriate practices to address learners' strengths and needs.	In addition to score of "1" performance, partial success at score of "2"	demonstrates minimal respect for learners' developmental needs by displaying behaviors that seem uninformed, intolerant, or biased.	Not Observed	
Believes that all students can learn and achieve (InTASC 2.l, 2.n) (Danielson 2.b) (Marzano 19) (MCEE II.A.3)	believes all students can learn by creating equitable learning opportunities that support learner differences and upholding high expectations that result in achievement.	In addition to score of "2" performance, partial success at score of "3"	believes all students can learn by creating opportunities to support learner differences and encouraging high expectations for achievement.	In addition to score of "1" performance, partial success at score of "2"	minimally displays a belief that all students can learn by a lack of support for learner differences and setting low expectations.	Not Observed	
Commits to knowing about the cultures and communities that impact their students (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	seeks out and engages in opportunities to enhance their understanding of cultures and communities that impact their students.	In addition to score of "2" performance, partial success at score of "3"	engages in opportunities to learn about the cultures and communities that impact their students.	In addition to score of "1" performance, partial success at score of "2"	makes minimal efforts toward learning about the cultures and communities that impact their students.	Not Observed	
Displays a commitment to provide equitable learning and development opportunities for all (InTASC 3.n, 3.o) (Danielson 2a) (MCEE I.C.5; II.A.1, II.A.3; II.C.1; III:A.1)	consistently commits effort toward providing equitable learning and development opportunities for all.	In addition to score of "2" performance, partial success at score of "3"	commits effort toward providing equitable learning and development opportunities for all.	In addition to score of "1" performance, partial success at score of "2"	displays minimal effort toward providing equitable learning and development opportunities for all.	Not Observed	
Engages learners in decision-making for purposeful learning (InTASC 3.p)(Danielson 3c) (Marzano 18) (MCEE III.A.2)	intentionally plans for engaging learners in decision-making, resulting in purposeful learning.	In addition to score of "2" performance, partial success at score of "3"	engages learners in decision-making for purposeful learning as the opportunities present themselves.	In addition to score of "1" performance, partial success at score of "2"	misses opportunities to engage learners in decision-making for purposeful learning.	Not Observed	
Engages learners in collaborative learning (InTASC 3.o, 3.p, 3.q) (Danielson 3c) (Marzano 16) (MCEE III.A.2)	engages learners in collaborative learning activities, resulting in a classroom culture of shared ownership of ideas and outcomes.	In addition to score of "2" performance, partial success at score of "3"	engages learners in collaborative learning, resulting in shared ownership of ideas.	In addition to score of "1" performance, partial success at score of "2"	misses opportunities to engage learners in collaborative learning, resulting in varying degrees of shared ownership of ideas.	Not Observed	
InTASC Standards 4-5 Content *The teacher candidate...* Commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills (InTASC 4.r) (Danielson 3c) (Marzano 2) (MCEE II.A.1,II.A.3; II.C.1; III.B.1)	consistently commits to making learning opportunities accessible to all learners resulting in mastery of disciplinary content and skills.	In addition to score of "2" performance, partial success at score of "3"	commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.	In addition to score of "1" performance, partial success at score of "2"	inconsistently makes learning opportunities accessible to all learners, resulting in inconsequential learning.	Not Observed	

Is committed to linking subject content to real life issues (InTASC 5,q, 5.s)(Marzano 2) (MCEE II.A.1, II.A.3; II.C.1)	links subject content to real life issues, promoting the development of critical and creative thinking.	In addition to score of "2" performance, partial success at score of "3"	links subject content to real life issues, resulting in relevant connections for learners.	In addition to score of "1" performance, partial success at score of "2"	misses opportunities to link subject content to real life issues, resulting in learners seeing vary- ing degrees of relevance.	Not Observed	
InTASC Standards 6-8 Instructional Practice *The teacher candidate...* Commits to making accommodations in as- sessments for all learners (InTASC 6.t, 6.u, 6.v) (Danielson 3d) (MCEE I.C.5; II.C.1-3; III.A.1; IV.A.2)	makes accommodations in multiple assessments to promote growth and guide instructional decision making by considering individual student needs.	In addition to score of "2" performance, partial success at score of "3"	makes accommodations in assessments to promote growth by considering individual student needs.	In addition to score of "1" performance, partial success at score of "2"	makes limited accommodations in assessments for learners.	Not Observed	
Is committed to planning learning opportunities that promote student growth (InTASC 7.n, 7.p, 4.r, 9.l) (Danielson 1a) (Marzano 3) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	takes responsibility for plan- ning learning opportunities that result in student growth, contributing to a culture of growth mindset.	In addition to score of "2" performance, partial success at score of "3"	takes responsibility for plan- ning learning opportunities that result in student growth.	In addition to score of "1" performance, partial success at score of "2"	attempts to plan learning oppor- tunities that occasionally result in student growth.	Not Observed	
Values the exploration of how to use new and emerging technologies to promote student learning (InTASC 8.q, 8.r) (Dan- ielson 1d) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	seeks out opportunities to learn and apply new and emerging technologies that are engaging and result in learning.	In addition to score of "2" performance, partial success at score of "3"	explores ideas for using new and emerging technologies that are engaging and support learning.	In addition to score of "1" performance, partial success at score of "2"	lacks initiative for exploring new and emerging technologies that support learning.	Not Observed	
InTASC Standards 9-10 Professional Responsibility *The teacher candidate...* Maintains a positive attitude in professional settings (InTASC 9.m, 9.n) (Danielson 4d) (Marzano 21) (MCEE IV.B.2, IV.B.8)	maintains a positive attitude when interacting with stakeholders by speaking professionally and listening with authentic interest to the perspectives of others.	In addition to score of "2" performance, partial success at score of "3"	maintains a positive attitude when interacting respectfully with stakeholders.	In addition to score of "1" performance, partial success at score of "2"	periodically displays a disre- spectful or impatient attitude when working with stakeholders.	Not Observed	
Commits to professional appearance in dress and grooming (InTASC 9.o) (Marzano 21) (MCEE III A.4)	displays continuous com- mitment to professionalism through appropriate appear- ance, attire, and cleanliness.	In addition to score of "2" performance, partial success at score of "3"	displays commitment to professionalism through appropriate appearance, attire, and cleanliness.	In addition to score of "1" performance, partial success at score of "2"	displays a lack of attention to appropriate and professional appearance, attire, and/or cleanliness.	Not Observed	
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics (InTASC 9.o) (Danielson 4f) (Marzano 21) (MCEE I, II, III, IV, V)	continuously upholds the profession's code of ethics and legal responsibilities.	In addition to score of "2" performance, partial success at score of "3"	upholds the profession's code of ethics and legal responsi- bilities.	In addition to score of "1" performance, partial success at score of "2"	lacks commitment in upholding the profession's code of ethics and legal responsibilities.	Not Observed	

Criterion	Exemplary		Proficient		Developing	Not Observed	
Values appropriate interpersonal relationships in all settings (InTASC 3.n, 10.r, 9.o) (Danielson 4.f) (Marzano 23) (MCEE I.B.3-4,C.1- 5, III.A.1,6-9, B.1- 3, IV.B.1-2, 5,E.1- 4)	values and sets personal and professional boundaries that nurture appropriate interpersonal relationships with students/families/colleagues.	In addition to score of "2" performance, partial success at score of "3"	sets personal and professional boundaries that support appropriate interpersonal relationships with students/families/colleagues.	In addition to score of "1" performance, partial success at score of "2"	does not set personal and professional boundaries effectively, resulting in inappropriate or unprofessional interpersonal relationships with students/families/colleagues.	Not Observed	
Is dependable: prepared, on time (InTASC 9.o) (Danielson 4f) (Marzano 21) (MCEE I. A.4, I.A.5)	is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicates circumstances that may affect timeliness and preparation.	In addition to score of "2" performance, partial success at score of "3"	is prepared, meets established deadlines, and communicates circumstances that may affect timeliness and preparation.	In addition to score of "1" performance, partial success at score of "2"	is inconsistently prepared, inconsistently meets deadlines, or does not communicate reason for lack of preparedness or timeliness.	Not Observed	
Is approachable: nonthreatening, positive (InTASC 10.q, 10.r) (Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	is welcoming and positive, and invites interactions with stakeholders.	In addition to score of "2" performance, partial success at score of "3"	is positive and open to interaction with stakeholders.	In addition to score of "1" performance, partial success at score of "2"	is negative or unapproachable; avoids interaction with stakeholders.	Not Observed	
Receives/uses constructive feedback professionally (InTASC 10.t) (Danielson 4d) (Marzano 22) (MCEE II.A.6.)	invites and accepts constructive feedback and uses it for professional improvement.	In addition to score of "2" performance, partial success at score of "3"	is receptive to constructive feedback and uses it for improvement.	In addition to score of "1" performance, partial success at score of "2"	is unreceptive to constructive feedback or shows limited effort to make recommended improvements.	Not Observed	
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c) (Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	communicates professionally with stakeholders through nonverbal means by maintaining enthusiasm and employing active listening skills.	In addition to score of "2" performance, partial success at score of "3"	communicates professionally with stakeholders through nonverbal means by employing active listening skills.	In addition to score of "1" performance, partial success at score of "2"	displays limited professionalism in nonverbal communication with stakeholders through inactive listening skills.	Not Observed	
Communicates professionally through electronic means (email, social media, course management system) (InTASC 10.q, 10.r) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, V.A.1, V.A.3, V.A.5, V.A.6, V.A.7, V.C.1, V.C.2, V.C.3)	communicates professionally and collaboratively with stakeholders through electronic means to support student learning.	In addition to score of "2" performance, partial success at score of "3"	communicates professionally with stakeholders through electronic means.	In addition to score of "1" performance, partial success at score of "2"	displays limited professionalism when communicating with stakeholders through electronic means.	Not Observed	
Communicates professionally in oral language when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, IV.C.3)	communicates professionally through oral language to create a culture of collaboration with stakeholders.	In addition to score of "2" performance, partial success at score of "3"	communicates professionally through oral language to work with stakeholders.	In addition to score of "1" performance, partial success at score of "2"	displays limited professionalism when communicating orally with stakeholders.	Not Observed	
Accepts responsibility for personal actions and behaviors (InTASC 9.l, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	consistently accepts responsibility for personal action and behaviors; displays professional maturity by focusing on solutions rather than assigning blame.	In addition to score of "2" performance, partial success at score of "3"	accepts responsibility for personal actions and behaviors; focuses on solutions.	In addition to score of "1" performance, partial success at score of "2"	is reluctant to accept responsibility for personal actions and behaviors; focuses on blaming others rather than seeking solutions.	Not Observed	

Appendix M Important Information in the North Dakota Century Code

67.1-02-01-01. Student teachers. A student teacher is one who teaches in a regular classroom situation as part of the requirements in professional preparation.

1. All college students in education must have classroom-related pre-professional experience prior to student teaching. This experience must be provided as early as possible. Formal admittance to the teacher education program includes meeting appropriate state program approval requirements. A criminal background investigation including the bureau of criminal investigation and federal bureau of investigation must be completed prior to any student teaching experience.

2. The student teacher should be assigned by a college or university to a cooperating school on a full-time block. A full-time block is construed as a full day for ten consecutive weeks with exceptions documented through program approval. The student teacher must be placed in a classroom where the cooperating teacher is regularly assigned. Additional student teaching experiences shall be determined by the training institution.

3. In the event of an emergency, the student teacher may once during the student teaching semester be placed as a substitute in the student teacher's regularly assigned classroom for a period of time not to exceed two consecutive days.

4. Student teachers may be placed only in accredited schools. 1 7/2012

5. Teaching experience cannot be used for a waiver of student teaching, except as specified in subdivision d of subsection 1 of section 67.1-02-02-02.

6. Student teachers may receive a stipend from the school where they have student taught.

7. A student teacher will be eligible for a forty-day provisional license upon completion of all requirements for the student teacher's bachelor's degree minus the awarding of the degree and the official transcript as documented by the institution of higher education registrar. Once the degree has been awarded and the official transcript has been received, the student teacher will receive the initial two-year license.

History: Effective July 1, 1995; amended effective October 1, 1998; March 1, 2000;
April 1, 2006; July 1, 2008.
General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-08, 15.1-13-10

67.1-02-01-02. Cooperating teachers. A cooperating teacher is the teacher in the local situation who works with, helps, and advises the student teacher.

1. Every cooperating teacher must have acquired a minimum of two semester hours or three quarter hours in supervision of a student teaching course or an in-service requirement that meets the necessary essentials in preparing cooperating teachers to supervise student teachers. Those cooperating teachers who have served prior to July 1, 1976, may have this requirement waived at the discretion of the host college and cooperating school.

2. The cooperating teacher must have at least three years of teaching experience. The cooperating teacher must have at least one year of teaching experience in the school system in which the student teacher is being supervised.

3. Before being accepted and approved as a cooperating teacher, the teacher must be recommended by the administration of the school in which student teaching is performed.

4. A cooperating teacher who cannot recommend a student teacher for teaching or licensure shall have a conference with the college supervisor and the student teacher prior to the student teaching evaluation and recommmendation.

History: Effective July 1, 1995; amended effective October 1, 1998; March 1, 2000; August 1, 2002.
General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10
Law Implemented: NDCC 15.1-13-08, 15.1-13-10

67.1-02-01-03. College supervisors. A college supervisor is the college faculty member who is in charge of guiding, helping, and directing the student teacher.

1. The college supervisor must have early childhood, elementary, middle level, or secondary teaching experience at the level of supervision.

2. A college supervisor, after meeting with the administration of the school in which student teaching is to be done, shall meet with the cooperating teacher and provide a copy of the state student teaching guidelines.

3. The college supervisor shall make a copy of the student teacher's file available to the cooperating teacher prior to the arrival of the student teacher. Such file may contain a brief biography and general information, but may not contain any specific information that would be in violation of a student's right to privacy.

4. A college supervisor shall make at least two visitations during the student's teaching experience, after which the college supervisor shall hold a joint conference with the cooperating teacher and the student teacher, or provide each a written critique of the visitation.

5. The teacher education program staff may provide consultation and assistance for the first year teacher in North Dakota.

History: Effective July 1, 1995; amended effective October 1, 1998; July 1, 2008.
General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10
Law Implemented: NDCC 15.1-13-08, 15.1-13-10

ARTICLE 67.1-03 EDUCATOR'S CODE OF ETHICS

Chapter 67.1-03-01 Educator's Code of Ethics
CHAPTER 67.1-03-01 CODE OF PROFESSIONAL CONDUCT FOR EDUCATORS

67.1-03-01-01. Preamble.
The educator recognizes that education preserves and promotes the principles of democracy. The educator shares with all other citizens the responsibility for the development of educational policy. The educator acts on the belief that the quality of the services of the education profession directly influences the nation and its citizens. The educator promotes the worth and dignity of each human being and strives to help each student realize the student's potential as a worthy, effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The educator measures success by the progress each student makes toward the realization of the student's potential as an effective citizen. The educator regards the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The educator strives to raise professional standards to improve service and achieve conditions which attract highly qualified persons to the profession. The following code of professional conduct of the education standards and practices board governs all members of the teaching profession. A violation of this section constitutes grounds for disciplinary action which includes the issuance of a warning or reprimand or both, suspension or revocation of the license of the affected educator, or other appropriate disciplinary action.

History: Effective July 1, 1995; amended effective August 1, 2002.
General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10
Law Implemented: NDCC 15.1-13-08, 15.1-13-10

67.1-03-01-02. Principle I - Commitment to the student. In fulfilling obligations to students, the North Dakota educator:

1. Shall not, without just cause, deny the student access to varying points of view;

2. Shall not intentionally suppress or distort subject matter relevant to a student's academic program;

3. Shall protect the student from conditions detrimental to learning or to physiological or psychological well-being;

4. Shall not engage in physical abuse of a student or sexual conduct with a student and shall report to the education standards and practices board knowledge of such an act by an educator;

5. Shall not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;

6. Shall not use professional relationships with a student for personal advantage or gain;

7. Shall disclose confidential information about individuals, in accordance with state and federal laws, only when a compelling professional purpose is served or when required by law; and

8. Shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

67.1-03-01-03. Principle II - Commitment to the profession. In fulfilling obligations to the profession, the North Dakota educator:

1. Shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;

2. Shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or evaluation of personnel;

3. Shall not sexually harass a fellow employee;

4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;

5. Shall present complete and accurate information on the application for licensure and employment;

6. Shall present complete and accurate information on any document in connection with professional responsibilities;

7. Shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally;

8. Shall cooperate with the education standards and practices board in inquiries and hearings and shall not file false complaints or shall not seek reprisal against any individuals involved with the complaint;

9. Shall not knowingly distort, withhold, or misrepresent information regarding a position from an applicant or misrepresent an assignment or conditions of employment;

10. Shall not breach a professional employment contract;

11. Shall not knowingly assign professional duties for which a professional educator's license is required;

12. Shall not accept a gratuity, gift, or favor that might influence or appear to influence professional judgement, nor offer a gratuity, gift, or favor to obtain special advantage; and

13. Shall exhibit professional conduct in safeguarding and maintaining the confidentiality of test materials and information.

Principle III - Commitment to the community. In fulfilling these obligations to the public, the North Dakota educator:

1. Shall distinguish between personal views and the views of the employing educational agency;

2. Shall not distort or misrepresent the facts concerning educational matter; and

3. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

CHAPTER 15.1-15
CONTRACTS OF TEACHERS AND ADMINISTRATORS

15.1-15-07. Discharge for cause - Grounds.
The board of a school district may dismiss an individual employed as a teacher, a principal, or as an assistant or associate superintendent prior to the expiration of the individual's contract for any of the following causes:

1. Immoral conduct.

2. Insubordination.

3. Conviction of a felony.

4. Conduct unbecoming the position held by the individual.

5. Failure to perform contracted duties without justification.

6. Gross inefficiency that the individual has failed to correct after written notice.

7. Continuing physical or mental disability that renders the individual unfit or unable to perform the individual's duties.

CHAPTER 15.1-18
TEACHER QUALIFICATIONS

15.1-18-01. Early childhood education teaching license.

The education standards and practices board shall issue an optional early childhood education teaching license or endorsement to an applicant who meets the requirements set by the board. The optional early childhood education teaching license may be used in nonparental settings such as early childhood programs, preschool programs, and head start programs.

15.1-18-02. Prekindergarten and kindergarten teacher qualifications - Exceptions. In order to teach prekindergarten and kindergarten, an individual must be:

1. Licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board; and

    a. Have a major in elementary education and a kindergarten endorsement;
    b. Have a major equivalency in elementary education and a kindergarten endorsement;
    c. Have a major in elementary education and an early childhood education endorsement;
    d. Have a major equivalency in elementary education and an early childhood education endorsement;
    e. Have a major in early childhood education; or
    f. Have a major equivalency in early childhood education.

15.1-18-03. Grades nine through twelve - Teacher qualifications - Exceptions.
Repealed by S.L. 2003, ch. 157, § 11.

15.1-18-04. Student teacher - Eminence-credentialed teacher - Legal authority and status.

1. An individual assigned as a student teacher or employed as an eminence-credentialed teacher has the same legal authority and status as a licensed teacher employed by the school district. The authority extends to all aspects of student management and discipline, the handling of confidential student records, and to all legal authority granted to a licensed teacher in the state.

2. An individual assigned as a student teacher or employed as an eminence-credentialed teacher must be deemed a licensed teacher employed by the district with respect to acts performed by the individual at the direction of or with the consent of the district employees under whose supervision and control the individual performs duties, whether or not the duties are performed entirely in the presence of district employees assigned to supervise the individual.

3. An individual assigned as a student teacher or employed as an eminence-credentialed teacher must be deemed an employee of the school district for purposes of liability insurance coverage under sections 32-12.1-05 and 39-01-08.

4. For purposes of this chapter, "eminence-credentialed teacher" means an individual who provides teaching services in accordance with subsection 21 of section 15.1-09-33.

15.1-18-05. Special education strategist credential.

In addition to any other credential, the superintendent of public instruction shall implement a special education strategist credential, effective August 1, 2001. Any individual who obtains a special education strategist credential and meets all other teacher licensure requirements imposed by statute may provide special education services in the areas of intellectual disabilities, emotional disturbance, and specific learning disabilities. Page No. 1

15.1-18-06. Provisional special education strategist credential.

Beginning August 1, 2001, upon application the superintendent of public instruction shall issue a provisional special education strategist credential to any individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who holds a credential applicable to the areas of intellectual disabilities, emotional disturbance, or specific learning disabilities. The provisional credential must be made available to the individual for the lesser of three years or the period of time required by the individual to complete the requirements for a special education strategist credential.

15.1-18-07. Elementary school teacher qualifications.

1. In order to teach any grade in an elementary school that offers grades one through six, or in order to teach any grade in an elementary school that offers grades one through eight, an individual must be:
    a.   Licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board; and
    i.   Have a major in elementary education; or
    ii.   Have a major equivalency in elementary education.

2. Notwithstanding the provisions of subsection 1, an individual may teach any grade from one through three in an elementary school provided the individual is:

    a.   Licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board; and
    i.   Has a major in early childhood education; or
    ii.   Has a major equivalency in early childhood education.

15.1-18-08. Middle school teacher qualifications.

1. In order to teach any grade from five through eight in a middle school, an individual must be:
    a.   Licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board; and
    i.   Have a major in middle level education, with content in the areas taught by the individual and defined by the education standards and practices board as core academic areas;

    b.   Have a major equivalency in middle level education, with content in the areas taught by the individual and defined by the education standards and practices board as core academic areas; or

    c.   Have a major, a major equivalency, a minor, or a minor equivalency in each area taught by the individual and not defined by the education standards and practices board as a core academic area.

2. Notwithstanding the provisions of subsection 1, an individual may teach grade five or six in a middle school, provided the individual is:

    a.   Licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board; and
    i.   Has a major in elementary education; or
    ii.   Has a major equivalency in elementary education.

15.1-18-09. High school qualifications.

In order to teach grades seven through twelve, an individual must be:

1. Licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board; and

    a. Have a major in the areas taught by the individual and defined by the education standards and practices board as core academic areas;

    b. Have a major equivalency in the areas taught by the individual and defined by the education standards and practices board as core academic areas; or

    c. Have a major, a major equivalency, a minor, or a minor equivalency in each area taught by the individual and not defined by the education standards and practices board as a core academic area.

15.1-18-10. Specialty areas - Teacher qualification.

Notwithstanding the requirements of this chapter:

1. An individual may teach art, business education, computer education, a foreign language, music, physical education, special education, and technology education at any grade level from kindergarten through grade eight, provided the individual:

    d. Is licensed to teach by the education standards and practices board;

    e. Is approved to teach in that area by the education standards and practices board; and

    f. Meets all requirements set forth in rule by the superintendent of public instruction.

2. An individual may teach Native American languages provided the individual is an eminence-credentialed teacher.

3. An individual may teach in the areas of trade, industry, technical occupations, or health occupations, provided the individual has been issued a license to teach in such areas by the education standards and practices board.

15.1-18-11. Rural school districts - Federal flexibility.

The education standards and practices board may extend the effective dates for any provision in this chapter if the United States secretary of education by rule, policy, or guidance authorizes such extension.

Appendix N

MAT Student Orientation Checklist

As a cooperating teacher your role in working with both the teacher candidate and university supervisor is critical to having a successful experience for all involved. Please use the following checklist as a discussion point guide to make sure your student teacher has the information they need to get off to a good start.

☐ Teacher expectations for student teacher arrival and dismissal time *(students are to maintain the schedule of the cooperating teacher)*

☐ Teacher expectations for student teacher down time during the school day *(MSU's expectations include: no cell phone use outside of lunch time, attention to students and cooperating teacher at all times)*

☐ Critical school policies that student teachers need to know

☐ Faculty meetings, professional development days and parent teacher conferences *(MSU requests that students participate in all of the above to partial or full extent)*

☐ Any extra duty assignments (i.e. Hall, recess, lunch supervision duties)

☐ Printing/copying availability and procedures

☐ Classroom management procedures: rules and expectations for student behavior

☐ Classroom schedule

☐ School tour and faculty/staff introductions

☐ Lunch: availability & cost; Parking; School Dress Code

☐ Procedure for school cancellation

☐ Procedure if student teacher cannot attend a school day *(student teachers are to contact cooperating teacher, university supervisor and Student Placement and Data Management Coordinator for any absence of a half day or longer)*

☐ Information on fire, tornado and other emergency drills

☐ Field trip procedure

☐ Designated time for student teacher & cooperating teacher to review lesson plans and discuss

☐ Review expectations for student teachers to submit lesson plans to the cooperating teacher *(students are required by MSU to have lesson plans done Sunday for the following week)*

☐ Lesson plan format *Note: the student teacher will use the lesson plan format preferred by the cooperating teacher, however; they are required to complete and submit the Mayville State University's lesson plan template throughout the experience*

☐ Timeline for progressive integration of student teaching in the classroom (please see suggested timeframe document)

Mayville State University

Permission to Use Student Work

Student Name:		Course:	
Title of Work:			
Period of Consent:	☐ Specific Dates as Listed		☐ Perpetual Consent

1. **Grant of Permission.** The individual(s), departments, institutions and organizations listed below are hereby authorized to use my work as described in section 2. (Please list the individuals, departments, etc. in this space.)

_____

2. **Scope of Permission to Use Student Work.** [Check applicable sections]

    a.   ☐ **Make/distribute copies** (e.g. course packets, classroom materials, etc.)

        ☐ hard copies --- Describe purpose:

        ☐ digital copies --- Describe purpose:

    b.   ☐ **Display copies**

        ☐ display on open web/internet

        ☐ display online with restricted access

        ☐ classroom display

        ☐ other display Explain: _____

    c.   ☐ **Prepare and distribute derivative works of student work** (e.g. inclusion of student work in journal article, conference paper or presentation)

    d.   ☐ **Other** [Describe. e.g. for faculty, course or program evaluation, curriculum planning, program accreditation, etc.]

    _____

3. **Attribution to Student**

    ☐ Identify student by name as creator of the work   ☐ Use student work anonymously

4. **Other Considerations** [if applicable, identify additional considerations regarding use of the student work]_____

5. **Certification of Authorship.** I am the owner of the copyright to the student work identified above, and the work is not subject to any grant or restriction that would prevent its use consistent with this permission. Except as explicitly indicated on the student work, all aspects of the work are original to me and have not been copied or adapted from other sources.

        Student   Recipient(s)

Signature_____   Signature_____   Date_____

Email_____   Signature_____   Date_____

_____   Signature_____   Date_____

Address/Contract Information

(Provide copy of the completed form to the student. Maintain a copy of form and student work on file.)

Updated: 12/2017

Appendix P

Mayville State University

Context (InTASC 1,2,3)

Teacher Name:	
Date:	
Lesson Topic:	
Grade Level:	
Duration:	

Description of Class: This section will be dedicated to describing the students in the class including:demographics, class size, diversity (cultural, socio-economic, special needs, etc.) This is where you give a broad description of the class.

Student Profiles: *This section is dedicated to outlining the needs of students on IEP's, 504's, behavior plans, etc*

Desired Results (InTASC 4)

Purpose:
Standards:
Objectives:
Student Profile Objectives: *To be filled in when profile student(s) are identified.*

Assessment Evidence (InTASC 6)

Evidence of meeting desired results:
Student Profile Evidence: *To be filled in when profile student(s) are identified.*

Learning Plan (InTASC 4,5,7,8)

Instructional Strategy: (Check all that apply)

☐ Direct   ☐ Indirect   ☐ Independent   ☐ Experiential   ☐ Interactive

Technology Use(s): (Check all that apply)

☐ Student Interaction   ☐ Align Goals   ☐ Differentiate Instruction   ☐ Enhance Lesson

☐ Collect Data   ☐ N/A

Hook and Hold:
Procedures:
Summary:
Materials:

Reflection (InTASC 9)

Reflect On: *Specific reflection activities may occur in each particular education course. Complete this reflection of your lesson planning process and instruction unless otherwise indicated by your instructor*

- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*
- *Evidence of Student Learning*