

## **ACTION RESEARCH: HOLDING UP THE MIRROR TO EXAMINE FCS TEACHER PREPARATION**

**Mary J. Pickard**  
**University of Idaho**

*Providing more highly qualified teachers is a major goal of education reform. As part of a redesign of the Family and Consumer Sciences teacher preparation program, an evaluation tool to be used with pre-service teachers was piloted. This assessment device, based on the Interstate New Teacher Assessment and Support Consortium Standards for new and beginning teachers, closely parallels this state's Core Teacher Standards. The assessment tool assists mentor teachers to identify teaching skill areas the pre-service teacher should target for development. A scoring rubric provides mentor teachers with a guide for evaluating and guiding pre-service teacher development. This assessment tool also serves to introduce mentor teachers and pre-service teachers to the professional goal of National Board for Professional Teacher Standards certification, and sets the stage for continued professional development as an ongoing responsibility of teachers. The survival of all middle school and high school elective courses is threatened by the demands for high stakes testing mandated by the No Child Left Behind legislation. Only by preparing highly qualified Family and Consumer Sciences teachers, recognized for their ability to reinforce academic skills while delivering FCS content, will the middle and secondary school FCS programs survive and continue to provide important content and skills for life not taught in other subjects.*

High quality teachers, at all grades and in all subject areas; are the key to increasing the level of academic achievement in the United States (Fink, 2003; Fordham Foundation, 2002). Although criticism of the American educational system is not new, the majority of Americans now indicate that we need major changes, or a complete overhaul of our education system (Hart & Teeter, 2002). Education reform has been on the lips of many since the early 1980s. Only recently have we known enough about the educational process to begin addressing the right research questions. The No Child Left Behind (NCLB) legislation which dictates that all students have highly qualified teachers (White House, 2002) should be a driving factor in teacher preparation programs. A highly qualified teacher may be described as one who not only knows the content, but also can design "learning experiences that engage young people, and successfully communicate information and skills" (Hart & Teeter, 2002, p. 1). There are many critics who question whether today's education graduates can be described as highly qualified (Quality Teacher, 2002).

### **Method**

As the American classroom becomes more diverse, reflecting the nation's changing demographics and the emphasis on academic achievement intensifies, it is imperative for teacher preparation programs to examine their practice. Action research is "systematic inquiry into practice" (Mills, 2003). By identifying a professional concern and developing questions to be answered, the researcher engages in reform-minded practice: collecting qualitative data experiencing, enquiring, and examining that data. This article details the programmatic assessment and revision of a Family and Consumer Sciences (FCS) teacher preparation program at a northwestern land grant university.

## Review of Relevant Literature

The link between the NCLB legislation and action research is clear: Schools and teachers must show that they are making a difference with their teaching for all students. By extension colleges of education must ensure that all graduates can be effective teachers. Based on research done by Sanders and associates in Tennessee we now know teacher effectiveness is highly critical for student learning – especially for the students who are at risk. What teachers know and can do is the most important influence on what students learn (Sanders, 2000). Recruiting, preparing and retaining good teachers is the central strategy for improving our schools. School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.

Since the time of Socrates, evaluating teachers has been an educational activity. In the recent past, the literature over the past 35 years has consistently articulated two important outcomes. Teachers and administrators have always recognized the importance and necessity for evaluation, even though they had serious misgivings about how it was done and the lack of effect it had on teachers. Second, evaluation systems designed to support teacher development and growth through formative assessment produce a higher level of satisfaction and more thoughtful and reflective practice while still being able to satisfy accountability requirements (Tomlinson, 2000).

One factor leading to the evaluation of this program was the impending National Council for Accreditation of Teacher Education (NCATE) site visit to the College of Education, scheduled for spring 2004. Preparation for the NCATE visit raised awareness across the campus for the need to evaluate programs. Thus, the program assessment and redesign was accomplished within two years. This report of the assessment and redesign process includes an assessment tool adopted to encourage continuing professional development of FCS pre-service teacher interns. The assessment tool measures professional outcomes rather than program inputs and course requirements, which have defined education in the past (Palomba & Banta, 2001). The reconfigured program also provides for continuous student assessments made at several levels within the program. The purpose of this article is to document how outcomes assessment can be used with pre-service teachers and for program improvement.

The Carnegie Task Force on Teaching as a Profession issued a pivotal report, *A Nation Prepared: Teachers for the 21<sup>st</sup> Century* (1986), calling for the establishment of standards for teaching. Thus, the National Board for Professional Teaching Standards issued *What Teachers Should Know and Be Able to Do*, (NBPTS, 1989) which provided the basis for establishing the professional designation of National Board Certification, a transportable recognition of quality instruction.

The work of the National Board for Professional Teaching Standards indirectly influenced interest in the development of a set of standards for beginning teachers. In 1992, The Interstate New Teacher Assessment and Support Consortium (INTASC) published a set of model Standards for beginning teacher licensure, designed to be compatible with the Standards of the National Board for Teacher Certification

In 2002, a U.S. Department of Education report indicated schools in the United States would need about 200,000 new teachers per year to fill vacancies left by retirees or teachers leaving the profession (U.S. Department of Education, 2002). By one estimate, about half of the new hires will be new entrants to the profession, with the rest lured back from retirement or other occupations (Darling-Hammond, 2000). Often the new teachers

do not feel prepared for the challenges of today's classrooms. Only about 35% of recent graduates feel "very well prepared" to implement curriculum for performance standards, and less than 20% feel prepared to meet the needs of diverse students, or those with limited English proficiency (Quality Teacher, 2002). Parents, policymakers and taxpayers expect any well-trained educator to know what really works in the classroom. However, most educators, including recent teacher education graduates, are not prepared for the challenge they face (Quality Teacher, 2002). Preparing well-qualified, confident teachers for the challenges of today's classroom is the task facing teacher preparation programs.

Today's workplace requires a better education than in the past. The new psychological contract between employers and employees says, "If you have the skills the company needs in a changing economy you will have a job" (Bottoms & Phillips, 1998, p. 26). This seems just as true for the business of schools as for companies that operate for profit. It is important that Family and Consumer Sciences teachers have the skills to provide appropriate learning and challenge to students in their middle and secondary school courses, enabling students to acquire the knowledge and skills to become contributing citizens of society and the employees a company will need.

To prepare students for the high stakes tests required by the NCLB legislation (2002), and tomorrow's workforce, reinforcing basic academic skills while teaching Family and Consumer Sciences content is imperative. As schools are ranked based on student scores (NCLB 2002), FCS programs that do not reinforce and make application of the academic skills will become luxuries few school districts can afford to keep. It is imperative that the teacher preparation programs prepare pre-service FCS teachers to reinforce the academic standards content by incorporating them into the FCS classes which teach students about work, families and their interrelationships, and provide individuals and families with the knowledge and skills to manage the challenges of living and working in fulfilling and productive ways (National Vocational Education Standards, n.d.).

Highly competent FCS teachers, viewed by their peers and supervisors as excellent teachers, are essential to the survival of the profession. Family and Consumer Sciences instruction in life and employability skills provides content, not taught in other courses, which prepares students to be productive members of society (Council on Basic Education, 2002). Not only must the FCS teachers master the subject content knowledge, they also must have the ability to help prepare students for the mandated academic achievement tests.

## **Method**

### **Program Assessment**

In concert with changes occurring in the College of Education, and revised Family and Consumer Sciences state teacher certification regulations, this FCS teacher preparation program was analyzed. Enhancing graduates' abilities to function as new teachers became the focal point for this action research. Scholarly projects need to "make sense in the context for which they are designed" (Gainen & Locatelli, 1995, p. 48) and are primarily "problem-oriented and field based" rather than traditional laboratory research (Gainen & Locatelli, 1995 p 5). Qualitative data from informal interviews were collected from recent graduates and practitioners, and especially from the mentor teachers who recently worked with student teachers, to determine the perceived strengths and weaknesses of the program. This interview data primarily sought to determine how competent the pre-service teachers were, if they had the depth of content

knowledge needed by a beginning teacher, and if they were able to plan and deliver appropriate content to the students.

Faculty in the Child, Family and Consumer Studies program, a sub group in the School of Family and Consumer Sciences, considered this input in their examination of the FCS teacher preparation program. Discussions from this faculty group led to proposed changes. The changes were operationalized as program additions. These suggested program additions were taken to the School's undergraduate curriculum committee for input and approval. The Adult, Counselor and Teacher Education Division, through which the state Professional-Technical funds are disbursed, also reviewed the proposed changes. After input from these faculty groups, work began on new course proposals for eventual approval by the undergraduate curriculum committee.

### Project Goal

The goal for the review and reconfiguration of the FCS teacher preparation program was to enhance the quality of graduates preparing for teaching careers. The concurrent work in the College of Education as preparation for the NCATE site visit facilitated the process for the FCS program, by creating awareness across campus of the need to examine practices in education.

During this time the State Department of Education (SDOE) was also assessing its practices and standards. Through many public meetings and opportunities for citizen input, the SDOE adopted the principles articulated by INTASC as standards for new and beginning teachers in the state (Policy Research, 1999). The redesign of the FCS teacher education program has evolved around the INTASC standards which align with the "Maximizing Opportunities for Students and Teachers" (MOST) standards adopted by the state for teachers (Draft Standards, 2001). Thus, faculty within the discipline, related disciplines, and professional-technical education, were involved in the review process which was done in conjunction with major changes within the College of Education and to align with the new state teacher certification standards. Ultimately the University Curriculum Committee accepted the proposed changes to the program.

## **Results**

### Program Changes

The newly designed FCS teacher preparation program evolved from a single 3 credit Curriculum Development in FCS Education course and 10 weeks of student teaching to a more comprehensive program with multiple courses designed to prepare FCS education students with more content depth and increased ability to meet the INTASC standards. A newly added introductory class, "Introduction to the FCS Professions" serves to introduce students to Family and Consumer Sciences in general. This 1 credit survey course, designed to assist lower division students to understand the range of careers available with a FCS undergraduate degree, brings alumnae into the class to share their career focus resulting from their FCS degree. Students not only learn about careers as teachers, they also gain a perspective on the range of options available with an FCS degree. The course also introduces the students to other campus services. For example, to encourage students to seek a range of summer internship experiences, a representative from Cooperative Education speaks to the class. Below are the FCS education courses required for the baccalaureate degree option FCS in Education:

FCS 251 (1 credit) *Introduction to the FCS Professions*

FCS 350 (3 credits) *Curriculum Development in FCS Education*

FCS 351 (2 credits) *Administration of the Student Vocational (FCCLA) Organization*

FCS 461 (3 credits) *Methods and Strategies in FCS Education*

In addition to completing 45 semester credits in the major field, students take a minimum of 3 sequential courses within the College of Education. Students admitted to the College of Education must now have and maintain an overall 2.75 GPA on a 4.0 scale. The prerequisite education courses provide students with 20 to 30 contact hours of site-based experience in a classroom. These preliminary education courses and the field experiences serve to help students confirm their interest in teaching and gain experience in classrooms.

The sequence of courses has a screening evaluation rubric to identify *red flags* or concerns about individual students who may not exhibit the knowledge, skills, and dispositions expected of a pre-service teacher. Students whose performance has raised concerns may be directed to other degree programs if necessary. This College of Education evaluation process continues in the FCS education classes to help direct students to appropriate career options and to ensure that only highly qualified individuals are recommended for certification in FCS Education. The pre-service teachers content knowledge of the field is assessed with the recently required PRAXIS II Examination scheduled for administration during the fall of the final undergraduate year, now called the “Professional Year”.

The state Division of Professional-Technical Education (PTE) has mandated that Family, Career and Community Leaders of America (FCCLA) be integrated into reimbursable secondary school programs. The Division views student experiences in this organization as “value-added” to FCS middle and secondary school FCS programs (Stevens 2001). The Administration of Family, Career and Community Leaders of America (FCS 351) provides basic knowledge of the organization, its various programs and student recognition contests. This course incorporates academic service learning. Students with high school FCCLA experience serve as “coaches” at surrounding high schools and assist in preparing secondary school students for district and state competitions. Students, who have no previous experience with the FCCLA organization as secondary school students, assist in setting up and evaluating contests at the district and state competitions after completing a portion of the class designed specifically to prepare for this task.

The *Curriculum Development* (FCS 350) class was retained from the previous program structure, but content is updated and includes the strands of education reform, constructivism and diversity. The focus of the class is the state FCS curriculum framework and programs. Students experience developing unit and lesson plans tied to assessment. This class is graded for mastery, so students have the option of re-doing assignments for mastery learning. Academic service learning is also included in this course. Examples of service learning projects completed by class members includes developing a unit on parenting for a school district initiating a *Senior Survival* class and developing a unit of instruction for another school district that had purchased the “Baby Think It Over” simulators. Students who experienced coaching the FCCLA projects also developed formal lesson plans for use by FCS teachers in remote districts to assist students from these districts with their FCCLA projects. This *Curriculum Development in FCS Education* class precedes the new *FCS Education Methods and Strategies* class.

To align with the College of Education decision to have a capstone *Professional Year Experience*, several additional courses were added to the program. During the fall semester of the final year, students participate in a three-week, *Introduction to the FCS Internship*, at the internship placement school. As part of this course, the FCS teacher intern observes and assists the mentor teacher with the beginning-of-the-school-year activities. The intern follows specific observation guidelines to facilitate the acquisition

of information beneficial to developing unit and lesson plans for that program, and to address the learning needs of diverse students within the student population.

After this three weeks at the teaching internship site, students return to campus to enroll in the *Methods and Strategies in FCS Education* course which is taught on campus during the remaining weeks of the semester. The first-hand experience and knowledge about the public school environment, and the middle and secondary school students, gained during the three-week onsite experience provides the pre-service teachers with a frame of reference. This first-hand experience enables these individuals to relate their *Methods and Strategies* class content to their placement site and students. The *Methods and Strategies* course focuses on development of project based learning, and of unit and lesson plans incorporating the research-based strategies for increasing student achievement (Marzano, Pickering, & Pollock, 2001) and for designing personalized learning (Ferguson, et al., 2001) to differentiate instruction in mixed ability classrooms (Tomlinson, 2001). Students also spend several class periods learning behavior management, department management and motivational techniques with video illustrations and modeling of motivational and managerial techniques (Jones, 2001). With classroom management issues being cited by Tran as second most common reason for leaving the teaching profession, (2003) and with the shortage of FCS teachers, common sense dictates that pre-service teachers be provided instruction to develop these essential skills.

## **Discussion**

### Teacher Internship Experience

Before implementing the new teacher preparation program, FCS teachers across the state were personally contacted at professional meetings and site visits, to assess their views regarding an extended placement for pre-service teachers. The practitioners and the students who were in the ten-week student teaching program, agreed that a longer placement would be helpful. The mentor teachers especially voiced the need for a longer placement for the pre-service teacher.

To accommodate this extended experience, the *Professional Year* students return to their internship site for 15 weeks, beginning early January, following the holiday vacation for the site school. Concurrent with the extended internship experience, two additional 2-credit courses are taught via web delivery during the fifteen-week internship. Two credits are allotted to the *Portfolio Development Project* class. Students are advised to create a developmental portfolio in which all unit and lesson plans, assessments, and other teaching artifacts are filed during the Internship. They then develop a Showcase Portfolio to document their progress toward achievement of the INTASC standards using 2 artifacts for each standard, selected from their developmental portfolio contents. For each artifact the students reflect on the use of that artifact in their teaching. During the final examination week, the faculty evaluate the student's oral presentation of their portfolio, using a scoring rubric. A second scoring rubric is used to evaluate the portfolio itself.

Two additional credits are allotted for an applied research project class which documents the student's ability to provide differentiated instruction in mixed ability classrooms. For this project the intern identifies students in the internship site student population with special learning needs. After assessing the students informally, the pre-

service teacher determines how adaptations and accommodations can be implemented for these students. The outcome of that project is then reported and graded.

### Internship Assessment

When the student teaching experience changed from 10 to 15 weeks, an improved means of assessing and guiding students to achieve the state Core Teacher Standards was needed. An evaluation device (see appendix) based on the INTASC Standards is used. A scoring rubric adapted from the work done by the Office of Educational Field Experiences Evaluation Team at Ball State University (Ball State University, 2000) was piloted during spring 2002. This scoring rubric describes the knowledge, skills and dispositions for each of the 10 Standards.

The document formatting allows display of the rubric descriptors for each standard on one page. The facing page contains the evaluation criteria, with a space for the mentor teacher's comments and rating. The assessment tool is designed to be used 4 times during the 16-week internship, with each cycle of comments and rating on the same page, to facilitate analysis of the pre-service teacher's development over time. This assessment provides timely feedback, not only to the pre-service teacher and the mentor teacher, but also to the FCS teacher preparation unit for further refinement of unit operations and programs as evaluated by NCATE standard 2 (NCATE, 2001).

By involving the mentor teachers and inviting the school administrator to assess the student's development, the professional community is involved. Thus modifications in program delivery to pre-service and in-service teachers can be made, based on recommendations from practitioners. This tool and the sequence of courses in the FCS teacher preparation program are designed to provide for multiple assessments at multiple points prior to program completion (NCATE, 2001).

The instrument was piloted with 7 FCS student teachers during the spring semester 2002. These students were completing requirements under the old 10-week student teaching format. The use of the term 'student teacher' is deliberate in this section to distinguish the old 10-week program from the new 15-week internship. Although the College of Education proposed a formal mentor teacher development plan, declining revenues at the state level leading to program budget cuts eliminated that professional development opportunity. In the absence of that formal mentor teacher orientation, the author visited each FCS mentor teacher. This visit took place during the first week of the student teacher placement. The purpose of the visit was to establish rapport with the mentor teacher and to introduce the new evaluation process.

At this orientation meeting, mentor teachers were provided a copy of the instrument, and given an overview of the MOST/INTASC Standards. The redesign of the FCS teacher program was explained, including the need to pilot the assessment tool in preparation for the 15-week internship. A dialogue with each mentor teacher regarding the philosophy of formative evaluation using the MOST/INTASC Standards, the assessment system, and performance-based formative assessments took place. A sample illustrating the use of the device was provided the mentor teachers, (see Figure 1) and definitions for the levels of performance with the rubric were elaborated.

Figure 1

*Sample showing use of the evaluation instrument.*

<i>Rationale and Support</i>				
<i>Element</i>	<i>Week # 2</i>	<i>Week # 6</i>	<i>Week # 8</i>	<i>Week #</i>
Positive Climate for Intrinsic Motivation	Most students are engaged—needs to get the rest going (to be self-engaged)	Needs to work on “positive” motivation	Students are self-engaged and seem much more motivated	
Pacing	Sometimes too fast with so many activities	Better @ pacing multiple activities	Excellent pacing for both opening and closing of each period. Student takes time to reflect before leaving.	
	Level <u>B</u>	Level <u>B +</u>	Level <u>P</u>	Level <u>  </u>

Italicized comments and a level assessment are made by the evaluator. Adapted from Student Teacher Evaluation Guidebook, Phi Delta Kappa (2000)

Levels of performance used in scoring with the rubric were discussed with the mentor teachers. Based on examples presented in *Enhancing Professional Practice, A Framework for Teaching* (Danielson, 1996), four levels of performance are used. A pre-service teacher evaluated at the *distinguished* level demonstrates an exemplary ability to create a community of learners that has students highly motivated, engaged, and assuming considerable responsibility for their own learning. A pre-service teacher evaluated at this level has the potential to be an outstanding first-year teacher.

A rating at the *proficient* level indicates the pre-service teacher demonstrates clear understanding of the concepts underlying the standard and implements the component well. With additional mentoring and experience a pre-service teacher rated as *proficient* demonstrates the likelihood of becoming an excellent teacher.

The *basic* rating indicates the pre-service teacher may appear to have an understanding of the concepts underlying a component and be attempting to implement the component but may be intermittent and/or not entirely successful in their implementation. Pre-service teachers receiving a *basic* rating would need significant guidance and ongoing skill development to become successful in the classroom.

The teacher intern that does not appear to understand the concepts underlying the component would be rated *unsatisfactory*. Work on the fundamental practices associated with the element would be required to enable growth in the area. Receiving a designation of *unsatisfactory* as a terminal evaluation would mean the individual would not receive a recommendation for certification from the University without additional coursework and another supervised internship. Tracking student development through the College of Education courses and FCS education courses with the rubric’s *red flags* system provides opportunity and evidence to counsel students out of the program rather than graduating individuals who are rated as unsatisfactory.

### Piloting the Assessment Instrument

During the pilot year, an initial visit was made to mentor teachers. The instrument was introduced and suggestions were provided to the mentor teachers for using the assessment instrument to provide feedback to the teacher intern. Because of the abbreviated 10-week placement when the assessment tool was piloted, it was suggested to evaluate performance on standards, “pacing of instruction”, and the “creation of a positive classroom climate” from standard five for the first evaluation. This first formative evaluation took place during the second or third week of the placement when there were limited opportunities for the teacher intern to demonstrate additional competencies. By the second evaluation, the mentor could evaluate on more, or all, of the standards. Sharing the formative evaluation ratings with the teacher intern provides the mentor teacher opportunity to give formative feedback and creates an avenue for discussion. The mentor and intern then can collaboratively develop the intern’s plan for professional development in preparation for the next evaluation.

### Mentor Teachers

At present, mentor teachers often have not had a student teacher in the past. Formerly, students were permitted to select their student teaching site and often chose to live at home to control living expenses while student teaching. This practice resulted in an uneven, and in some cases, negative experience for some teacher interns. With the new program, more guidelines are in place to ensure the pre-service teacher experiences teaching in a strong FCS middle school/secondary school program with an effective teacher as mentor. Since none of the 2002 mentor teachers had a teacher intern placed with them during the past 7-10 years, the personal visit to each mentor was made to introduce this assessment instrument and orient these teachers to their role as a mentor teacher.

Initially one mentor teacher indicated the assessment tool would be very time consuming for her to use. She suggested using a one-page lesson evaluation. However, by the end of the placement period this mentor teacher indicated the formative evaluation process was a much more comprehensive tool than a lesson evaluation. The other six teachers indicated satisfaction with this method of evaluation and expressed appreciation for the guidance it provided them to evaluate the teacher intern. When queried about the length of time required to use the instrument, the teachers agreed it was lengthy, but indicated they could not offer a shorter alternative, that would be as helpful to them and the pre-service teacher. These individuals expressed appreciation for the guidance the instrument provided them to assist their teacher intern’s professional development. They also expressed appreciation for information about the INTASC standards and several teachers said this knowledge would help them improve their own teaching practices. Only two FCS teachers in this state currently have National Board Certification, even though the legislature provides a financial incentive for teachers to become National Board certified.

## **Findings**

### Pilot Group Outcomes

Ranking for the seven teacher interns in the pilot group initially were at the *basic* level on the assessment tool, but moved to *proficient* over time. One individual was evaluated *distinguished* on two standards at the end of the placement. This individual had gained public speaking experience in recruiting efforts for the University. She was able to put the classroom management principles from her methods course in place during her initial class meeting with the students. This teacher intern taught the

class beginning the first day of the new semester. The mentor teacher gave her responsibility for this class the entire time she was at the placement, she flourished in that scenario. The teacher intern also had a sibling attending the school where she did her student teaching; many of the school students were friends with her family. A majority of teacher interns will not have these favorable circumstances. In fact, a similar situation may be a handicap for some individuals.

Beginning in 2003, all pre-service teachers take the PRAXIS II Subject Assessment examination to determine content knowledge. The FCS program manager and four FCS teacher educators from this state reviewed the examination for face validity. The PRAXIS II was viewed as acceptable, but many problems were noted, particularly in relation to diversity, and in reference to outdated theories in the field of FCS. The mentor teachers from the pilot year expressed satisfaction with the basic content knowledge the teacher interns demonstrated. Several also indicated they would like to have another teacher intern "...if the next is as good as this one was." To have mentor teachers ask for another teacher intern can be viewed as a sign of good undergraduate preparation. More often mentor teachers indicate that having a teacher intern in the classroom is problematic.

When pre-service teachers are able to update the mentor teacher, the teacher preparation program is serving dual purposes; providing practitioners with new content and teaching strategies, and preparing pre-service teachers to become the highly qualified teacher all students deserve. With the pressure for all students to pass high stakes tests, administrators sometimes choose to double schedule students into a second section of math and reading classes rather than provide elective courses.

One of the fears stemming from the standards and assessment movement is that the drive to assess student achievement in core academic subjects will force schools to narrow their curriculum and emphasize instruction only in the fields being assessed. While such intentions are a well meaning effort to raise test scores, the elective course offerings, such as FCS, lose space in the curriculum to instructions in reading, science and math. Applied learning, which can be provided in FCS classes, can make a difference for students who are disenchanted with school because they see no use for what they are taught. When the FCS program provides contextual learning, low achieving students have an opportunity to experience practical applications for literacy, math and reading skills. This practical application often helps students become more self motivated to learn.

## **Conclusions**

Using the MOST/ INTASC standards for formative evaluation during the teacher internship experience prepares the pre-service teacher for standards-based assessments as a professional. The MOST/ INTASC standards provide guidance to the teacher intern about important teacher qualities, and define the basis for assessment of their pre-service teaching experiences. The mentor teachers appreciated having a device based on the MOST/ INTASC Standards with which to evaluate and guide their teacher intern's progress.

Introducing the MOST/INTASC standards in the curriculum development class, offered during spring semester of the junior year, permits the pre-service teacher opportunity to develop unit and lesson plans better formulated to meet standards criteria. Familiarity with standards makes developing standards-based unit and lesson plans for the portfolio the norm, and not an extra chore to prepare artifacts for the portfolio. Having the standards based unit and lesson plans gives the pre-service teacher opportunity to select the best examples from planning documents to include in the portfolio. The Showcase Portfolio, resulting from the materials which are collected through the Internship, demonstrates teaching abilities measured by a recognized standard. Including the ratings from the assessment tool, along with example lessons and unit plans in portfolios, illustrates for prospective employers the kinds of tasks these new graduates have

experienced. It also provides a benchmark for prospective employers to evaluate the teacher candidates seeking employment.

Using the MOST/INTASC Standards for evaluation during the teacher internship also prepares the pre-service teacher for continued professional development. By introducing the pre-service teachers to the National Board Certification, students begin to consider professional development as an ongoing responsibility on their part. Thus, the new graduates can strategize how to being to prepare for National Board of Professional Teaching Standards certification as new professionals.

### Implications

Education reform has been at the top of the American agenda for years. Parents, the general public, and educational leaders recognize that the quality of teaching determines the quality of education. Overwhelmingly, Americans believe that knowing “how” to teach is more important than knowing “what” to teach (Hart & Teeter, 2002). Assessing pre-service teachers with the standards identified as benchmarks for the developing professionals is one step to take in improving teacher quality. Using standards as job improvement targets prepares the teacher for continued professional development with the goal of becoming a National Board Certified teacher.

Developing a cadre of mentor teachers who are knowledgeable about teacher standards and mentoring beginning teachers is an important goal. Many colleges of education are placing their education majors in their partnership schools for pre-service experiences. When universities are able to develop partnership schools, the university can provide professional development to the mentor teachers, and better prepare the mentors to use assessment and mentoring processes. It is critical for the survival of the Family and Consumer Sciences profession that graduates be seen as highly competent teachers who provide challenging content while preparing their students to become a productive individual, a competent citizen and a community leader. Holding up the mirror to assess the FCS teacher preparation program with an eye to additional cycles of action research for program improvement continues to strengthen the profession.

### **About the Author**

Mary J. Pickard, Ph.D., CFCS, CFLE is an Assistant Professor in the Margaret Ritchie School of Family and Consumer Sciences in the College of Agriculture and Life Sciences and the Family and Consumer Sciences teacher educator with the Division of Adult, Counselor and Technology Education in the College of Education at the University of Idaho.

## References

- Ball State University.(2000). *Evaluation of student teachers guidebook*. Bloomington, IN: Phi Delta Kappa International.
- Bottoms, G., and Phillips I. (1998). How to design challenging vocational courses. *Techniques*, 73, 27-29.
- Carnegie Task Force on Teaching as a Profession (1986). *Forum on education and the economy's task force on teaching as a profession* . Retrieved October 20, 2002 from <http://www.nbpts.org/about/hist.cfm#taskforce>.
- Council on Basic Education. Retrieved October 20, 2002, from <http://www.c-be.org/teachered/intro.htm>
- Danielson, C. (1996). *Enhancing Professional Practice, A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Darling-Hammond, L. (2000). *Solving the dilemmas of teacher supply, demand, and standards: How can we ensure a competent, caring and qualified teacher for every child*. New York: National Commission on Teaching and America's Future. Retrieved October 19, 2002, from <http://www.tc.edu/nctaf/publications/solving.html>.
- Draft Standards (2001). *Standards for initial certification of professional school personnel: teachers*. Boise, ID: Idaho State Department of Education.
- Ferguson, D., Ralph, G., Myer, G., Lester, J., Droege, C., Guojonsdottir, H., et al. (2001). *Designing personalized learning for every student*. Alexandria, VA: Association for Supervision and Curriculum Development,.
- Fink, L. D. (2003). *Creating significant learning experiences*. San Francisco, CA: Jossey-Bass.
- Fordham Foundation, (2002). *Teacher Quality*. Education Gadfly Weekly Bulletin. Retrieved October 19, 2002 from <http://www.edexcellence.net/topics/teachers.html>.
- Gainen, J., & Locatelli. (1995). *Assessment for the new curriculum: A guide for professional accounting programs*, Accounting Education Change Commission and American Accounting Association, Accounting Education Series, 11.
- Hart, P., & Teeter, R. (2002). *A national priority: Americans speak on school quality*. Princeton, NJ: Educational Testing Service,
- INTASC (1992). Interstate New Teacher Assessment and Support Consortium. Retrieved October 15, 2002, from <http://www.ccsso.org/intascst.html>.
- Jones, F. (2001). *Tools for teaching*. Santa Cruz, CA: Author.
- National Commission on Teaching and America's Future, (1996). *What matters most: Teaching for America's future*. New York: Author.
- NBPTS. (1989). *What teachers should know and be able to do*. National Board for Professional Teaching Standards. Retrieved October 20, 2002 from <http://www.nbpts.org/standards/stds.cfm>.
- NCATE. (2001). *Professional standards for the accreditation of schools, colleges and departments of education*. Washington, DC: Author.

- No Child Left Behind. (2002). Public Law 107-110. Stat. 115. Retrieved October 23, 2002 from <http://www.nochildleftbehind.gov/>.
- Polambo, C., & Banta T. (2001). *Assessing student competencies in accredited disciplines*. Sterling, VA: Stylus Publishing.
- Phi Delta Kappa International (2000). *Evaluation of student teachers guidebook*. Bloomington, IN: Author.
- Policy Research (1999). *Idaho's investment in its children: A progress report on the status of education in Idaho*. Retrieved October 20, 2002 from <http://www.sde.state.id.us/MOST/PolicyResearch.htm>.
- Quality Teacher (2002). *Policies in Focus*. Retrieved October 20, 2002 from <http://www.whitehouse.gov/infocus/teacherquality>.
- Sanders, W. (2000). Value-added assessment from student achievement data. *Journal of Personnel Evaluation in Education* 14, 329-339. Retrieved August 7, 2004 from [http://www.sas.com/govedu/education/evaas/opp\\_hurdles.pdf](http://www.sas.com/govedu/education/evaas/opp_hurdles.pdf).
- Stevens, A. (2001). Division of Professional Technical Education Annual Teacher Conference FCS Teacher Recognition Luncheon Address, August 11, 2001.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tran, T. (2003). *Teacher shortage? What teacher shortage?* State College, PA: University of Pennsylvania. Retrieved March 3, 2003 from <http://www.upenn.edu/researchatpenn/article.php?576&soc>.
- White House. (2002). *It's a new era in education*. U.S. Department of Education Official Government Website. Retrieved October 20, 2002 from <http://www.nochildleftbehind.gov/index.html>.
- U.S. Department of Education. (2002) *National center for education statistics: Projection of education statistics to 2011*. Washington DC: Office of Educational Research and Improvement. Retrieved October 20, 2002 from <http://nces.ed.gov/pubs2001/2001083.pdf>.

## APPENDIX

Rubric for evaluating teacher interns using the MOST/INTASC Standards.

*Principle 1: The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful to students.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Knowledge of Content	Makes content errors, does not correct errors of students or self, or lacks initiative to research content.	Displays basic content knowledge but cannot articulate connections with other parts of disciplines.	Displays solid content knowledge and makes connections between the content and other disciplines.	Takes initiative to locate and teach information beyond traditional text. Seeks to keep abreast of new ideas and understanding in the field.
Use of Interdisciplinary Approaches when Teaching Content (may connect to literature, writing, the arts, etc.)	Is unaware of interdisciplinary approaches to teaching and learning.	Displays limited awareness of interdisciplinary approaches to teaching and learning and incorporates some of these strategies.	Is very aware of interdisciplinary approaches to teaching and learning and regularly incorporates these strategies.	Incorporates interdisciplinary strategies on a regular basis and utilizes the knowledge/skills of colleagues and students to enhance learning.
Selects Content to Encourage Diverse Perspectives.	Demonstrates little attention to multiple perspectives. Content is presented without discussion of its relationship to real experience or other disciplines or cultural norms. Individual differences are ignored.	Demonstrates an awareness of multiple perspectives and opens discussions about subject matter to the class. Strives to include content that dispels stereotypes.	Routinely discusses multiple perspectives in subject matter and includes attention to students' personal, family, and community experiences. Individual differences are respected.	Strategically introduces resources and experiences that challenge the learner's beliefs and assumption about common understandings, thus creating an environment where critical thinking is a habit.

\* Descriptions at the distinguished level may not be appropriate for some settings.  
Adapted from Evaluation of Student Teacher's Guidebook: Phi Delta Kappa (2002).

*Principle 1. The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.*

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished \*

<i>Element</i>	<i>Rational &amp; Support</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Knowledge of Content	Level ____	Level ____	Level ____	Level ____
Use of Interdisciplinary Approaches when Teaching Content (may connect to science, math, communication skills, etc.)	Level ____	Level ____	Level ____	Level ____
Selects Content to Encourage Diverse Perspectives.	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 2: The teacher intern understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.*

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished*</i>
Developmental Characteristics of Students	Displays minimal or no knowledge of developmental characteristics of age group, and/or uses inappropriate activities and assignments.	Designs some activities and assignments in a developmentally appropriate way.	Assesses individual and group performance in order to design instruction that meets learners' needs (cognitive, social, emotional, and physical).	Learners are engaged in activities to stimulate their thinking, test ideas/materials, and assume responsibility for shaping their learning tasks (brainstorming, choice activities, opinions/feelings, discussions, etc.).
Activates Prior Knowledge and Experiences	Displays little understanding of prerequisite knowledge important for student learning and fails to activate students' prior knowledge.	Does demonstrate some awareness of the importance of prerequisite knowledge; however, is inconsistent in activating students' prior knowledge.	Consistently helps students make connections between current content and their own background and experiences.	Lessons include deliberate opportunities for students to discover the connections between current content and life experiences. Students see the purpose and the "big picture."

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 2: The teacher intern understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.*

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Developmental Characteristics of Students	Level ____	Level ____	Level ____	Level ____
Activates Prior Knowledge and Experiences	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 3: The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Key to Levels on the Rubric: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Teaching to Individual Learning Abilities	Is unaware of individual learning abilities as all students receive same delivery of instruction and assignment regardless of differences.	Is aware of the need for adaptations in assignments, time allowed, response modes, etc. and occasionally accommodates these needs for different learners.	Demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery.	Articulates clearly individual student goals and expectations. Individualized instruction allows for most students to succeed and be challenged.
Selection of Resources to Meet Range of Individual Needs: Special Education to Gifted	Uses or seeks no additional resources or supplemental materials for students with individual needs.	Has limited knowledge of additional resources and attempts to meet the individual needs of some students (i.e., low-achieving or gifted) by assessing resources.	Routinely utilizes supplemental materials and outside resources with students at both ends of the learning curve.	Actively seeks out resources from the community or professional organizations and utilizes these sources and materials for the benefit of varied learners.
Expectations for Learning and Achievement	Conveys only modest expectations for student achievement through instructional goals and activities, interactions, and the classroom environment.	Conveys consistent expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. Instruction is appropriate for the grade level or course.	Appropriately challenges students by presenting material at a qualitatively high level.	Expects students to challenge themselves by providing opportunities for choice in activities and assignments.

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 3: The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Teaching to Individual Learning Abilities	Level ____	Level ____	Level ____	Level ____
Selection of Resources to Meet Range of Individual Needs: Special Education to Gifted	Level ____	Level ____	Level ____	Level ____
Expectations for Learning and Achievement	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 4: The teacher intern understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*  
 (Note instructional strategies include, but are not limited to, cooperative learning, small and large groups, lecture, project work, thematic instruction, partner learning, use of media resources, and technology.)

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Selecting Resources for General Instructions	Utilizes materials from a teacher's guide only. Book content is read and discussed with no outside materials, or resources included.	Displays limited awareness and/or use of resources available or does not take initiative to obtain materials. Occasionally uses supplemental materials.	Routinely seeks out multiple resources for teaching, selecting those most appropriate for comprehensiveness and accuracy. Makes a deliberate attempt to allow for multiple ways of learning.	Seeks out and uses resources from professional organizations or through community speakers, study trips, commercial materials, etc. These resources are not just "add-ons" but are fully integrated into a comprehensive curriculum.
Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Relies mostly on direct instruction/lecture method and giving assignments. Students are passive learners. No modeling.	Written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over time. Students are actively engaged for at least one half of the lesson. Some evidence of modeling.	Written instructional strategies are effectively incorporated in each lesson based on subject matter and needs of students. Students are actively involved in problem solving and critical thinking with peers in small and large groups when appropriate.	Facilitates inquiry through carefully planned lessons and involving students at the planning stages. Most students are actively engaged in questioning concepts, developing learning strategies, and problem solving. Motivation is evident.
Intern's Role in Instructional Processes	Primarily serves as "giver of information" in an authoritarian mode of instruction.	Occasionally facilitates small groups but steps in to problem solve for the students.	Role varies depending on student activities. Expects students to self-direct and problem solve as needed. Facilitates learning.	Demonstrates multiple roles as needed. Students are actively engaged and self-directed, seeking resources, and collaborating with others.

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 4: The teacher intern understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*  
 (Note instructional strategies include, but are not limited to, cooperative learning, small and large groups, lecture, project work, thematic instruction, partner learning, use of media resources, and technology.)

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Selecting Resources for General Instruction	Level ____	Level ____	Level ____	Level ____
Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Level ____	Level ____	Level ____	Level ____
Intern's Role in Instructional Processes	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 5A: The teacher intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Management of Transitions	Much time is lost during transitions. May be unaware of lost time, does not plan for transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time. Specific procedures are taught and used effectively.	Transitions are seamless with students assuming some responsibility for efficient operation.
Management of Time and Materials	Time and materials are inefficiently handled, resulting in loss of instructional time.	Time and materials are handled moderately well.	Time and materials are handled smoothly with little loss of instructional time or interest.	Time and materials are handled smoothly and efficiently with no loss of attention or interest. Students assume some responsibility for efficient operation of time and materials.
Directions and Procedures	Directions and procedures are confusing to the students.	Directions and procedures are clarified after initial student confusion or are excessively detailed.	Directions and procedures are clear to students and contain an appropriate level of detail. Frequently checks for understanding.	Directions and procedures are clear to students. Anticipates possible student misunderstanding plans, monitors for it.
Pacing	The pacing is too slow or rushed	Pacing is inconsistent.	Pacing is usually appropriate. Teacher adapts pace by monitoring students.	Pacing of the lesson is smooth, timely, and appropriate, allowing for reflection and closure.
Performance of Non-Instructional Duties: attendance, lunch count, distribution of papers, duties, etc.	Performance of non-instructional duties is inefficient. May be inattentive to these duties.	Duties are handled fairly efficiently.	Duties are managed and completed in a clear, professional manner without loss of instructional time.	Systems for performing duties are well established with students assuming appropriate responsibility for efficient classroom operation.

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 5A: The teacher intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Management of Transitions	Level ____	Level ____	Level ____	Level ____
Management of Time and Materials	Level ____	Level ____	Level ____	Level ____
Directions and Procedures	Level ____	Level ____	Level ____	Level ____
Pacing	Level ____	Level ____	Level ____	Level ____
Performance of Non-Instructional Duties: attendance, lunch count, distribution of papers, duties, etc.	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 5B: The teacher intern understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished*</i>
Positive Climate for Intrinsic Motivation	Teacher does not attend to positive social relationships. More reprimands than compliments are heard. Rewards may be offered too frequently to motivate students.	Students are complimented for appropriate behavior and study habits. Teacher encourages students to appreciate others. Minimal extrinsic rewards offered.	Classroom environment is positive. Students are actively engaged. Extrinsic rewards are not necessary to motivate students. Teacher clearly shows a caring attitude toward all students.	Teacher helps the group develop shared values and expectations for interactions and academic discussions creating a positive classroom climate of openness, mutual respect, support, and inquiry.
Establishing Expectations for Behavior	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for situations and most students seem to understand them.	Standards of conduct are clear to all students. Teacher reviews and prompts behaviors when appropriate.	Standards of conduct for various situations are clear to students and appear to have been developed or revised with student participation.
Monitoring Student Behavior	Is unaware of what students are doing, and/or student behavior is not monitored.	Generally aware of student behavior, but may miss the activities of some students. May neglect to use positive reinforcement.	Is consistently alert to student behavior, uses positive reinforcement and behavior prompts.	Monitoring is subtle and preventative, Students monitor their own and their per's behavior in appropriate ways.
Response to Student Misbehavior	Does not respond to misbehavior, or the response is inconsistent. Overly repressive, or does not respect the student's dignity.	Attempts to respond to misbehavior but with uneven results.	Response to misbehavior is appropriate, successful, and respects the student's dignity.	Response to misbehavior is highly effective and sensitive to students' individual needs. Assists students in making appropriate behavior choices.

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 5B: The teacher intern understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Positive Climate for Intrinsic Motivation	Level ____	Level ____	Level ____	Level ____
Establishing Expectations for Behavior	Level ____	Level ____	Level ____	Level ____
Monitoring student behavior	Level ____	Level ____	Level ____	Level ____
Response to Student Misbehavior	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 6: The teacher intern has knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Oral and Written Language	Speech is inaudible or written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.	Speech and written language are clear and correct. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds	Speech and written language are clear and correct. Vocabulary is appropriate to students' ages and interests.	Oral and written language are correct and expressive with well-chosen vocabulary that enriches the lesson.
Quality of Questions	Questions are usually of poor quality; low level of thinking or one word responses are accepted.	Questions are a combination of low and high quality. Only some invite a thoughtful response. Wait time is inconsistent.	Appropriate variety of questions. Challenges students to justify responses, probing for learning understanding, and helping students articulate ideas. Consistently provides adequate wait time.	Knows how to ask questions and stimulate discussion in different ways of particular purposes. Promotes risk-taking, divergent thinking, and stimulations of curiosity. Students learn to question.
Discussion Techniques with Student Participation	Interaction is predominately recitation style, with teacher mediating questions and answers. Only a few participate in the discussion.	Makes some attempts to engage students in a true discussion but with only limited success.	True discussion, with teacher stepping aside when appropriate. Teacher insures that all voices are heard in the discussion.	Students assume considerable responsibility for the success of the discussion, initiating topics, and making unsolicited contributions. Students insure that all voices are heard in the discussion.
Use of Media & Technology: (felt/magnetic boards, charts, film, overhead projectors, computers (Internet PowerPoint, Distance Learning, etc.) as available.	Limited use of media and/or technology to enhance learning.	Some media and/or technology used, but is inconsistent or of limited quality.	Lessons consistently use media and/or technology to add instructional impact and increase learning.	Takes initiative to integrate new technology formats into curriculum. Quality and depth are consistently strong.

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 6: The teacher intern uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Oral and Written Language	Level ____	Level ____	Level ____	Level ____
Quality of Questions	Level ____	Level ____	Level ____	Level ____
Discussion Techniques with student participation	Level ____	Level ____	Level ____	Level ____
Use of Media and Technology: (felt/magnetic boards, charts, film, overhead projectors, computers (Internet PowerPoint, Distance Learning, etc.) as available.	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 7: The teacher intern plans instruction based upon knowledge of the subject matter, students, the community and the curriculum guide.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Purposeful Learning Activities Based on Academic Achievement Standards, National FACS Standards, State and District Curriculum	Learning activities are not compatible with school and district curriculum and/or do not follow an organized progression.	Activities may follow an organized progression but are not completely compatible with the required curriculum.	Learning activities are highly relevant to students' needs and match instructional goals. Unit plans are keyed to state/district curriculum.	Learning activities follow a well-organized progression and follow the school/district curriculum requirements.
Short- and Long-Term Planning (including Unit Plans)	Thoughtful planning is not evident in lessons. Lesson plans are not prepared in a timely fashion.	Short-term planning is evident and lessons are consistently ready on time. There is minimal evidence of long-term planning or connections to past/future teachings.	Long-term planning with connections to past-future teachings is clearly evident and prepared in advance of teaching. Plans are linked to students' needs and performances.	Responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals. Has a clear understanding of the "big picture" for planning.
Lesson Plans: Monitoring and Adjustment	Adheres rigidly to an instructional plan even when a change will clearly improve the lesson.	Begins to check for understanding within a lesson. Attempts to adjust a lesson but with mixed results.	Routinely checks for understanding within the lesson. Makes minor adjustments to lessons or units and the adjustments occur smoothly.	Makes major adjustment to plans to meet student needs, interest, and motivation.

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 7: The teacher intern plans instruction based upon knowledge of the subject matter, students, the community and the curriculum guide.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Rationale &amp; Support</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Purposeful Learning Activities Based on Academic Achievement Standards, National FACS Standards, State and District Curriculum	Level ____	Level ____	Level ____	Level ____
Short- and Long-Term Planning (including Unit Plans)	Level ____	Level ____	Level ____	Level ____
Lesson Plans: Monitoring and Adjustment	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 8: The teacher intern understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Variety of Formal/Informal Assessment Strategies	Uses minimal number of assessments or only commercially prepared tests. Methods of assessment not consistent with instructional goals.	Some instructional goals are assessed but not all. Gathering of assessment data is more frequent and begins to use performance-based measures.	Data on student progress is gathered in multiple ways such as observations, portfolios, teacher-made tests, performance tasks, student self-assessment and standardized tests.	Involves learner in self-assessment activities to foster awareness of their strengths/needs and to set personal goals for learning.
Assessment Data Used in Lesson Planning/Adjustment	Assessment results affect lesson planning only minimally.	Uses assessment results to plan for the class as a whole.	Assessment results are used to adjust plans for individuals and small groups.	A deliberate attempt is made to assess instructional goals for the sole purpose of determining the next steps in instruction for individuals, small groups, and the whole class.
Evaluation Criteria and Feedback	Criteria for evaluation are not predetermined on paper. Feedback is not provided in a timely manner or is of poor quality.	Feedback to students is timely but may only be minimal (just a score). Learners are not made aware of performance criteria in advance.	Learners are given evaluation criteria in advance (rubrics, point systems, etc). Feedback includes qualitative comments to highlight strengths or needs.	Learners are involved in setting criteria for evaluation. Feedback is individualized and includes personal goal setting. Descriptive rubrics are created and shared with students.
Recording and Monitoring Assessment Data	Numerous errors in scoring of student work. Assessment records are in disarray or not up-to-date resulting in errors and confusion.	Scoring of papers and written records are adequate but require frequent monitoring to avoid errors.	System for scoring and recording data is fully effective and up-to-date.	System is highly effective and students are involved in collection and summarizing of data.

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 8: The teacher intern understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Variety of Formal/Informal Assessment Strategies	Level ____	Level ____	Level ____	Level ____
Assessment Data Used in Lesson Planning/Adjustment	Level ____	Level ____	Level ____	Level ____
Evaluates criteria and feedback.	Level ____	Level ____	Level ____	Level ____
Recording and Monitoring Assessment Data	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 9. The teacher intern is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Reflection on Teaching (written journal and conversations)	Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well.	Generally accurate impression of a lesson's success. Offers vague, general suggestions for improvement or is dependent on supervisors for ideas. Open to suggestions.	Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Is committed to reflection, self-assessment and learning as an ongoing process. Welcomes constructive criticism.	Is able to critically analyze a lesson weighing the relative strength of the weak areas. Offers alternative actions complete with probable successes with different approaches. Actively seeks constructive criticism.
Relationships with Colleagues	Little interactions with colleagues or relationships are negative, self-serving or unprofessional.	Maintains professional cordial relationships with school staff and attends required meetings.	Seeks opportunities to work with colleagues to learn and grow professionally. Is willing to give and receive help.	Routinely shares materials, resources, ideas with colleagues. Manage volunteer to organize tasks or take the lead with activities within a department or team or at the school level.
Professional Growth (including internship requirements and portfolio)	Makes no effort to share knowledge with others or to assume professional responsibilities (attire, mannerisms, communications). Does not complete teacher internship requirements.	Participates in professional activities that are provided. Conducts him/herself in a professional intern teacher manner most of the time. Some intern teaching requirements are not completed appropriately.	Consistently demonstrates professionalism in appearance/manners. Actively seeks out professional literature, colleagues, conferences, mentors, etc. to grow professionally. Intern teaching requirements are completed with quality and depth.	Demonstrates levels of leadership on a team or with the faculty. May include: sharing new knowledge/skills, conducting/sharing action research in the classroom, making presentations to faculty, fully coordinating events such as study trips, teaching after school enrichment classes.

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 9. The teacher intern is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Rationale &amp; Support</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Reflection on Teaching (written journal and conversations)	Level ____	Level ____	Level ____	Level ____
Relationships with Colleagues	Level ____	Level ____	Level ____	Level ____
Professional Growth (including internship requirements and portfolio)	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 10. The intern teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well being.*

<i>Element</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Participation in School/District Events and Projects	Avoids becoming involved in school/district projects and events.	Participates in school/district events when specifically asked.	Volunteers to participate in more than one activity and makes substantial contributions. Participates as much as possible as a full staff member.	Frequently seeks opportunities to volunteer for activities outside of own classroom or creates activities such as enrichment /remedial classes for students outside of regular school day. Values his/her role in making the entire school a productive learning environment.
Sensitivity to Student Needs and Awareness of Community Resources.	Does not readily observe or identify clues to student distress, special needs, etc. Does not honor confidential information about students.	Identifies special needs of some students (vision, hearing, counseling, medical interventions, etc.) but does communicate concerns with classroom teacher. Respects the privacy of students and the confidentiality of information.	Is concerned about all aspects of a child's well-being (cognitive, emotional, social and physical), and is alert to signs of difficulty. Takes steps to stop discrimination or harassment among students.	Is persistent in seeking to end discriminatory activity or harassment among students. Also, teams with the classroom teacher to obtain support services.
Respectful and Productive Communication with Families	Provides minimal information to parents or is insensitive to parent concerns about students. Does not make an effort to get involved with parents.	Adheres to the existing formats for communications with parents. Needs to be reminded to communicate with individual students' parents.	Teams with the teacher to communicate with parents about their child's progress (both positive and negative) on a regular basis and openly welcomes parents to the classroom. Responses to parent concerns are handled with great sensitivity.	Demonstrates initiative in creating new avenues for connections/communications with families. This may include: family learning projects, a new or different type of class newsletter, utilizing parents in class projects.

\* Descriptions at the distinguished level may not be appropriate for some settings.

*Principle 10. The intern teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well being.*

Key to Levels on the Rubric: U = Unsatisfactory B = Basic P = Proficient D = Distinguished \*

<i>Element</i>	<i>Rational &amp; Support</i>			
	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>	<i>Week #</i>
Participation in School/District Events and Projects	Level ____	Level ____	Level ____	Level ____
Sensitivity to Student Needs and Awareness of Community Resources.	Level ____	Level ____	Level ____	Level ____
Respectful and Productive Communication with Families	Level ____	Level ____	Level ____	Level ____

\* Descriptions at the distinguished level may not be appropriate for some settings.