



Cooperating Teacher
College Supervisor
Cognate Area Supervisor
College Student

Student Teaching Handbook Spring 2012

First Placement: January 23 - March 2
Second Placement: March 5 - April 20

[Student teachers will not report during spring break, March 12-16, as Bethany College will be closed.]

Student Teaching Handbook

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Bethany College

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Dear Cooperating Teacher,

Thank you for your willingness to share your classroom and your expertise with a Bethany College student teacher. We greatly appreciate the work that our cooperating teachers undertake; the student teaching experience is an invaluable experience for pre-service teachers made possible only through the generous efforts of the cooperating teachers in the field.

The student teachers preparing for an intensive semester of full-time field work this year are a varied and strong group of teacher candidates. Many of the student teachers are outstanding student-athletes and have excelled both inside and outside the classroom. Others have traveled abroad, attended national conferences, held executive positions in various clubs and organizations and the education honorary Kappa Delta Pi, led student governments, served as admissions representatives, and reflect the best of Bethany College.

This handbook outlines the framework that guides our program and the specific policies and procedures in place for student teaching. It was prepared to provide information and suggestions for working with a Bethany student teacher. We understand that the student teaching experience will be as varied and individualized as each of the student teachers. Ideally, you, the student teachers, and the college supervisor will function as a cooperative team to ensure that the needs of students in your classroom are met, and in doing so, our program meets the standards of the West Virginia Board of Education and the National Council for the Accreditation of Teacher Education (NCATE).

The strength of our Education Program is a testament to your work, our outstanding teacher candidates and our strong school/community partnerships. We look forward to this continued collaborative process, and we encourage you to contact us about ideas for professional development and continuing education opportunities. Thank you for all that you do.

Sincerely,

Sherri Theaker, Ph.D.
Chair, Education Department

Rita DeMundo
Field Placement Coordinator

Student Teaching Block Course Descriptions

The Bethany College Student Teaching Block consists of the following courses:

Education 445 Professional Issues in Education

Education 470/471 Clinical Practice and Student Teaching I and II

Education 472 Student Teaching Seminar

Education 473 Philosophy of Education

Education 490 Senior Project

Education 470/471 is the **student teaching field experience**. Student teachers have a minimum of two six-week classroom placements. They are encouraged to photograph students in the classroom and to collect examples of student writing and other work.

Goals/Outcomes

- 1.0 The student teacher will demonstrate developing expertise.
- 2.0 The student teacher will demonstrate developing classroom management skills.
- 3.0 The student teacher will perform assessment/evaluation functions related to the teaching/learning process.
- 4.0 The student teacher will exhibit human relation skills that are necessary for facilitating a meaningful classroom learning environment.
- 5.0 The student teacher will exhibit professional behavior.
- 6.0 The student teacher will exhibit behavior that reflects a developing personalized educational belief system.
- 7.0 The student teacher will elicit positive growth in the cognitive, affective and psychomotor domains.
- 8.0 The student teacher will demonstrate professional growth through attendance and participation at school staff meetings, faculty meetings, IEP meetings, placement meetings, parent-teacher meetings and/or other professional meetings.
- 9.0 The student teacher will demonstrate acceptable competency in written and oral communication skills.

During the course of the semester, student teachers will meet one evening per week from 6-8pm for Education 445 and Education 472.

Professional Issues in Education (Education 445) is designed to enhance communication skills associated with the student teaching experience and provide opportunities for student teachers to develop their reading, writing, listening, speaking and multimedia presentation skills. During their first placement, student teachers must create a documentation of student achievement (DOSAs – see attached rubric – page 18) which includes pre/post test, lesson plan(s), and interpretation of the teaching process used.

Student teaching seminar (Education 472) provides student teachers an opportunity to discuss classroom instructional and behavioral issues and complete materials for their professional portfolio.

Student teachers also begin their **senior projects** (Education 490). Student teachers may do action research for their senior projects as part of their student teaching experience. The research may involve observing specific students, collecting work samples, videotaping, photographing or audio taping students or groups of students.

Student teachers must secure permission from the school and from students' parents or guardians in order to videotape, photograph or audiotape students and to collect work samples. A sample permission form is included in this Handbook for them to use.

Student Teaching Policies

Professional Characteristics and Related Responsibilities

The third domain in Bethany College's conceptual framework is teacher characteristics and beliefs, of which professional characteristics are an essential component. Bethany College student teachers are expected to demonstrate professionalism in several ways: prompt and daily attendance, appearance, thoughtfulness in planning lessons, and a demonstration of initiative in assisting with classroom routines and paperwork.

Dress Code

Student teachers should aim for the highest standard in professional appearance.

No casual clothes, footwear, jeans, or short, tight clothing are acceptable.

No tattoos can be showing.

No body piercing is to be displayed.

No more than two earrings in each ear are to be worn. Men may not wear earrings.

Student teachers are to dress appropriately and neatly.

Women are to wear dresses, skirts, slacks and blouse and/or jacket and dress shoes.

Men are to wear dress shirts and a tie, dress slacks and dress shoes.

Arrival and Departure

Student teachers are expected to be at their assigned school every day of their placement **on or before the teacher arrival time**. *Dates of attendance are recorded on the student teaching attendance log and verified by the cooperating teacher. Athletic-related absences are not excused. Early departure for an athletic event must be approved by the cooperating teacher **and** college supervisor. All hours for any early dismissal or late arrival must be made up.

Student teachers are to stay on the school grounds the entire school day, including lunch, and not leave until **at least 15 minutes after the school's dismissal time**. Student teachers are expected to follow the calendar of the school in which they are assigned and not the Bethany calendar; this includes all holidays and breaks except the Thanksgiving break which runs from November 21 – 25 as the college will be closed.

Absences

Student teachers are expected to fulfill the required number of teaching days in both student teaching placements (during the designated days). Any absences must be made up before the end of the semester. Failure to notify the school and college of an absence is grounds for removal from a school placement.*

In the event of an absence, the student teacher must make the following phone calls prior to the absence:

- 1. The principal/school and the cooperating teacher at the school;**
- 2. The college supervisor;**
- 3. The Education Office at Bethany College (304-829-7182).**

* Student teachers must ensure complete lesson plans are available in their designated classroom, even during an unexpected absence.

Confidentiality Policy

In keeping with the provisions of the Family Educational Rights and Privacy Act (FERPA); the Interstate New Teacher Assessment and Support Consortium (INTASC) standards; and the West Virginia Professional Teaching Standards, it is the policy of the Bethany College Department of Education that student teacher candidates, student interns and students placed in field experience positions shall respect the privacy of students in the schools in which they are placed and the confidentiality of information to which they may have access. Student teacher candidates, student interns and students placed in field experience positions may not discuss specific students or teachers outside of the communications that they have with their cooperating teacher or college supervisor. Student teacher candidates, student interns and students placed in field placement positions should not write the names of specific students or teachers in their student teaching logs (though they may use initials).

To acknowledge this policy, each student teacher candidate, student intern and students placed in field placement positions must sign and date two copies of the Bethany College Department of Education Confidentiality Statement. One copy is placed in the student's file kept by the Bethany College Department of Education while the other is retained by the student.

Miscellaneous

Student teachers must demonstrate responsible conduct in the use of tobacco, alcohol, language and social interactions with students and school employees. If student teachers smoke off school grounds after the school day, they are to do it discreetly and out of student sight. Student teachers are not to be involved in any alcohol or drug use and all language is to be free of sarcasm, ridicule, sexual overtones and profanity. Social interactions with everyone connected with the school are to be friendly, but aboveboard, and always professional.

Removal From Placement

Removal from a placement may be initiated by the cooperating teacher, student teacher or college supervisor. Failure of a placement shall be determined by the cooperating teacher, college supervisor and the department chairman. Grounds for removal or failure of a placement include the following:

1. Failure to notify the school or college of an absence;
2. Failure to achieve a satisfactory overall rating on the numerical evaluation scale (average 3.0) at conclusion of placement;
3. Misappropriation of school or personal property;
4. Violation of personal professional boundaries;
5. Dishonesty;
6. Any instance of lack of planning, preparation, or knowledge of content needed for lesson;
7. Failure to demonstrate use of standard English;
8. Failure to adhere to one or more of the procedures outlined in this handbook.

ROLE: COOPERATING TEACHER

The cooperating teacher must always remember that the young students in his or her classroom are the first priority. The student teaching program must not be allowed to impede their progress in any way.

It is important that the cooperating teacher be comfortable sharing ideas with the student teacher and secure enough to allow the student teacher to try new ideas. One of the most important aspects of the partnership is to provide the student teacher with ongoing feedback. We ask that the cooperating teacher observe and provide informal feedback to the student teacher on a daily basis. ***In addition, we ask that the cooperating teacher observe and complete the narrative evaluation form weekly. During the middle and at the end of the placement, please complete the numerical evaluation form as well; student teachers must earn an overall 3.0 rating by the end of the placement to successfully pass student teaching.*** Cooperating teachers and college supervisors should give copies of their evaluations to each other and the student teacher each week. During the last week of the placement, the cooperating teacher, the college supervisor and the student teacher will meet for the final evaluation conference. The summative evaluation form, provided by the college supervisor, will be collectively completed at this time. Copies of all the evaluation forms are included in this handbook (pages 11-13).

The cooperating teacher should help the student teacher assume professional responsibility by:

- familiarizing the student with school personnel, facilities and policies;
- providing opportunity for professional interaction (i.e., faculty meetings, PTA, in-service, etc.);
- assisting the student in becoming aware of the community, the students and the school;
- expecting professional behavior and attitudes;
- ensuring open and honest communication;
- encouraging innovation and creativity and providing supportive feedback;
- assisting the student with daily and long-range planning;
- providing the following types of teaching experiences as the student is ready to assume them (whole group, small group, and one-on-one instruction).

Elementary teachers: If you work with a team, please make certain that the student teacher has experience in all subjects.

The following timeline has been developed as an aid in determining the degree to which students will assume cooperating teachers' responsibilities. We realize that each student is an individual and the suggested timeline may be altered depending upon the needs of the student.

The second placement cooperating teachers may want to move through this timeline more quickly.

Week 1	Observation - Grade papers, investigate school policies, etc. Teach five to ten classes
Week 2	Observation - Curriculum analysis and preparation Teach at least one subject on a daily basis
Week 3	Observation Teach two subjects on a daily basis and begin a third
Week 4	Teach three subjects on a daily basis or teach a majority of class time
Rest of Placement	Teach entire class schedule

Each school and school district has policies and procedures for working with student teachers. We have worked with the districts and with many of the schools to make these policies consistent with ours. Please work with the college supervisor and the student teacher to develop the patterns and procedures that will make the experience productive for all parties and, most importantly, for the young people in the classroom. If there is a problem, please contact the supervisor so that we can resolve any difficulties.

ROLE: STUDENT TEACHER

Student teaching is the capstone of Bethany's teacher preparation program. The sequence of courses and field experiences in the program are designed to build readiness for full-time professional teaching. The student teacher is expected to function professionally in a supportive environment. Certain competencies must be met. These competencies may be met in different ways depending on the student and the teaching assignment. The competencies ensure that the student is able to perform certain teaching tasks. The cooperating teacher may request other competencies or behaviors. The final goal, however, is the development of a personal philosophy and style which the student can both exhibit and defend.

The student teacher is expected to:

- engage in the full responsibilities of the teacher in class, school and community;
- perform in a professional manner and adhere to all education program policies;
- plan for all lessons;
- enrich the experience of young people;
- self-evaluate and reflect;
- seek and use the evaluation of others;
- cooperate with others;
- use problem-solving skills;
- complete the DOSA (documentation of student achievement) during the first placement.

Student teachers are required to document their progress in meeting the goals and outcomes of their student teaching experience by maintaining a ***student teaching notebook (must be kept in a 3-ring binder)*** which must include the following sections (with labeled dividers):

1. Attendance log;
2. Daily lesson plans;
3. REFLECTIONS completed for each lesson (on the lesson plan outline);
4. ELECTRONIC JOURNAL submissions on Moodle – weekly entries of at least one-half page each which are an overall reflection of the week;
5. Research and information used to supplement textbook/supplied classroom materials;
6. Copies of all activity sheets, supplemental materials, and tests prepared by the student teacher;
7. Weekly formative evaluation forms from the cooperating teacher and college supervisor.

During the final week of student teaching, student teachers must prepare a reflective essay addressing the five points on the Student Teaching Reflection form - see page 14 for help. Copies of the essay **must** be given to the cooperating teacher and the college supervisor **prior to the summative evaluation meeting** and a copy emailed to the senior seminar instructor. At that meeting, the student teacher, cooperating teacher and college supervisor will complete and sign the summative evaluation form.

ROLE: EDUCATION DEPARTMENT SUPERVISOR

If the Bethany program is to be successful, the student teacher will feel certain of having the potential for learning how to teach. The student teacher will have acquired background experience, intellectual knowledge and a pattern of figuring things out, while growing personally through the experience. The college supervisor's role then is to provide feedback so that the student may be helped to evaluate goals and procedures. If the student is entirely satisfied with his/her teaching, the observer will assist in the setting of new goals. The college supervisor will visit the student teacher **each week** of the placement. He or she will visit the classroom, check the lesson plans, review the student teaching notebook, observe and confer with the student teacher and, as needed, the cooperating teacher. If problems should occur, the supervisor will conduct more frequent visits and/or observations. College supervisors will complete either narrative or checklist evaluation forms at each visit excluding the first.

ROLE: ACADEMIC AREA SUPERVISOR (middle school and secondary level certification)

The role of the supervisor from the student teacher's area of concentration is essentially the same as the Education Program supervisor. He or she offers expertise in subject matter and in the special methodologies of the field. The supervisor observes the student teacher **at least one time** during the placement and conferences with the student teacher. This feedback provides a unique and valuable resource to the student teacher.

EVALUATION SCHEDULE

First Placement – January 23 - March 2

Jan. 23 - 27	Optional evaluation by cooperating teacher (supervisor visits school)
Jan. 30 – Feb. 3	Narrative evaluation
Feb. 6 – Feb. 10	Narrative evaluation
Feb. 13 - 17	Numerical evaluation
Feb. 20 – 24	Narrative evaluation
Feb. 27 – Mar. 2	Numerical evaluation/Summative evaluation

Second Placement – March 5 – April 20

Mar. 5 - 9	Optional evaluation by cooperating teacher (supervisor visits school)
Mar. 12 – 16	Spring break – Student teachers will not report
Mar. 19 - 23	Narrative evaluation
Mar. 26 - 30	Narrative evaluation
Apr. 2 – 6	Numerical evaluation
Apr. 9 - 13	Narrative evaluation
Apr. 16 - 20	Numerical evaluation/Summative evaluation

Bethany College Teacher-as-Reflective-Practitioner Field-Experience Assessment

Candidate: _____

Date: _____ Location: _____

NARRATIVE EVALUATION

Please provide narrative descriptions of the pre-service teacher's performance in each area.

I. Learning and Assessment (formal and informal assessment strategies, authentic assessment, uses assessment results to guide instruction)

II. Learning Theories and Instructional Techniques (uses appropriate techniques in small-group, direct instruction, hands-on learning, infuses technology, appropriate questioning and pacing, effective communication)

III. Teacher Characteristics and Beliefs (professionalism, critical thinking, community and collegial participation, effective writing, speaking, and presentation skills)

IV. Student Needs and Characteristics (applies knowledge of human development, preventative and corrective discipline techniques, instruction adapted to needs of students, needs of students with exceptionalities and diversities)

V. Subject-matter Content Knowledge (appropriate scope and sequence, breadth and depth of content knowledge, cross-curricular connections, evidence of research and understanding above-and-beyond standard text)

Overall Comments

Evaluator: _____

Bethany College Teacher-as-Reflective-Practitioner Field-Experience Assessment

Candidate: _____

Date: _____ Location: _____

[Rating Scale: 5 = Exceeds Expectations; 3 = Meets Expectations; 1 = Approaches Expectations]

I. Learning and Assessment

The teacher candidate understands and applies formal and informal assessment strategies to ensure student achievement. The teacher candidate demonstrates that she/he can:

- ☞ create and use various types of authentic assessment instruments (performance-based evaluations, portfolios of student work, etc.)
- ☞ use assessment results to guide teaching
- ☞ determine and report (to peers, supervisors and parents) students' gains that result from teaching

__ Ave. Rating

II. Learning Theories and Instructional Techniques

The teacher candidate utilizes a variety of instructional strategies, including the teacher's and the students' use of technology, to enhance student learning. The teacher candidate demonstrates that he/she can:

- ☞ conduct effective whole-group, direct instruction
- ☞ conduct effective small-group, hands-on learning activities and learning stations
- ☞ use questioning strategies and prompts to actively involve students and provide appropriate lesson pacing
- ☞ integrate the use of technology resources in specific-curriculum areas to support instruction for all students
- ☞ effectively use verbal, nonverbal, and media communication to support classroom instruction and provide student feedback

__ Ave. Rating

III. Teacher Characteristics and Beliefs

The teacher candidate is a reflective practitioner who demonstrates awareness of and enacts his/her professional roles and responsibilities to the school, students, parents, and community. The teacher candidate demonstrates that she/he can:

- ☞ maintain comprehensive and well-developed lesson plans including thoughtful reflections of teaching
- ☞ demonstrate critical thinking (synthesis and analysis of information) in lesson preparation, teaching, and reflection
- ☞ participate in collegial, professional, and school-community activities (e.g. PTA attendance) designed to enhance professional development and the achievement of children
- ☞ demonstrate professional writing, speaking and presentation skills

__ Ave. Rating

IV. Student Needs and Characteristics

The teacher candidate draws upon knowledge of human development, human diversities, and exceptionalities to create learning environments that are effective and demonstrate high expectations for all students. The teacher candidate demonstrates that he/she can:

- ☞ use appropriate preventative and corrective discipline techniques in the classroom
- ☞ provide appropriate reinforcements for students
- ☞ design developmentally appropriate instruction and select teaching materials relevant to student development
- ☞ adjust presentation and questioning of material to accommodate students' learning differences (i.e. styles, modalities)
- ☞ plan and deliver instruction for students with exceptionalities and diversities with appropriate teaching and learning modifications
- ☞ establish a learning environment in which students' interactions with one another, the teacher, and other adults are productive and multi-culturally appropriate

__ Ave. Rating

V. Subject-matter Content Knowledge

The teacher candidate plans and instructs based upon sound knowledge of subject matter and curriculum goals. The teacher candidate demonstrates that she/he can:

- ☞ develop plans that address appropriate state and school-system curricular goals and objectives
- ☞ demonstrate a breadth and depth of content knowledge when teaching
- ☞ enhance teaching effectiveness and broaden content knowledge through on-line and other research to supplement instruction
- ☞ make connections across curriculum/subject areas

__ Ave. Rating

__ Overall Ave. Rating (3.0 ave. = PASS)

Evaluator: _____

Rating Scale Numerical Ratings

[Rating Scale: 5 = Exceeds Expectations; 3 = Meets Expectations; 1 = Approaches Expectations]
You may use ratings 1-5, see rating scale below.

The numerical rating scale contains several objectives for each program goal. Each objective contains several components (i.e. didactic, small-group, individualized instruction) or expectations of performance.

This scale refers to the numerical assessment on page 12.

Rating Scale:

Score of 5 – Exceeds Expectations/Exemplary Performance

The teacher candidate consistently demonstrates expertise and mastery of all delineated performance component for that objective.

Score of 4 - Above Average Performance

The teacher candidate consistently demonstrates knowledge of, and subsequent successful implementation of the delineated performance components for that objective.

Score of 3 - Meets Standards/Average Performance

The teacher candidate demonstrates knowledge of, and subsequent implementation of the delineated performance components for that objective.

Score of 2 - Below Average Performance

The teacher candidate inconsistently demonstrates some of the delineated performance components for that objective and/or has limited knowledge of the component.

Score of 1 - Approaches Expectations/Unsatisfactory

The teacher candidate demonstrates limited knowledge of the objective components and is unsuccessful in implementation of performance components.

Bethany College Student Teaching Reflection Guide

Please write a reflective essay of 3-5 pages addressing the items listed under the five areas below.

You must provide copies of your essay for your cooperating teacher and college supervisor before your scheduled summative evaluation conference. An e-mail copy of this reflection must be sent to the instructor of the Senior Seminar. Please include the following information on the first page of your reflection.

Your Name

Date

School Where You Taught

Grade(s)/Subjects You Taught

Placement Dates: From _____ to _____

Name of Cooperating Teacher

Name of College Supervisor

I. Learning and Assessment

What different assessments did you use during your placement?

How effective were these assessments? How do you know?

What impact did you have upon student learning?

What did you learn about the ways in which students learn?

II. Learning Theories and Instructional Techniques

Describe the teaching strategies you tried that were most effective and explain why you think they worked.

Describe the teaching strategies you tried that were least effective and explain why you think they did not work.

Summarize your approach to classroom management.

III. Teacher Characteristics and Beliefs

Explain your activities in the area of professional development.

Discuss your growth in professional behavior toward colleagues, students and parents.

Describe how the administrative structure and policies of the school system influenced your instructional decision making.

IV. Student Needs and Characteristics

Describe your discipline style and how you effectively managed your classroom.

Explain how you identified and met the individual needs of your students.

Discuss your understanding of diversity in the classroom and the uniqueness of learners.

V. Subject Matter – Content Knowledge

Explain what you discovered about your subject matter or content knowledge strengths and weaknesses.

Describe the integrated curriculum connections you made.

What did you enjoy teaching most? Least? Why?

Sample Permission Letter

This letter must be re-written by the student teacher

Date

Dear Parent/Guardian:

I am writing this letter to request your child's participation in my student teaching project. I am a Bethany College senior and I will be working in your child's classroom for six weeks. During that time, I would like to photograph, videotape or audiotape lessons that I teach and collect work that your child has completed. I can assure you that each child's identity and contributions will be kept confidential and anonymous.

I am working closely with _____, my cooperating teacher, as well as with my professors at Bethany. If you have any questions, they or I will be most agreeable to discussing them with you.

Thank you in advance for your cooperation. I appreciate it very much.

Sincerely,

The following must be rewritten by the student teacher

Parent/Guardian Consent

Student's Name: _____ . Please check one of the following, sign this form and return to your child's teacher.

Thank you very much.

_____ I grant permission for my child to participate in Mr. X's student teaching projects that may include photographing, video-/audio-taping and collecting samples of student work.

_____ I do not grant permission for my child to participate in Mr. X's student teaching projects.

Parent/Guardian Signature: _____

Date: _____

PERFORMANCE ASSESSMENT DATA (DOSA)

EDUC 445:

Instructor: Rita DeMundo _____ Spring 2012

Individual Project: Documentation of Student Achievement

Evaluation: by the Instructor

Program Goals: 1.1, 1.2, 2.4, 3.4, 3.5, 4.4, 5.4

Technology Objectives: 2, 4, 5, 7 & 8

Procedures: During one of the two student teaching placements, teacher candidates will conduct a pre/post assessment of their teaching and summarize documentation of student achievement using descriptive statistics.

Expectations **Point value**

Report placed in three-ring binder, folder or notebook _____/5
 Complete Electronic copy on Moodle or email

Cover page (Title) Action Research Outline _____/5
 (Your name)
 (Area of documentation)
 (Your assigned school and cooperating teacher)
 (Your grade level and subject area)

Clean copy of actual pre-post-test instrument or form(s) for data collection _____/10

Appendices Raw data must be included _____/5

TOTAL _____/25

Criteria	Outstanding - 25 points	Acceptable - 15-20 points	Needs Improvement 5-15 points
Outline of procedures	Minimum two typed pages of concisely written outline of teaching intervention/strategy, time-frame, and specific materials required. Synopsis of classroom demographics included. Lesson plans appropriate to intervention included.	Minimum two typed pages of intervention outline, time-frame and specific materials required. Synopsis of classroom demographics included.	Missing one or more elements: Intervention outlined Time-frame Specific materials Synopsis of demographics
Results of teaching	Comprehensive descriptive statistics (all measures of central tendency). Table or graph perfectly formatted and clearly labeled. Use of color or shading for effect.	Some use of descriptive statistics. Table or graph properly formatted and clearly labeled.	Missing or incorrect descriptive statistics. Problems with alignment. Labeled incorrectly or in a confusing manner.
Reflection of intervention	Reflection addresses all three questions with clarity and demonstrates thorough understanding of teaching and assessment process. Differentiated instruction is reflected upon. What does the data reflect about the intervention? How should the intervention be changed? Where does my teaching go from here?	Reflection addresses all three questions but is vague. Differentiated instruction is reflected upon.	Reflection does not address all three questions or does not address questions with complete clarity. No mention of differentiated instruction.

* One point will be deducted for each spelling, grammar or punctuation error = _____

CRITERIA TOTAL _____/75

TOTAL POINTS _____/100

Student Candidate _____