



Idaho State
University

College of
Education

Educator Preparation Clinical Handbook

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The College of Education's Vision and Mission A Tradition of Excellence

OUR VISION

Building on a tradition of excellence, we will work to continuously improve the education we offer.

OUR MISSION

Through excellence in teaching, scholarship and service, we foster professionalism in all that we do.

- We prepare and support professionals who are ethical and reflective and known for the quality of their work.
- We provide recognized leadership in the support of our students, professional partners, and those who employ our graduates.
- We promote a culture of caring, respect, and intellectual rigor within our college and beyond.
- We foster collaborative relationships with the schools, communities, and professional organizations that we serve.
- We advance our understanding of the professions we serve and the application of that understanding in practice.

Clinical Practice General Policies & Procedures

The purpose of this Clinical Practice Handbook is to promote the candidate's professional experience. The policies and procedures are intentionally designed to ensure that extenuating circumstances do not detract from the candidate's professional experience. Specifically, the Clinical Practice Handbook is intended for use by teacher education candidates, cooperating teachers, university supervisors, and other support professionals for student teaching or internship placements.

A *clinical experience* is defined as guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice (IDAPA 08.02.02.007.01). Clinical experiences are directly connected to program requirements and are supported and supervised by university instructors. *Field experiences* are early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. *Clinical practice* is a student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. All clinical experiences are designed to provide practical application opportunities for theory learned in the university classroom. They are intended to be safe environments in which the teacher candidate can explore a variety of teaching strategies. The specific requirements of each clinical experience are defined in specific course syllabi.

Roles and Responsibilities

Teacher Education Candidates, University Supervisors, Cooperating Teachers, Principals and the Joe and Pauline Kent Center for Student Success (Kent Center) will work collaboratively to support the candidate in meeting the objectives of the field experience as defined in course specific syllabi. Specific roles and responsibilities for each person are clarified below for student teaching and internship placements.

Guidelines for Teacher Education Candidates

Candidates begin their experience as an observer. During this time, candidates should work closely with their cooperating teacher to learn their objectives, lesson planning style, evaluation procedures, and individual student characteristics. As candidates demonstrate the ability to assume more responsibility, the assignments for designing and directing learning activities will be increased. Specific timelines and responsibilities are defined in specific course syllabi.

Supervised teaching is professional teaching in the sense that candidates are expected to behave as professionals. They are considered junior members of the staff. They are expected to make a sincere effort to have a positive impact on students, parents, faculty and staff, and to be prompt and dependable. The following suggestions are meant to help the candidate have a successful experience.

1. Be proactive: demonstrate willingness to assume responsibility from the onset of the experience. Volunteer to:
 - a. Grade papers
 - b. Check attendance
 - c. Assist in the preparation of paperwork
 - d. Prepare bulletin boards or other displays
 - e. Tutor students individually or in small groups
 - f. Hall supervision
2. Demonstrate proper attitude through dress, behavior, and professional ethics.
3. Seek information about the school, stakeholders, and the community.
4. Read the information that has been provided for you (handbooks, schedules, etc.). Make notes and ask questions about items that you do not understand.
5. Provide a schedule of teaching responsibilities for your University Supervisor/Instructor.
6. Always be prepared. Exhibit a high degree of thorough, organized, consistent planning.
7. Ask for assistance in completing your university requirements.
8. Be alert to new ideas and be appreciative of valuable suggestions and service on your behalf.
9. Show a sense of loyalty to your host school and Idaho State University.
10. Maintain good health practices.
11. Write a letter of introduction to your student's parents.

Guidelines for University Supervisor

The University Supervisor is a College of Education faculty or staff person who has knowledge of the teacher education program, Danielson's *Framework for Teaching* and skills in supervision and communication. Supervisors play an important role in the candidates' experience. Their responsibilities include:

1. Building a relationship with the candidate and cooperating teacher, facilitating a positive working relationship between the cooperating teacher and intern.
2. Observing the candidate.
3. Communicating with the candidate.
4. Facilitating open communication and addressing any issue that may arise between Cooperating Teacher, candidate, and if necessary, Teaching and Learning Coordinator.
5. Keeping written records which describe and evaluate the performance of the candidate, including, but not limited to, Professional Progress Reports (PPR), observations or evaluations.
6. Assisting the candidate in completing required assignments and assessments.
7. During the student teaching internship, supervisors will assist candidates in implementing the goals that were identified in the common summative assessment during their pre-internship.
8. Assisting candidates by developing, in cooperation with the cooperating teacher, an Individualized Professional Learning Plan (IPLP) which will be used to inform the institutional recommendation for certification.
9. Bringing to the attention of the Coordinator of Field Experience any concerns regarding the student teaching intern's experience.

Guidelines for Cooperating Teacher

The Cooperating Teacher is viewed as the primary supervisor of the student teacher and is clearly the person most in touch with the student teacher's concerns, needs, and professional growth throughout the placement. The cooperating teacher is expected to facilitate in the following areas:

Planning and Preparation

1. Prepare the class for the teacher candidate.
2. Collect a set of textbooks for the teacher candidate and provide helpful materials such as school bulletins, schedules, class rosters, school handbooks and curriculum guides.
3. Provide a work and study space in the classroom for the teacher candidate.
4. Welcome the teacher candidate by familiarizing him/her with the school building.
5. Familiarize teacher candidate with available instructional resources.
6. Ensure that teacher candidate demonstrates knowledge of content and pedagogy.
7. Ensure that the teacher candidate acquires knowledge of students' skills, interests and special needs.
8. Assist teacher candidate in lesson and unit design and creating appropriate learning activities.
9. Ensure that assessments align to grade level or subject indicators and benchmarks.

The Classroom Environment

1. Help the teacher candidate establish effective interactions with students.
2. Guide the teacher candidate in learning to monitor and respond to student behaviors.
3. Assist the teacher candidate in understanding how to effectively organize physical space.
4. Ensure the teacher candidate has high expectations for all students.

Instruction

1. Guide the teacher candidate in designing clear and focused directions and procedures.
2. Demonstrate a variety of effective teaching techniques.
3. Explain the reasons behind decisions and suggestions given to the student teacher.
4. Assess the teacher candidate frequently as to his/her performance on an informal and formal basis, sharing these assessments openly with the teacher candidate.
5. Guide the teacher candidate in preparing daily lesson plans, unit plans and tests and approve and critique all plans before they are taught.
6. Arrange for visits to other classrooms from time to time.

Professional Responsibilities

1. Guide the teacher candidate in understanding and developing the skills of reflective practice.
2. Explain, at appropriate times, methods of keeping attendance, homeroom records, grade and report cards, cumulative folders and other necessary records.
3. Set a weekly meeting time to discuss issues and teacher candidate progress.
4. Introduce teacher candidate to other school personnel.
5. Provide time for teacher candidate to visit and observe throughout the school.
6. Be flexible in responding to changing needs and concerns of the teacher candidate.

7. Maintain a positive professional relationship.
8. Inform the principal and instructor/university supervisor immediately should the teacher candidate encounter serious problems.
9. Meet with the instructor/university supervisor on a regular basis to assess the teacher candidate's progress.
10. Prepare and submit evaluation reports as required by the college/university.
11. By accepting a teacher candidate, the cooperating teacher understands that he/she is personally entering into an agreement with the college/university.

Based on *A Framework for Teaching* by Charlotte Danielson

Guidelines for the School Principal

The school principal plays an integral role during the field experience. When the candidate arrives at the school site, he/she is instructed to initiate the first contact with the building principal. Candidates not acquainted with the community need an orientation to the school and the vicinity if they are to become a valuable part of the school team.

The following list of suggestions identifies some ways that the building principal might assist in carrying out a successful experience.

1. Prepare to meet the candidate during the first visit. Make the following available for future reference:
 - a. Mission and philosophy of the school and/or district.
 - b. Handbook of the school.
 - c. Curriculum guides.
 - d. Disciplinary guidelines and alternatives.
 - e. Calendar of school activities.
 - f. Schedule for staff meetings.
 - g. Map of school classrooms.
 - h. Emergency procedures handbook/guidelines.
2. Introduce the candidate to the faculty and staff.
3. Assist the candidate in becoming a participating member of your staff, e.g. assign a mailbox (as appropriate), provide parking space if provided for other school employees, familiarize with office routines, place on a routing list, etc.
4. Visit the assigned school classroom of the candidate on occasion and provide him/her with evaluative feedback.

Responsibilities of the KENT CENTER

The work of the KENT CENTER is focused on educator preparation. Moving forward in the preparation of tomorrow's professional educators and educators seeking additional endorsements, the KENT CENTER staff advises, guides, supports and recruits teacher education candidates in the university, community and Regions IV, V, and VI. Beginning with initial inquiry in to the teaching field and continuing to the culminating clinical experience of student teaching, the KENT CENTER ensures support of tomorrow's professional educators and the region. Specifically, the KENT CENTER coordinates all aspects of the student teaching internship. To this end, responsibilities of the Center include the following:

1. The KENT CENTER, as designated by the College of Education, will administer the student teaching internship in terms of established policy and in accordance with the agreements between Idaho State University and the school districts of Idaho.
2. The KENT CENTER assigns all interns to classrooms in various schools and school districts.
3. The KENT CENTER is a resource for students, cooperating teachers, university supervisors and principals relative to field experience policy, procedures, and personnel.
4. The KENT CENTER takes final responsibility for checking and collecting pertinent forms.
5. The KENT CENTER assumes final responsibility for assigning grades to student teacher interns at the conclusion of the internship.

Clinical Experience Placement

Observations

Candidates will be observed by their cooperating teachers and university supervisors/instructors during their clinical experience. Observations can be formal or informal, with pre- and/or post-conference, with written and verbal feedback. Details about the number and duration of observations are outlined in specific course syllabi.

Gradual Assumption of Teaching Responsibility

During the student teaching internship, teacher education candidates will gradually assume all responsibility and take initiative for planning, delivering, and assessing instruction, i.e. solo teaching. This translates to a minimum of 4 weeks of solo teaching during the 12-week internship and 2 weeks of solo teaching during the 8-week internship. The total number of weeks of solo teaching and when solo teaching begins and ends will be determined collaboratively by the teacher education candidate, cooperating teacher, and university supervisor. The College of Education encourages co-teaching experiences as a transitional period before and after solo teaching.

Placements for Candidates with Family Members in School

When field experience placement decisions are made, it is the goal of the College of Education that candidates be placed where they can be successful in learning and developing their skills as a professional educator. If candidates request a placement where family members are present, careful thought should be given to all of the potential situations that might negatively impact the experience. Family members are defined as parents, partners, siblings, children or any close relations including but not limited to friends. It is the candidate's responsibility to disclose that a family member works at or attends the proposed placement. The College of Education recognizes that many unexpected situations can arise and we appreciate attention to the development of professional relationships with students and staff. Overall, the goal is to ensure a professional experience free from distractions/biases.

A candidate must have a compelling rationale for being placed in a building where a family member may be present. Reasons might include the unique characteristics of the particular school and/or the cooperating teacher the intern hopes to be placed with. Other reasons might be specific educational benefits the intern hopes to gain by being placed in a specific school.

The following steps will need to be taken:

1. Review the situation with the Teaching and Learning Coordinator/Instructor.
2. Provide a written statement from the building principal stating that he or she is aware of the situation and will allow the intern to be placed.
3. A petition will need to be submitted stating the reason for requesting placement at the school or with a particular teacher, and how the intern will make every effort to ensure that the family situation will not pose a conflict.
4. The petition should also refer to the principal's willingness to accommodate the candidate's request, and in the case of a child, that the other parent would be willing to step in and handle all parenting issues during the internship. If another parent is not available, the candidate should identify another support system that could help if a situation develops.
5. A contract will be developed to identify and create a plan for specific situations that may arise.

Employment and Other Commitments during Student Teaching

Candidates are asked to refrain from employment and other commitments that will interfere with their ability to complete the requirements of the field experience. For example, the student teaching intern is expected to participate as a full - time teacher while assigned to the school site. Many activities and responsibilities occur outside the regular school day schedule for which active participation is required. Candidates in all field experiences must be prepared to teach and meet course requirements as outlined in the course syllabus on a regular basis. The College of Education recognizes that some individuals have unique problems needing resolution. Candidates who feel they need special consideration should contact their course instructor in a timely manner. ***The instructor will determine if a workable solution can be attained.***

Concerns

At the first sign of that a candidate is experiencing difficulties beyond the norm the cooperating teacher should:

1. Document the concern in writing and communicate it to the candidate with a discussion of strategies of potential improvement.
2. Discuss the concern with the university supervisor as warranted. The university supervisor should provide contact phone numbers and where they can be reached.
3. If the concern is not corrected within a reasonable period of time, the university supervisor and cooperating teacher should develop a written plan of action.
4. Conferencing with all parties involved should be a part of this process that will lead to a written Professional Improvement Plan for the candidate.

Field Experience Candidates Who are At Risk

Candidates may be considered at risk for failing a field experience for a variety of reasons, including, but not limited to: unprofessional dress or unprofessional behavior toward children, parents, cooperating teachers, other professionals in a school building, other candidates, and/or university supervisors (e.g., leaving children unattended).

If a candidate is identified as being at risk for failing the field experience, the following steps will be taken:

1. A Professional Progress Report (PPR) will be completed by any of the following: the University Supervisor/Instructor, Cooperating Teacher, Principal, and/or Teaching and Learning Coordinator.
2. A Professional Improvement Plan will be developed, to include the following components:
 - a. Statement(s) of the area(s) of inadequate performance.
 - b. Suggested actions to be taken to improve performance.
 - c. Statement of what will be accepted as evidence of satisfactory performance and how this will be assessed.
 - d. Statement of acceptable time lines.
 - e. Statement of what consequence(s) will occur if performance does not improve.
 - f. The Professional Improvement Plan must be discussed, dated and signed by the candidate, cooperating teacher, and university supervisor.

A candidate who earns an unsatisfactory grade in a field experience should meet with his or her advisor to discuss the options for completing his or her program.

Removal from Field Experience

A candidate may be removed immediately from a field placement at any time during the semester if he or she displays any behavior that would normally result in the suspension of a teacher from his or her job. This might include (but is not limited to) attending the field placement while intoxicated or under the influence of illicit drugs or displaying extremely unprofessional behavior during the field experience.

Withdrawal

If a candidate finds it necessary to withdraw from the field experience after the semester starts, you need to seek counsel with your cooperating teacher, university supervisor, and faculty advisor. This is a very serious decision that has ramifications for the program progress. Thus, this decision should not be taken lightly.

District and School Policies

The candidate is required to adhere to district and school policy in the district where he/she has been assigned to work.

Strikes and Work Stoppages

If the school district to which a candidate is assigned is subject to a strike or work stoppage, the candidate **will not** report for duty or be in or near the building of assignment.

Professional Expectations

Attendance

Regular attendance and punctuality at field experience placements is expected. Not only will consistent attendance enable candidates to successfully complete course requirements, it will also assist candidates in forming a professional relationship with cooperating teachers and classroom students. It is unacceptable for attendance or tardiness to be a chronic issue. Candidates may have situations that require being late or missing class; however, numerous occurrences will have an effect on your grade. Candidates are expected to follow the agreed-upon arrival and dismissal times established by the candidate, cooperating teacher, and university supervisor. All illnesses and emergencies should be reported in a timely fashion (by 7:00 if possible) to the cooperating teacher and university supervisor.

Candidates having chronic attendance issues may receive a Professional Progress Report (PPR) to document performance concerns.

Failure to complete all required field experience hours may result in an unsatisfactory grade.

Professional Dress

Professional dress is an important way for candidates to bring dignity to the education profession. It is better to dress more formally than informally. You are about to become a member of a PROFESSION and should dress accordingly. As a general rule, your dress and appearance should not distract from your teaching.

Behavior/Attitude

Candidates are expected to maintain a **positive attitude**, be professional, follow school protocol, and assist in the learning process at the school. Failure to maintain a positive attitude, dress appropriately, act professionally, or participate as expected may result in a letter grade reduction.

Transportation

Special accommodations cannot always be made for students who do not have their own cars. When a placement is made, it is up to the student to locate transportation to and from assigned schools.

Calendar

In some districts vacation, professional, and emergency days may occur on different dates than Idaho State University. Candidates should obtain a school calendar from their cooperating teacher and plan their schedule accordingly, to ensure that the required number of practicum hours will be completed by the end of the semester. It is the candidate's responsibility to be aware of the school district's schedule and to keep his or her university supervisor abreast of the calendar, as well as special events, such as school assemblies and other activities that could interfere with supervision activities.

Professional Dispositions

- Collaboration: The ability to work together, especially in a joint intellectual effort. The teacher candidate “maintains professional collegial relationships that encourage...” (4d).
- Honesty/Integrity: The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness. (4f)
- Respect: The ability to honor, value, and demonstrate consideration and regard for oneself and others. (4d)
- Reverence for Learning: Feeling of profound awe, respect and seriousness of intent to acquire knowledge. (4d)
- Emotional Maturity: The ability to adjust one's emotional state to a suitable level of intensity in order to remain engaged with one's surroundings. (4f)
- Reflection: The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future. (4a)
- Flexibility: The willingness to accept and adapt to change. (3a, 3e)
- Responsibility: To act independently, demonstrating accountability, reliability, and sound judgment. (4f)

Performance Evaluations

Teacher candidates complete performance-based assessments during many of their clinical experiences. These performance-based assessments document their ability to plan, deliver, and assess standards-based instruction. While the assignment guidelines and rubrics for each performance-based assessment are defined in specific course syllabi, the graded assignments will be compiled into the Teacher Education Portfolio that is submitted for final evaluation at the end of the student teaching or internship semester.

Standards of Practice

The College of Education has adopted the Charlotte Danielson Framework for Beginning Teachers and the Interstate Teacher Assessment Support Consortium (InTASC) Standards. The KENT CENTER is also guided by the Standards for Field Experiences in Teacher Education developed by the Task Force on Field Experience Standards and the Idaho Code of Ethics. Each set of standards is below.

Charlotte Danielson Framework for Teaching

The Framework for Teaching is a research-based set of components of instruction, aligned to the InTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

Access to the Danielson website [here](#).

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy </p> <p>1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage </p> <p>1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners </p> <p>1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students </p> <p>1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure </p> <p>1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning </p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students </p> <p>2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and behavior • Student pride in work </p> <p>2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals </p> <p>2d Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior </p> <p>2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources </p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching </p> <p>4b Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records </p> <p>4c Communicating with Families <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program </p> <p>4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school </p> <p>4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Service to the profession </p> <p>4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations </p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language </p> <p>3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation </p> <p>3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing </p> <p>3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring </p> <p>3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence </p>

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Table 1: Correlation between the Charlotte Danielson Framework for Teaching and Interstate Teacher Assessment and Support Consortium (InTASC) Standards

InTASC Standards	Charlotte Danielson FfT
<p>Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Domain 1: 1: Planning and Preparation 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e: Designing coherent instruction</p> <p>Domain 3: 3: Instruction 3c: Engaging students in learning</p>
<p>Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Domain 1: 1: Planning and Preparation 1b: Demonstrating Knowledge of Students</p>

<p>Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Domain 2: 2: Classroom Environment 2a: Creating an environment of respect and rapport 3: Instruction 3c: Engaging students in learning</p>
<p>Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Domain 1: 1: Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing coherent instruction</p> <p>Domain 3: 3: Instruction 3c: Engaging students in learning</p>
<p>Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Domain 3: Instruction 3a. Communicating with Students 3c. Engaging Students in Learning 3f. Demonstrating Flexibility and Responsiveness</p>
<p>Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Domain 1: 1: Planning and Preparation 1f: Designing student assessments</p> <p>Domain 3: Instruction 3d: Using assessment in instruction</p>
<p>Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Domain 1: 1: Planning and Preparation 1b: Demonstrating knowledge of students 1e: Designing coherent instruction</p>
<p>Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Domain 3: Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging students in learning</p>

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing	Domain 4: Professional Responsibilities
professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	4c. Communicating with Families 4d. Participating in a Professional Community 4f: Showing professionalism
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Domain 4: Professional Responsibilities 4c. Communicating with Families 4d. Participating in a Professional Community 4f: Showing professionalism

Note: Council of Chief State School Officers. (April, 2013). Interstate Teacher Assessment and Support Consortium, InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author. Copyright © 2013 by the Council of Chief State School Officers, Washington, DC.

Standard for Field Experiences in Teacher Education

Field experiences occur in sites characterized by school/campus collaboration where there is a commitment to simultaneous review and reform of the pre-K-12 and teacher education for the purpose of better serving students in the schools.

- I. Field experiences are assessed using a model that addresses realistic goals and objectives and promotes high expectations. Assessment is ongoing and used for program improvement. The model includes input from those involved in field experiences.
- II. The selection, preparation, and assignment of school-based teacher educators is systematic, collaborative, and based on a framework agreed upon by campus based and school-based educators.
- III. The selection, preparation, and assignment of campus-based teacher educators is systematic, collaborative, and based on a framework agreed upon by campus based and school-based educators.
- IV. The focus of interaction among teacher candidates, campus-based teacher educators, and school-based teacher educators is on the teacher candidate's professional learning focused on the teaching, and learning of children and youth.
- V. Teacher candidates receive verbal and written feedback on a continuous formative and summative basis regarding progress in demonstrating professional learning in relation to explicitly stated program and course outcomes agreed upon by campus-based and school-based educators.
- VI. Teacher candidates, school-based teacher educators, and campus-based teacher educators interact on a regular basis about issues, best practice, and research related to schooling. Teaching and learning through frequent on-site observations and

conferences, cross-site interactions, communication networks which link school, campus, and home locations.

- VII. Field experiences incorporate opportunities for ongoing reflection on and analysis of teaching and learning, conditions of schooling, and student development in light of teacher education program goals agreed upon by campus-based and school-based educators.
- VIII. Field experiences occur in a context and in a sequence consistent with the goals and mission of the teacher education program.
- IX. Field experiences occur in contexts that welcome teacher candidates with a warm, supportive environment.
- X. Field experiences occur with diverse student populations and in diverse settings.
- XI. Field experience programs receive adequate resources including financial support for the administration and implementation of quality field experiences.

Task Force on Field Experience Standards Edited by Edith Guyton and David Byrd Association of Teacher Educators, February 1999.

Code of Ethics: The Ten Principles (Summary)

- Principle I Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes.
- Principle II Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom.
- Principle III Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.
- Principle IV Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice.
- Principle V Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.
- Principle VI Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.
- Principle VII Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.
- Principle VIII Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.
- Principle IX Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code.
- Principle X Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles.

Professional Standards Commission - Code of Ethics.

This version of the Code of Ethics for Idaho Professional Educators was revised by the Professional Standards Commission and approved by both the State Board of Education and the Idaho legislature. (IDAPA 08.02.02.076)
The Idaho Code of Ethics consists of Ten (10) Principles. Below is a summary of those principles - please refer to the complete document for details.

Glossary of Terms

Candidate: College of Education student enrolled in the any of the teacher preparation courses at ISU.

Charlotte Danielson Framework for Teaching (FfT): Recognizes the complexity of teaching and the cognitive demands it makes; promotes clear and meaningful conversations about effective teaching practice. The Charlotte Danielson FfT rubric is used to evaluate the performance of candidates during their student teaching internship.

Cooperating Teacher: Classroom teacher with whom a candidate is placed during their field experience.

Clinical Experience: A guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings.

Clinical Practice: A student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.

Field Experience: Activities completed outside of the college classroom which correlate to and supplement the content being taught in that course. **Field experience** concludes with final Internship (student teaching) which is completed during the student's final semester of their program of study.

Professional Dispositions: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities which affect student learning and achievement, motivation, and development, as well as the educator's own professional growth.

Students: Pre-kindergarten through 12th grade students with whom candidates work in their field experience.

Student Teaching Intern: Candidate who is enrolled in the student teaching internship: EDUC 4493.

University Supervisor (Faculty Supervisors, University Clinical Educators, University Instructional Coaches): Develops and promotes a professional working relationship with all involved professionals at the cooperating school, including candidates, cooperating teachers, principals, etc.; assists all professionals in understanding their responsibilities in the field experience.