Great Basin College

Spring 2025

8 week

Student Teaching Handbook

EDEL/EDSC 483 & 491

Sections 1001 to 1005

CONTACT INFORMATION

LEAD TEACHER_____

PHONE_____EMAIL_____

COLLEGE SUPERVISOR_____

EDUCATION DEPARTMENT

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Acknowledgement of Student Teaching Internship Handbook

I, _____, have read and understood the assessment components and deadlines contained in the Student Teaching Internship Handbook.

I understand that during the fourth week of student teaching, an evaluation will be completed by the college supervisor. During this evaluation, if the lead teacher, the college supervisor or I do not feel that I am prepared for this responsibility, the placement will be ended. At this time, representatives from the college will meet with me and outline a plan to remediate my weaknesses. See **page 23** of this handbook.

_____   _____

Student Intern Signature   **Date**

CONTENTS

Conceptual Framework for Teacher Education at Great Basin College

Learner-Centered Teaching

The students are at the core of teaching.

Understanding

- Knows content
- Knows content pedagogy
- Knows how children learn

Performing

- Creates optimal learning environment
- Utilizes effective instructional strategies
- Respects & responds to diversity
- Communicates effectively
- Monitors student learning

Reflecting

- Values life-long learning
- Believes in every child
- Dedicated to making a difference
- Revises teaching practice upon reflection
- Committed to the profession & community

Week 0: January 20 - 24

General Reminders	Print out the handbook or bring the electronic version on a device to the meeting on Tuesday.
Monday	Martin Luther King Day Holiday
Tuesday	Lead Teacher/ Student Teacher informational meeting Lead Teachers - 5:00 pm Zoom Link Student Teachers - 5:30 pm Zoom Link
Wednesday	
Thursday	
Friday	

Week 1: January 27 – 31

General Reminders	Observe, lead routines, assume responsibilities as ready (Traditional role) College Supervisor **Formal Observation**
Monday	Begin First Placement 1st Official day of GBC Semester
Tuesday	
Wednesday	
Thursday	
Friday	

Week 2: February 3 – 7

General Reminders	Reflections (3-5 times each week with lead teacher)
	Lead Teacher & College Supervisor – **Final determination of continuation (see pg 23)**
	Teacher Inquiry Module 1
	(see EDEL/EDSC 491 modules to upload)
Monday	
Tuesday	
Wednesday	Lead Teacher EPD 480 **4:30-5:45 pm Zoom Link**
Thursday	Capstone Class **5-6:15 pm Zoom Link**
Friday	

Week 3: February 10 – 14

General Reminders	Reflections with lead teacher. Video – Lead teacher and Intern view and reflect. Determine **specific InTASC standards** to work on improving practice. College Supervisor **Formal Observation** Teacher Inquiry Module 2 (see EDEL/EDSC 491 modules to upload)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Week 4: February 17 – 21

General Reminders	Reflect with Lead Teacher (3-5) write brief notes. **MID-TERM EVALUATION (Lead Teacher, Intern, & College Supervisor)** Teacher Inquiry Module 3 (see EDEL/EDSC 491 modules to upload)
Monday	President's Day Holiday
Tuesday	
Wednesday	Lead Teacher EPD 480 4:30-5:45 pm Zoom Link
Thursday	
Friday	

Week 5: February 24 – 28

General Reminders	Reflections with Lead Teacher. Video – Focus on weaker standards from Mid-Term Evaluation data Teacher Inquiry Module 4 (see EDEL/EDSC 491 modules to upload)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Week 6: March 3 – 7

General Reminders	Reflections with Lead Teacher **College Supervisor Formal Observation** Teacher Inquiry Module 5 (see EDEL/EDSC 491 modules to upload)
Monday	
Tuesday	
Wednesday	
Thursday	Capstone Class 5-6:15 pm Zoom Link
Friday	

Week 7: March 10 – 14

General Reminders Week 7	Reflection with Lead Teacher Teacher Inquiry Module 6 (see EDEL/EDSC 491 modules to upload)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	****** GRADUATION APPLICATIONS ARE DUE March 15, 2025******

Week 8: March 17 – 21

General Reminders	Complete Summative Evaluation – Intern submits into 491 Module. College Supervisors submit Evaluation Form to Teacher Education Office. Teacher Inquiry Module 7 (see EDEL/EDSC 491 modules to upload)
Monday	
Tuesday	
Wednesday	Lead Teacher EPD 480 **4:30-5:45 pm Zoom Link**
Thursday	
Friday	

March 24 – 28 GBC Spring Break

Week 9: March 31 – April 4

General Reminders	Observe, lead routines, assume responsibilities as ready (Traditional role) College Supervisor **Formal Observation** **Teacher Inquiry Module 8** (see EDEL/EDSC 491 modules to upload)
Monday	Begin Second Placement
Tuesday	
Wednesday	
Thursday	
Friday	

Week 10: April 7 – 11

General Reminders	Reflections (3-5 times each week with lead teacher) Lead Teacher & College Supervisor – **Final determination of continuation (See pg 23)** ***Interns – schedule Praxis II test if not yet scheduled.*** Teacher Inquiry Module 9 (see EDEL/EDSC 491 modules to upload)
Monday	
Tuesday	
Wednesday	
Thursday	Capstone Class 5-6:15 pm Zoom Link
Friday	

Week 11: April 14 – 18

General Reminders	Reflections with lead teacher. Video – Lead teacher and Intern view and reflect. Determine **specific InTASC standards** to work on improving practice. College supervisor **Formal Observation** Teacher Inquiry Module 10 (see EDEL/EDSC 491 modules to upload)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Week 12: April 21 – 25

General Reminders	Reflect with Lead Teacher (3-5) write brief notes. **MID-TERM EVALUATION (Lead Teacher, Intern, & College Supervisor)** **Teacher Inquiry Module 11**
Monday	
Tuesday	
Wednesday	Lead Teacher EPD 480 4:30-5:45 pm Zoom Link
Thursday	
Friday	

Week 13: April 28 – May 2

General Reminders	Reflections with Lead Teacher Video – **Focus on weaker standards** from Mid-Term Evaluation data Teacher Inquiry Module 12 (see EDEL/EDSC 491 modules to upload)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Week 14: May 5 – 9

General Reminders	Reflections with Lead Teacher **College Supervisor Formal Observation** Teacher Inquiry Module 13: Final Project Due (see EDEL/EDSC 491 modules to upload)
Monday	
Tuesday	
Wednesday	
Thursday	Capstone Class 5-6:15 pm Zoom Link
Friday	

Week 15: May 12 – 16

General Reminders	Reflect with Lead Teacher
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	End of Coursework. Finals start next week.

Week 16: May 19 – 23

General Reminders	Complete Summative Evaluations – College Supervisors submit Evaluation form to Teacher Education Office. Finals Week, Grades due the following week.
Monday	Teacher Inquiry Celebration 6:00 pm, Zoom Link
Tuesday	
Wednesday	
Thursday	
Friday	

Week 17:   May 26 – 30

General Reminders	
Monday	Memorial Day
Tuesday	College Supervisor: Grades due by 5 pm.
Wednesday	
Thursday	
Friday	

Fourth Week Evaluation of Placement

During the **fourth week** of student teaching, an assessment will be completed by the college supervisor to determine whether the intern is prepared to take over the teaching responsibilities of the classroom. The decision will be made in collaboration with the lead teacher. If the lead teacher and supervisor believe there are issues with the intern's performance or placement, a written contract of concern will include the following:

- outline of the concerns,

- timeline for resolution,

- documentation needed to show concerns were alleviated,

- support to be provided by supervisor,

- consequences, if concerns are not met by timeline.

If it is decided the intern is not prepared to continue successfully, the intern will be withdrawn from the Student Teaching Internship that semester. The following items will have to be addressed before they will receive another placement**:**

1) The student will receive written notice explaining why the placement was terminated.
2) The student and the college supervisor will develop a plan of action to address the issues. *Some* possible solutions are included in the list below, but plans will vary depending upon the individual situation.

- Successfully complete **two credits of field experience**, as determined by the observations of a college instructor.

- Retake appropriate courses.

- Complete **independent studies** in the areas the student needs to improve.

- Work with a mentor.

3) When the plan has been completed to the student's and supervisor's satisfaction, the student will **resubmit an application** to student teach along with the plan that was outlined by the supervisor. It will also include how the issues were remedied. The supervisor will sign the application, showing that all of the items have been addressed sufficiently by the student.

4) A student whose teaching internship was terminated by the Great Basin College Education Department or by the school district is **not guaranteed a second placement**. The determination of whether a student will be placed in a second internship will be made on a case-by-case basis after serious consideration by the Teacher Education Committee.

5) A student whose second teaching internship is terminated **will probably not receive a third placement**.

Lead Teacher Role

- Acts as a **mentor** for the intern.

- Completes forms as requested by the college.

- Attends initial orientation meeting for interns and lead teachers.

- Provides **planning time** to the intern.

- Introduces the intern to the field experience classroom, the school, other staff members, administrators, school personnel, and to the local community.

- Provides **curriculum materials** and the school/district **policy manuals** to the intern for use in the semester.

- Follows the schedule of involvement for the intern, completing the written evaluations as scheduled.

- Assists intern in selecting curriculum from **Nevada Academic Content Standards**.

- Reviews intern's **lesson plans** and provides feedback.

- **Monitors grades** of students.

- **Provides feedback** to the intern each day.

- Consults with college supervisor.

- Becomes familiar with the **Interstate New Teacher Assessment** and Support Consortium principles and standards (InTASC).

- **Collaborates** with the intern and college supervisor on the **midterm and summative evaluation**.

- Reviews the **intern's management plan** and informs the intern of school and district discipline policies.

- **Maintains confidentiality**.

- Discusses the **legal issues of education** with the intern.

College Supervisor Role

- **Confers with principal** regarding the matches of interns and lead teachers.

- **Communicates expectations** to the intern and the lead teacher.

- Attends the initial orientation meeting for interns and lead teachers.

- Monitors intern's progress and provides formative feedback.

- Insures **adequate supervision** for the semester.

- Maintains the **schedule** of visits and formal evaluations.

- Maintains a **collaborative relationship** with the interns and lead teachers.

- Collaborates with the lead teacher in determining the **semester grade** for the intern.

Student Teacher Intern

- Provides a current copy of his/her Nevada **substitute teaching license**.

- Signs and returns the **Acknowledgement of Student Teaching Internship Handbook form** with application.

- Attends the **initial orientation meeting** for interns and lead teachers.

- Allows time for **planning, reviewing, and reflecting** with the lead teacher.

- Works **collaboratively** with the lead teacher and college supervisor.

- **Submits written plans** as required by the lead teacher and college supervisor.

- Maintains a **professional demeanor** in all teaching internship relationships.

- Provides a **copy of lesson plan**s to the lead teacher for prior approval the week before taught.

- **Communicates students' grades and progress** to the lead teacher weekly.

- Listens to and incorporates suggestions from the **supervising team**.

- **Ensures progress** according to the schedule of involvement.

- Provides log, documentary progress and other materials as indicated.

- Participates in the midterm and summative evaluation, providing **examples and documentation** for the **INTASC principles and standards**.

- Develops **lesson plans** based upon the **Nevada Academic Content Standards**.

- Becomes familiar with the **facilities, personnel, environment, and political structure** of the school.

- Develops and articulates a **classroom management plan**.

- Maintains **confidentiality (FERPA guidelines)**.

- Acknowledges that **absences of more than (3) days** from student practicum must be made up and approved as acceptable.

Checklist for Orienting the Intern

Activity	Date completed
Tour of school	_____
School Calendar	_____
Daily schedule with times for teaching staff to arrive and leave	_____
Discussion of the diversity and cultures of the school community	_____
Meeting the administrative staff and faculty	_____
Review of policy handbook for faculty	_____
Review of internship handbook	_____

Review teacher's philosophy regarding management in the classroom   _____

Review of curriculum guidelines and texts   _____

Familiarization with Nevada Curriculum Standards for assigned grade level   _____

Review of grading policies, report cards, permanent records   _____

Survey of forms used in the school   _____

Introduction to support staff and resources at the school   _____

Overview of long range planning and daily/weekly planning model   _____

Review of procedures for fire and other emergencies   _____

Arrange for intern to log onto Infinite Campus   _____

Lesson Plans: Students will submit their lesson plans to their lead teachers the week before they teach- **Thursday or Friday.** The lead teacher will need to approve the lesson plans before the intern uses them to guide their lessons. Long-term subs may also need to have lessons plans approved through their administration as requested.

Required Minimum Lesson Plan Components

Curriculum Area

State Standards   Utilize the standards provided by teacher

Objectives   Student will….

Be sure objectives are 1) student-oriented, 2) descriptive of an appropriate learning outcome, 3) clear and understandable, and 4) observable and measurable.

Assessment   Did I preassess the students?

How will you know the students have learned the objective? Summative for a unit

List formative daily to direct your teaching-and provide evidence necessary for NEPF practices

Procedure   Is building background included?

Be specific on strategies for arranging learning environment.

Do I need to teach any vocabulary words?

What procedures will need to be taught to maximize instruction time?

How is the best way for students to achieve objective?

Should I prepare questions in advance?

How shall I wrap up this lesson?

Differentiation   Should this lesson by differentiated? How? Content, product, process?

Time Frame   How much time will the lesson take?

Materials   What do the students and the teacher need in order to complete the lesson?

Sample Lesson Template. Talk to your Lead Teacher and College Supervisor about using different formats.

Name _____

Topic:	Grade:
Standard (write out):	

Lesson Objective(s)	Formative Assessment(s)
Know:	
	How: (with specifics)
Do:	
How:	

Materials:

Hook/ Engagement:

Time	Model Procedures/Steps
	Review:

	Summative Assessment (Written tests, Rubrics, etc)
	Closure:
	Parent Connection/Involvement:

Possible Weekly Reflection Questions for Lead Teacher/Student Intern

Name _____   Date _____

What was the objective of my lesson? Did the students achieve the objective? How do you know?

Which engagement strategies did you plan to use? Were the students engaged accordingly? How do you know?

At what point could you tell that the students understood the lesson? What were the signs that indicated the understanding?

What do you think of the pacing? Does it appear, based on student reaction that the lesson was too long in places, too short, etc.?

What are your successes with classroom or behavior management? What are your challenges with classroom management and behavior management?

How will you alter your teaching based on what you saw in the video or the discussion with your lead teacher?

Evaluation Process

Completing the Evaluation

Rubric scores should be based on consistent, overall performance and not on one specific incident. Formative evaluations should be ongoing. This rubric will be used formally mid-semester and again at the end of the semester. Specific examples should be provided to support the evaluation. The evaluation will be a collaboration of the lead teacher, the supervisor and the intern.

Levels of Performance

Exceptional (4)

The student intern has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged. Students are assuming considerable responsibility for their own learning. **The student intern has the potential to be an outstanding first-year teacher.**

Proficient (3)

The student intern clearly understands the concepts underlying the principle and implements it well. This implementation is consistent and effective. They demonstrate the likelihood of becoming an excellent teacher with more experience and mentoring.

Emerging (2)

The student intern appears to understand the concepts underlying the principle and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (supported by lead teacher and college supervisor) may enable the teacher to become proficient in this area. *The student teacher will need significant guidance and ongoing skill development to be successful in the classroom.*

Unsatisfactory (1)

The student intern does not appear to understand the concepts underlying the principle. Work on the fundamental practices associated with the element is required to enable growth in this area. Students at the unsatisfactory level in any area should receive intensive modeling and assistance until they achieve an emerging level of competence. *The intern will not pass student teaching.*

Most student teachers will perform at the proficient and emerging levels. Outstanding student interns will perform at the exceptional level. The exceptional level should be reserved for performance that is above and beyond basic requirements. **Evidence must be given or shown that indicates a student is at the exceptional level for a given standard**.

STUDENT TEACHING EVALUATION RUBRIC

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. Standard 1 includes the development of all domains (social, emotional, cognitive, moral, and physical), addresses student interests and teaching to each student's developmental level.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Cognitive Development	Teacher has learners engaged in **developmentally appropriate activities** to stimulate their critical thinking and to promote maximum **individual growth.**	Teacher designs developmentally appropriate activities and assignments and teaches in the **zone of proximal development**.	Teacher teaches at the **lower end of proximal development**.	Teacher teaches above or below zone of proximal development or is **unaware of students' zone of proximal development**.
Flexible grouping	Teacher utilizes flexible grouping based upon **student interests, learning profile, and readiness**. Grouping is maximized to meet both **student learning**	Teacher utilizes flexible grouping based upon **student interests, learning profile, and readiness**.	Teacher utilizes whole group and small groups **based upon readiness**.	Teacher teaches to the **whole group**.

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	and curricular outcomes.			
Differentiates instruction	Teacher appropriately implements a variety of respectful tasks to **promote individual growth**. Examples are curriculum compacting, orbital studies, individual contracts, student choice, tiered lessons, menus, tic-tac-toe, and layered curriculum.	Teacher designs a variety of respectful tasks to students **on occasion**. Differentiation is **demonstrated but not on-going**.	Teacher assigns different tasks to **specific groups of students.**	Teacher **assigns the same tasks to all students**.

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. Standard 2 includes respect for all learners, awareness of learning differences, and the creation and promotion of a diverse community of learners.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Accommodates instruction for identified learners	Teacher implements accommodations for inclusion of individual students to learn grade level content with **full inclusion** into the classroom culture.	Teacher implements accommodations for **inclusion of individual students to learn grade level content**.	Teacher utilizes **non-grade level content** to implement accommodations for individual students.	All students receive **same delivery of instruction and assignments** or teacher alienates students.
Content comprehensible	Teacher utilizes nonlinguistic representations, learning strategies, purposeful interaction, varied scaffolding, and building background **based upon individual learning differences**.	Teacher utilizes nonlinguistic representations, learning strategies, purposeful interaction, varied scaffolding, and building background **based upon curriculum and group dynamics**.	Teacher is **aware of varied teaching strategies** and attempts to plan for individual learners with limited success.	Teacher plans curriculum instruction **without awareness of varied individual learners**.
Understanding your	Teacher **seeks information about students'**	Teacher **gathers information about**	Teacher is aware of school demographics and some	Teacher is unaware of students' backgrounds.

students	**backgrounds** from a variety of sources, including the students, and strategically plans for addressing the uniqueness of each individual.	**students' backgrounds** and utilizes information to plan for instruction.	students' backgrounds, but does not plan instruction based upon the information.	

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. Standard 3 includes promoting self-motivation, managing and organizing a classroom, creating a learning community, treating students in an equitable fashion, utilizing proactive management techniques, transitioning smoothly, anticipating potential problems, communicating expectations, and establishing procedures and routines.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Expectations	Teacher welcomes all students. The teacher believes all students will succeed socially and academically. **Collaborates with learners, families, and colleagues** in order to be responsive to students' needs.	Teacher welcomes all students. The teacher believes **all students will succeed academically**.	Teacher permits all students to be included in the classroom. The teacher believes all students **will achieve in some way.**	Teacher does not hold all students to the same standards.
Procedures and routines	**Students take ownership** of procedures and routines.	Teacher has clear procedures and routines and consistently communicates and expects them to be followed.	Procedures and routines are defined but **used inconsistently.**	No procedures and routines have been defined.

Management	Teacher's monitoring is subtle and preventive. Students monitor their own behavior in appropriate ways. **"Withitness"** consistently used with a high degree of expertise in whole class setting.	Teacher is consistently alert to student behavior and uses redirection. Teacher anticipates potential problems.	Teacher is generally aware of students' behavior but may miss the activities of some students. Inconsistently addresses student behavior and does not use redirection.	Teacher is unaware of what students are doing, and/or student behavior is not monitored.
Motivation	Teacher utilizes **intrinsic motivation** to promote student responsibility and **goals**.	Teacher transitions between **extrinsic and intrinsic motivators** to promote student responsibility and student **goals**.	Teacher primarily utilizes **extrinsic motivators** to promote student responsibility. No student goals.	Teacher relies on rewards and discipline to motivate students. No student goals.
Nonverbal communication	Teacher's body language has become a deliberate tool in enhancing instruction in a very strategic fashion. He/she is **at "intuitive" level** in reading/responding to students' body language in order to make instructional decisions.	Teacher utilizes body language as a consistent tool in enhancing instruction. He/she often uses students' body language as prompts for instructional decision-making.	Teacher utilizes body language inconsistently. He/she begins to identify and utilize students' body language as prompts for instructional decision-making.	Teacher does not utilize body language in order to enhance the quality of instruction. He/she seldom stops and identifies students' body language in order to monitor teaching and learning.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4 includes use of academic language by students and teacher, proactive understanding of misconceptions, and discipline specific content knowledge.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Content language	Teacher creates opportunities for students to learn, practice, and **master academic language** in their content.	Teacher's **oral and written language are correct and expressive** with well-chosen vocabulary that enriches the lesson.	Teacher's speech and written language are clear and correct. Vocabulary is correct but **limited or not appropriate to students' ages or backgrounds.**	Teacher's speech is **inaudible** or written language is **illegible**. Language may contain **grammar, syntax, or spelling errors**. Vocabulary may be inappropriate, **vague**, or used incorrectly.
Content knowledge	Teacher takes initiative to locate and teach **information beyond traditional text**. Seeks to keep abreast of new ideas and understandings in the field. **Effectively and spontaneously** responds to content questions.	Teacher displays **solid content knowledge** through provided texts.	Teacher displays **basic content knowledge**.	Teacher makes **content errors**. Does not correct errors of students or self.

Misconceptions	Teacher **plans for** and **recognizes sources** of misconceptions.	Teacher **recognizes and corrects** misconceptions.	Teacher recognizes students' misconceptions but **does not address the misconceptions**.	Teacher does not recognize errors as misconceptions.

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. Standard 5 includes ability to convey content, enthusiasm towards content, selection of materials appropriate for learners, and the understanding that subject matter knowledge is ever evolving.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Interdisciplinary connections	Teacher **incorporates interdisciplinary content** connections to teaching and learning on a regular basis to **enhance relevance**.	Teacher incorporates interdisciplinary connections to support literacy development across content areas.	Teacher displays limited awareness of interdisciplinary connections to teaching and learning; attempts to incorporate strategies with limited success.	Teacher does not attempt interdisciplinary connections to teaching and learning.
Supporting learner expression	Teacher has **students assume considerable responsibility** and allows flexibility in the active communication used for collaboration and interaction.	Teacher fosters collaboration and interaction through **varied uses of learner expression**.	Teacher dictates mode of learner expression.	Teacher does not encourage students to express their content ideas in a socially interactive setting in the classroom.

Inquiry	Creates experiences that encourages learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. Promotes **divergent thinking**.	Engages learners in applying **methods of inquiry and standards of evidence** used in the discipline. Promotes **convergent thinking**.	Methods of inquiry are attempted with limited success.	Teacher does not attempt inquiry based learning with students.
Multi-media	**Interactive multi-media** is used to enhance conceptual understanding and/or relevance.	Lessons consistently **incorporate multi-media** to add instructional impact and increase learning.	Multi-media used **does not enhance the lesson**.	Teacher **does not use** multi-media as an instructional tool.

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. Standard 6 includes designing and utilizing pre-assessment, formative assessment, and summative assessment, providing meaningful and timely feedback.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Formative assessment	Learners are involved in the **self-monitoring** of their learning.	Evidence of learning is collected in a variety of ways. Feedback is timely and includes qualitative comments. Results of formative assessments **drive instruction**.	Feedback is timely but minimal. Formative assessments are not considered in next steps of instruction.	Feedback is not provided in a timely manner and/or minimal.
Pre-assessment	Pre-assessments are used to **differentiate instruction**.	Pre-assessments are **used to determine instructional plan**. Pre-assessments are aligned with standards and objectives.	Pre-assessments are given but results are not driving instruction. Pre-assessments are **not consistently aligned with standards and objectives**.	Pre-assessments are not used or are not aligned with standards and objectives.

Summative assessment	Summative assessments are **created prior to lesson planning**. Summative assessments are analyzed and adjusted to **maintain balance among objectives**.	Summative assessments are **created prior to lesson planning**. Summative assessments **are aligned with standards and objectives**. Feedback is timely and includes qualitative comments.	Summative assessments are created after lesson planning. Summative assessments are **not consistently aligned** with standards and objectives. Feedback is timely but minimal.	Summative assessments are not created or are **not aligned** with standards and objectives. Feedback is not provided in a timely manner and/or minimal.
Data Analysis	Teacher analyzes results of assessments **and implements a plan of action** for students based on those results.	Teacher analyzes results of assessments and **reflects on those results**.	Teacher keeps students' records up-to date.	Teacher does not keep consistent student records.

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.

Standard 7 includes creating lesson plans, utilizing standards and objectives, adjusting and adapting plans based upon learners' responses, recognizing long-term and short-term plans, linking learning objectives and activities, and organizing content for effective presentation.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Global planning May already include grade level or subject area curriculum maps done by teams in the district – focus on unit plans for evaluating this category.	Curriculum maps are **standards based** and developed for all subject areas, linked to unit plans that drive lesson progression.	Unit plans are standards-based and drive effective lesson progression.	Plans are standards-based, short-range, week-by-week	Plans are text book driven and short-range
Lesson Design	**Backwards design**, planned for **higher order questions and relevance.** Lessons have components that **exceed the minimum components** such as accommodations for individual students.	Plans **include all minimum components**, plan components are aligned with one another, and lesson execution aligns with plans.	Plans include all minimum components, but the components may not align to each other or with the execution	Lessons not developed with all minimum components and/or on time.

Lesson adjustment	Teacher **immediately makes necessary adjustments** to lesson to meet student needs, interests, and motivation. The adjustment improves the lesson.	Teacher **makes minor adjustments to future plans** and the adjustments occur smoothly.	Teacher attempts to adjust a lesson but with mixed results.	Teacher adheres rigidly to an instructional plan even when a change would clearly improve the lesson.

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. Standard 8 includes student engagement, teaching techniques, questioning techniques, lesson pacing, lesson execution, and metacognitive processes.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Questioning techniques	Teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.) **Wait time** is used appropriately. **Teacher scaffolds questions from learners' responses**.	Teacher's questions consistently reflect the goals of lesson. **Challenges students to justify response by probing for learner understanding**. Helps students to articulate ideas. **Asks varying levels of questions in regard to Bloom's Taxonomy**.	Teacher attempts questioning techniques but has a difficult time implementing them effectively. Is aware of Bloom's Taxonomy **but does not consistently utilize all levels of cognition**.	Teacher only utilizes the questions from the teacher's guide. Does not apply Bloom's Taxonomy to the classroom.
Student engagement	Teacher plans for and utilizes student engagement strategies. The students are **engaged the majority of the school day**.	Teacher plans for student engagement strategies and **utilizes them consistently**.	Teacher is engaged in presenting lesson, **and learners are disengaged the majority of the time.**	Total disengagement by teacher and learners.

Strategies and techniques	Teacher deliberately adds new and varied instructional techniques to promote **metacognitive processes**. Students achieve the desired learning outcome. Lesson activities require students to be **cognitively active and construct their knowledge**.	Teacher designs a wide variety of instructional techniques. The techniques are useful in helping students achieve the desired learning outcome.	Teacher attempts a variety of teaching techniques but teaching techniques do not help students achieve the desired learning outcome.	Teacher relies heavily upon transmission models of instruction and does not help students achieve the desired learning outcome
Pacing	Teacher paces lesson to **maximize instruction**. Transition times are minimal.	Teacher paces lesson as planned. Lessons begin and end on time. Transition times are minimal.	Teacher does not pace as planned. Lessons do not begin or end on time. Transition times are too long.	Teacher is not able to plan for allotted time. Transition times are long and chaotic.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Standard 9 includes accepting constructive feedback, implementing change, using a variety of professional resources, maintaining a positive attitude, knowing personal areas of strengths and weaknesses, and setting high expectations for self.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Response to constructive feedback	Teacher **seeks out constructive feedback** and successfully implements suggestions into practice.	Teacher **listens to** constructive feedback and **tries to** implement suggestions into practice.	Teacher **listens to** constructive feedback **but does not always follow through** with recommendations.	Teacher **makes excuses** for teaching performance when given constructive criticism.
Self-reflection	Teacher is **able to critically analyze a lesson** for effectiveness and offer alternative actions complete with probable successes with different approaches.	Teacher can accurately determine whether a lesson has met the stated goals. Offers general suggestions for improvement or is **dependent on supervisors for ideas**.	Teacher's interpretation of whether or not a lesson has met the stated goal is not accurate.	Teacher does not know whether or not a lesson was effective or whether or not it achieved its goals. Profoundly midjudges the success of a lesson. Perceptions are often inaccurate.

Performs in a professional manner	Teacher participates in professional development **beyond mandatory requirements**.	Teacher participates in required professional development. Teacher consistently **demonstrates professionalism in appearance, manners and integrity.**		Teacher's attire, mannerisms, communication or promptness lacks in some manner.

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. Standard 10 includes communicating with parents and lead teacher, participating in collegial activities, and demonstrating involvement in learning activities outside of school.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Communication between lead teacher and student intern	Teacher takes professional dialog with lead teacher to high levels of critical thinking. Analyzes occurrences of the classroom day in partnership with lead teacher. Communication pattern is a **model of equality**.	Teacher consistently engages in dialog with lead teacher regarding occurrences of the classroom day. Communication pattern is a **mentor-mentee** relationship.	Teacher begins to generate specific questions regarding occurrences of the classroom day. Communication pattern is **professionally functional but limited**.	Teacher avoids and/or seldom participates in dialog with lead teacher. Communication is **dysfunctional and/or very limited**.
Collaborates with professional colleagues	Teacher **routinely** requests and shares materials, resources, and ideas with colleagues and is **an integral part of decision-making**.	Teacher **seeks opportunities** to work with colleagues to learn and grow professionally.	Teacher **maintains professional cordial relationships** with school staff and attends **required** meetings.	Teacher has little interaction with colleagues or relationships are negative or unprofessional.

Communicates with parents	Teacher establishes respectful and productive relationships with parents. **Actively seeks** to include and communicate with families within the classroom.	Teacher teams with the lead teacher to communicate with parents about their child's progress on a regular basis and **openly welcomes parents to the classroom**.	Teacher **provides required information to parents**. Minimal contact is established.	Teacher is insensitive to parent concerns about students. Does not make an effort to get involved with parents.
Participates within greater school community	Teacher **seeks out and volunteers** to participate in school or community activities outside of school hours and makes **substantial contributions**.	Teacher participates in school/district events **when specifically asked or required**. Participates as much as possible as a full faculty member.	Teacher participates in school/district events at a minimal level. Participates in **one required events**.	Teacher avoids becoming involved in school/district projects and/or community events.

Rubric Conversion

Decision Rule

This decision rule is a guideline for converting the summative evaluation rubric scores into the required letter grade for the student internship. These conversions coincide with the Levels of Performance narrative descriptions on page 37 of the Student Teaching Internship Handbook. Student teachers need a B- or better to pass student teaching.

At least 40% of the ratings are 4 The remaining ratings are 3.	**A**
61% to 100% of the ratings are 3. No 2 or 1 ratings.	**B**
At least 80% of the ratings are 3. No more than 20% are 2 ratings None are a 1.	**C**
Fewer than 80% of the ratings are 3. None are a 1.	**D**
At least one rating is a 1.	**F**

Teacher Inquiry Project Evaluation

Each student intern is required to complete a teacher inquiry project in which s/he provides evidence of meeting the InTASC standards as set forth in the Great Basin College education program. The teacher inquiry project will be evaluated by a team of GBC education department personnel. The entire teacher inquiry project is scored as a whole, based upon a rubric including categories of overall appearance and organization, teacher inquiry process subcategories, and conventions, grammar and spelling. Students will submit his/her teacher inquiry project for formative feedback during student teaching. After qualitative feedback is provided, the student will submit the project for a summative grade. Completion of the inquiry is part of the grade earned in the **capstone class**, **EDEL 491 or EDSC 491.**

Mid-Term & Summative Evaluation

Student Intern _____ Mid-term date_____ Summative date_____

Intern, lead teacher, and college supervisor complete the evaluation together at the mid-term mark and the end of the internship.
40% of ratings at 4 with no rating of 1 = A.

4=Exceptional   **3=Proficient**   **2=Emerging**   **1=Unsatisfactory**

STANDARD 1: LEARNER DEVELOPMENT   **COMMENTS:**

Mid-term:

4   3   2   1   Cognitive development

4   3   2   1   Flexible grouping

4   3   2   1   Differentiates instruction

Summative:

4   3   2   1   Cognitive development

4   3   2   1   Flexible grouping

4   3   2   1   Differentiates instruction

STANDARD 2: LEARNING DIFFERENCES

Mid-term:

4	3	2	1	Accommodates instruction for identified learners
4	3	2	1	Content comprehensible
4	3	2	1	Understanding your students

Summative:

4	3	2	1	Accommodates instruction for identified learners
4	3	2	1	Content comprehensible
4	3	2	1	Understanding your students

STANDARD 3: LEARNING ENVIRONMENTS   **COMMENTS:**

Mid-term:

4	3	2	1	Expectations
4	3	2	1	Procedures and routines
4	3	2	1	Management
4	3	2	1	Motivation
4	3	2	1	Nonverbal communication

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Summative:

4	3	2	1	Expectations
4	3	2	1	Procedures and routines
4	3	2	1	Management
4	3	2	1	Motivation
4	3	2	1	Nonverbal communication

STANDARD 4: CONTENT KNOWLEDGE

Mid-term:

4	3	2	1	Content language
4	3	2	1	Content knowledge
4	3	2	1	Misconceptions

Summative:

4	3	2	1	Content language
4	3	2	1	Content knowledge
4	3	2	1	Misconceptions

STANDARD 5: APPLICATION OF CONTENT

Mid-term:

4   3   2   1   Interdisciplinary connections

4   3   2   1   Supporting learner expression

4   3   2   1   Inquiry

4   3   2   1   Multi-media

                                                            COMMENTS:

Summative:

4   3   2   1   Interdisciplinary connections

4   3   2   1   Supporting learner expression

4   3   2   1   Inquiry

4   3   2   1   Multi-media

STANDARD 6: ASSESSMENT

Mid-term:

4	3	2	1	Formative assessment

4	3	2	1	Pre-assessment

4	3	2	1	Summative assessment

4	3	2	1	Data analysis

Summative:

4	3	2	1	Formative assessment

4	3	2	1	Pre-assessment

4	3	2	1	Summative assessment

4	3	2	1	Data analysis

STANDARD 7: PLANNING FOR INSTRUCTION

Mid-term:

4	3	2	1	Global planning

4	3	2	1	Lesson design

4	3	2	1	Lesson adjustment

Summative:

4	3	2	1	Global planning
4	3	2	1	Lesson design
4	3	2	1	Lesson adjustment

STANDARD 8: INSTRUCTIONAL STRATEGIES   **COMMENTS:**

Mid-term:

4	3	2	1	Questioning techniques
4	3	2	1	Student engagement
4	3	2	1	Strategies and techniques
4	3	2	1	Pacing

Summative:

4	3	2	1	Questioning techniques
4	3	2	1	Student engagement
4	3	2	1	Strategies and techniques
4	3	2	1	Pacing

STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

Mid-term:

4	3	2	1	Response to constructive feedback
4	3	2	1	Self-reflection
4	3	2	1	Performs in a professional manner

Summative:

4	3	2	1	Response to constructive feedback
4	3	2	1	Self-reflection
4	3	2	1	Performs in a professional manner

STANDARD 10: LEADERSHIP AND COLLABORATION

Mid-term:

4	3	2	1	Communication between lead teacher and intern
4	3	2	1	Collaborates with professional colleagues
4	3	2	1	Communicates with parents
4	3	2	1	Participates within greater school community

Standard 10 continued...   **COMMENTS:**

Summative:

4	3	2	1	Communication between lead teacher and intern
4	3	2	1	Collaborates with professional colleagues
4	3	2	1	Communicates with parents
4	3	2	1	Participates within greater school community

Mid-term comments:

_____

_____

_____

_____

Initials: Intern_____ Lead Teacher_____ College Supervisor_____

Summative comments:

_____

_____

_____

_____

Signatures:

Intern_____ Lead Teacher_____ College Supervisor_____

ADDITIONAL DOCUMENTS

NRS for Student Teaching and Long Term Subbing as a Student Teacher

Substitute Policy by District

Expanded InTASC Standards and Course Correlations

Teacher Education Conceptual Framework Expanded

NRS for Student Teaching and Long Term Subbing as a Student Teacher

NRS 391.095 Student teachers: Agreement between school district and Nevada System of Higher Education or accredited postsecondary educational institution for assignment; instruction and supervision of pupils.

1. A school district may enter into an agreement with a branch of the Nevada System of Higher Education or an accredited postsecondary educational institution which is licensed by the Commission on Postsecondary Education and which offers courses of study and training for the education of teachers which are approved or recognized by the Commission pursuant to NRS 391.038, for the assignment of students for training purposes as student teachers, counselors or trainees in a library, or for experience in a teaching laboratory. Students so assigned within the school district for training purposes may, under the direction and supervision of a licensed teacher, instruct and supervise pupils in the school, on the school grounds or on authorized field trips. The students so assigned are employees of the school district for purposes of NRS 41.038 and 41.039, while performing such authorized duties, whether or not the duties are performed entirely in the presence of the licensed teacher.

2. As used in this section:

(a) "Accredited" has the meaning ascribed to it in NRS 394.006.

(b) "Postsecondary educational institution" has the meaning ascribed to it in NRS 394.099.

(Added to NRS by 1975, 312; A 1987, 999; 1993, 340, 2203; 1995, 1383; 2017, 2124)

NRS 391.096 Student teachers: Employment as substitute teachers; compensation; supervision by licensed teacher.

1.　A board of trustees of a school district that has entered into an agreement pursuant to NRS 391.095 shall, before assigning a long-term substitute who is not a licensed teacher, assign a student teacher who satisfies the requirements of subsection 2 as a substitute teacher.

2.　A student teacher who has completed not less than 4 weeks of student teaching in a school district pursuant to NRS 391.095 may apply to the board of trustees of that school district for employment as a substitute teacher. The application must include the written approval of:

(a)　The teacher who supervises the student teacher through the Nevada System of Higher Education or accredited postsecondary educational institution, as applicable; and

(b)　The teacher who is responsible for supervising the student teacher in the classroom.

3.　If a school district employs a student teacher as a substitute teacher pursuant to this section, the school district shall ensure that the student teacher is:

(a)　Assigned to teach in the subject area and grade level, as applicable, in which the student teacher is completing his or her student teaching.

(b)　Supervised by a licensed teacher. A licensed teacher so assigned must:

(1)　Be available to assist the student teacher and observe the student teacher on a periodic basis; and

(2)　Oversee the management of the classroom, instructional duties and administrative duties of the student teacher.

4.　A student teacher who is employed as a substitute teacher pursuant to this section is entitled to the rate of pay otherwise payable to substitute teachers employed by the school district for each day the student teacher works as a substitute teacher. Nothing in this section entitles a student teacher who is not employed as a substitute teacher to be paid for time spent completing his or her student teaching, including, without limitation, time spent completing course work and assignments required for completion of a program of study offered by the Nevada System of Higher Education or an accredited postsecondary educational institution.

5.   Except as otherwise provided in this subsection, the board of trustees of a school district that employs a student teacher as a substitute teacher pursuant to this section shall, in consultation with the employee organization representing licensed teachers in the school district, provide for compensation of the licensed teacher who supervises the student teacher pursuant to subsection 3 that is in addition to the regular salary of the licensed teacher. The board of trustees is not required to provide additional compensation to:

(a) A licensed teacher who is employed by the school district for the primary purpose of supervising student teachers and who is not otherwise employed for the purpose of providing classroom instruction to pupils; or

(b) A licensed teacher who receives compensation from the Nevada System of Higher Education or an accredited postsecondary educational institution for supervising student teachers.

6.   As used in this section, "student teacher" means a student of a branch of the Nevada System of Higher Education or an accredited postsecondary educational institution who is assigned to teach for training purposes pursuant to NRS 391.095.

(Added to NRS by 2007, 1137)

SUBSTITUTE POLICY BY DISTRICT

Substituting Policy for Interns
Elko County School District

Great Basin College and Elko County School District have developed the following policy regarding student teaching interns substituting on a short-term, emergency basis while completing their internships.

Student teaching interns will not be allowed to substitute except in the case of an emergency and when the following conditions are met:

- The cooperating teacher and the principal initiate the request for the intern to act as a substitute.

- The length of the substituting will be no more than two consecutive days, and no more than five days total during their internship semester.

- The interns are substituting in the cooperating teacher's classroom only.

- Another licensed teacher is available in the event of a classroom emergency.

- The intern has a valid substitute credential and is on the district substitute list.

- The intern **will not be paid** for this substituting; instead, it will be considered part of his/her teaching internship.

Substituting Policy for Interns

Humboldt County School District

Great Basin College and Humboldt County School District have developed the following agreement regarding student teaching interns substituting on a short-term, emergency basis while completing their internships.

Student teaching interns will not be allowed to substitute except in the case of an emergency and when the following conditions are met:

- The cooperating teacher and the principal initiate the request for the intern to act as a substitute.

- The length of the substituting will be no more than two consecutive days and no more than five days total during their internship semester, unless approved by Great Basin College and Humboldt County School District.

- The interns are substituting in the cooperating teacher's classroom only.

- Another licensed teacher is available in the event of a classroom emergency.

- The intern has a valid substitute credential and is on the district substitute/guest teacher list.

- The intern **will not be paid** for this substituting; instead, it will be considered part of his/her teaching internship.

Substituting Policy for Interns

Lander County School District

Great Basin College and Lander County School District have developed the following policy regarding student teaching interns substituting on a short-term, emergency basis while completing their internships.

Student teaching interns will not be allowed to substitute except in the case of an emergency and when the following conditions are met:

- The cooperating teacher and the principal initiate the request for the intern to act as a substitute.

- The length of the substituting will be no more than two consecutive days and no more than five days total during their internship semester, unless approved by Great Basin College and Humboldt County School District.

- The interns are substituting in the cooperating teacher's classroom only.

- Another licensed teacher is available in the event of a classroom emergency.

- The intern has a valid substitute credential and is on the district substitute/guest teacher list.

- The intern **will not be paid** for this substituting; instead, it will be considered part of his/her teaching internship.

Substituting Policy for Interns

Nye County School District

Great Basin College and Nye County School District have developed the following policy regarding student teaching interns substituting on a short-term, emergency basis while completing their internships.

Student teaching interns will not be allowed to substitute except in the case of an emergency and when the following conditions are met:

- The cooperating teaching and the principal initiate the request for the intern to act as a substitute.

- The length of the substituting will be no more than two consecutive days, and no more than five days total during their internship semester.

- The interns are substituting in the cooperating teacher's classroom only.

- Another licensed teacher is available in the event of a classroom emergency.

- The intern has a valid substitute credential and is on the district's substitute list.

- The intern **will not be paid** for this substituting; instead, it will be considered part of his/her teaching internship, **unless prior arrangements have been made** between Nye County School District and Great Basin College.

Substituting Policy for Interns

White Pine County School District

Great Basin College and White Pine County School District have developed the following policy regarding student teaching interns substituting on a short-term, emergency basis while completing their internships.

Student teaching interns will not be allowed to substitute except in the case of an emergency and when the following conditions are met:

- The cooperating teaching and the principal initiate the request for the intern to act as a substitute.

- The length of the substituting will be no more than two consecutive days, and no more than five days total during their internship semester.

- The interns are substituting in the cooperating teacher's classroom only.

- Another licensed teacher is available in the event of a classroom emergency.

- The intern has a valid substitute credential and is on the district's substitute list.

- The intern **will not be paid** for this substituting; instead, it will be considered part of his/her teaching internship, **unless prior arrangements have been made** between White Pine County School District and Great Basin College.

Expanded InTASC Standards and Course Correlations

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.

Performances**: The teacher**

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

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

1(c) collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge*: **The teacher**

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

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

1(f) identifies readiness for learning and understands how development in any one area may affect performance in others.

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

Critical Dispositions: **The teacher**

1(h) respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) takes responsibility for promoting learners' growth and development.

1(k) the teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Course Correlations — General Education and Endorsement Courses:

- EDEL 315, 433, 443, 453,483, 491

- EDUC 323, EDRL 437, 442, 443

- EDSC 315, 407, 453, 463, 473, 483, 491

- EPY 330

- ENG 250

- MATH 122, 123

- INT 339, 349, 359, 369.

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.

Performances: **The teacher**

2a) designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

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

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

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

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

2(f) accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge: **The teacher**

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

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

2(i) knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

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

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

Critical Dispositions: **The teacher**

2(l) believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) makes learners feel valued and helps them learn to value each other.

2(o) values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Course Correlations:

- EDEL 311, 313, 315, 433, 443, 453, 483, 491

- EDRL 437, 442, 443

- EDSC 311, 313, 315, 407, 453, 463, 473, 483, 491

- EDSP 301

- EDUC 323, 406

- EPY 330

- HDFS 201

- PSY 101, 233, 234.

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.

Performances: **The teacher**

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

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

3(c) collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

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

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

3(g) promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge: **The teacher**

3(i) understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) knows how to help learners work productively and cooperatively with each other to achieve learning goals.

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

3(l) understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways

Critical Dispositions: **The teacher**

3(n) is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) seeks to foster respectful communication among all members of the learning community.

3(r) the teacher is a thoughtful and responsive listener and observer.

Course Correlations:

- EDEL 311, 313, 315, 433, 443, 453, 483, 491;

- EDRL 437, 442, 443

- EDSC 311, 313, 315, 407, 453, 463, 473, 483, 491

- EDSP 301

- EDU 250

- EDUC 323, 406

- EPY 330

- ANTH 101, 102, 201

- SOC 101

Standard 4: CONTENT KNOWLEDGE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances: **The teacher**

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

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

4(c) engages learners in applying methods of inquiry and standards of evidence used in the discipline.

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

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

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

4(g) uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) creates opportunities for students to learn, practice, and master academic language in their content.

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

Essential Knowledge: **The teacher**

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

4(k) understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) knows how to integrate culturally relevant content to build on learners' background knowledge.

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

Critical Dispositions: **The teacher**

4(o) realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) is committed to work toward each learner's mastery of disciplinary content and skills.

Course Correlations:

- EDEL 311, 313, 315, 433, 443, 453, 483, 491

- EDRL 437, 442, 443

- EDSC 311, 313, 315, 407, 453, 463, 483, 491

- EDSP 301

- EDU 214, 250

- EDUC 323, 406

- EPY 330

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.

Performances**: The teacher**

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

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

5(c) facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

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

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

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

5(h) develops and implements supports for learner literacy development across content areas.

Essential Knowledge: **The teacher**

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

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

5(l) understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

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

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

5(o) understands creative thinking processes and how to engage learners in producing original work.

5(p) knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions**: The teacher**

5(q) is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Course Correlations:

- EDEL 311, 313, 315, 433, 443, 453, 483, 491

- EDRL 437, 442, 443

- EDSC 311, 313, 315, 407, 453, 463, 483, 491

- EDUC 323, 406

- EPY 330

- ANTH 101, 102, 201

- SOC 101

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.

Performances: **The teacher**

6(a) balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

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

6(e) engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

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

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

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

6(i) continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge: **The teacher**

6(j) understands the differences between formative and summative applications of assessment and knows how and when to use each.

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

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

6(m) knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) knows when and how to evaluate and report learner progress against standards.

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

Critical Dispositions**: The teacher**

6(q) is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) takes responsibility for aligning instruction and assessment with learning goals.

6(s) is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Course Correlations:

- EDEL 311, 313, 315, 433, 443, 453, 483, 491

- EDRL 437, 442, 443

- EDSC 311, 313, 315, 407, 453, 463, 473, 483, 491

- EDSP 301

- EDU 250

- EDUC 323, 406

- EPY 330

- AM 145

- ENG 102, 327, 329

- THTR 221

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.

Performances: **The teacher**

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

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

7(c) develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

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

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

Essential Knowledge: **The teacher**

7(g) understands content and content standards and how these are organized in the curriculum.

7(h) understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

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

7(l) knows when and how to adjust plans based on assessment information and learner responses.

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

Critical Dispositions: **The teacher**

7(n) respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Course Correlations:

- EDEL 315, 433, 443, 453, 483

- EDRL 437, 442, 443

- EDSC 315, 407, 453, 463, 473, 491

- EDSP 301

- EDUC 323, 406

- EPY 330

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.

Performances**: The teacher**

8(a) uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

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

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

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

8(f) the teacher engages all learners in developing higher order questioning skills and metacognitive processes.

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

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

8(i) asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge: **The teacher**

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

8(k) knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

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

8(n) knows how to use a wide variety of resources, including human and technological, engage students in learning.

8(o) teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Critical Dispositions: **The teacher**

8(p) is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Course Correlations:

- EDEL 315, 433, 443, 453, 483, 491

- EDRL 437, 442, 443

- EDSC 315, 407, 453, 463, 473, 483, 491

- EDSP 301

- EDUC 406

- EPY 330

Standard 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances: **The teacher**

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

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

9(c) independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

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

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

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

Essential Knowledge*: **The teacher**

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

9(h) knows how to use learner data to analyze practice and differentiate instruction accordingly.

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

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

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

Critical Dispositions: **The teacher**

9(l) takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Course Correlations:

- EDEL 311, 313, 315, 433, 443, 453, 483, 491

- EDRL 437, 442, 443

- EDSC 311, 313, 315, 407, 453, 463, 473, 483, 491

- EDSP 301

- EDU 250

- EDUC 323, 406

- EPY 330

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.

Performance Standards: **The teacher**

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

10(b) works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

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

10(d) works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) words with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

10(f) engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

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

10(h) uses and generates meaningful research on education issues and policies.

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

10(j) advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

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

Essential Knowledge*: The teacher**

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

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

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

10(o) knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions: **The teacher**

10(p) actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) takes responsibility for contributing to and advancing the profession.

10(t) the teacher embraces the challenge of continuous improvement and change.

Course Correlations:

- EDEL 311, 313, 315, 483, 491

- EDSC 311, 313, 315, 483, 491

- EDSP 301

- EDU 250

- EDUC 323, 406

- EPY 330

Conceptual Framework

The conceptual framework of the Teacher Education Program at Great Basin College (GBC) is based on the model developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) Task Force. This group of representatives of the teaching profession and personnel from 17 state education agencies developed standards compatible with the advanced certification standards of the National Board for Professional Teaching Standards. The standards include performance, essential knowledge, and critical disposition statements representing a deep level of understanding and performance. http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/index.cfm

The InTASC Task Force wrote in their Preamble to the core standards (p. 13):

We hold these truths to be self-evident: that all children have the potential to learn rigorous content and achieve high standards and that a well-educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy.

We believe that our educational system must guarantee a learning environment in which all children can learn and achieve their own kind of individually configured excellence –an environment that nurtures their unique talents and creativity; understands, respects, and incorporates the diversity of their experiences into the learning process; and cultivates their personal commitment to enduring habits of life-long learning.

We believe that states must strive to ensure excellence in teaching for all children by establishing professional licensing standards and learning opportunities which enable all teachers to develop and use professional knowledge, skills, and dispositions on behalf of students.

We believe that these standards and opportunities should enable teachers to support the intellectual, social, emotional, moral, and physical development of students, respond with flexibility and professional judgment to their different needs; and actively engage them in their own learning so that they can use and generate knowledge in effective and powerful ways.

We believe that teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, the community, and curriculum to create a bridge between learning goals and learners' lives.

We believe that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.

We believe that teachers' professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. States and local education agencies must be responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunities for teacher learning.

The Teacher Education Program at Great Basin College (GBC) was created in 1999 by taking the original core INTASC standards embedded in the above framework of beliefs to create a *matrix of learning outcomes*. The collection of the majority of the INTASC disposition, knowledge, and performance standards grouped under ten principles constitutes the core of GBC's conceptual framework (See **the additional documents section**) for GBC's version of the INTASC Principles and Standards). The aforementioned Learning Outcomes Matrix made up of the majority of the INTASC knowledge, disposition, and performance standards is comprised of three large interacting domains: the *Understanding*, *Performing,* and *Reflecting* domains. *Understanding* and *Performing* are conceptualized in a lower plane of consciousness or awareness; *Reflecting* is conceptualized at a higher level of consciousness that allows the analysis of the former domains. It involves being able to transcend the *Understanding* and *Performing* domains so as to act on them and create new sets of understandings and behaviors that can again be subject to reflection, thus keeping the cycle of improvement alive.

The above three domain schemes are very similar to the *Believing, Behaving,* and *Becoming* model advocated by the Ball State University group (Evaluation of Student Teachers *Guidebook*, 2000). It is believed that the latter model does not sufficiently emphasize that *becoming* a teacher is a never ending task that continually requires the action of reflection on current *implicit* and *explicit* beliefs so as to modify one's *conscious* and *unconscious* behaviors. These *unconscious* behaviors, as well as *conscious behaviors*, need to be addressed and refined while developing the knowledge, disposition, and performance of becoming a teacher. Because of the importance of being aware of implicit and explicit performance, videotaping, observation, and self-reflection are vital to this development.

In the above scheme **understanding** is conceptualized as being both a **process** and a **product**. Piaget claims that *all* knowledge is both a *process* (which he called a *scheme*) and a *product* (which he called a *schema*), and even though for purposes of analysis they can be discussed separately they are born together, none before the other. **Process** has been emphasized to convey the learning view that knowledge cannot be given to the learner, it must be created or constructed by him/her, although external processes (teacher instruction) can trigger and modulate this internal process. With this understanding, Great Basin College's Teacher Education Program is based upon the teacher candidate constructing his/her own understandings which then affects his/her performance. It is our goal to allow for experiences and opportunities for understandings to be created. Through examining the teacher candidate's performance through reflection, both guided through mentoring and self-reflection, the teacher candidate will be able to refine his/her performance to closer match the desired outcomes. With this process ongoing, it is believed that the teacher candidate's performance will continually develop into deeper levels of understanding about students, the profession, the content he/she teaches, and how his/her performance affects all of the above.

This view of learning is consistent with the notion that education students should be placed in the school environment as soon as possible and as often as possible, to engage in the process of creating pedagogical knowledge. The Field Experience is a key component of the Great Basin College Teacher Education Program. The Field Experience consists of four unique levels to allow for maximum opportunity of individual growth within the development of becoming a teacher, thus creating scaffolded instruction. The practicing teacher and education faculty encourage the teacher candidates by providing temporary and adjustable support as they develop new skills, strategies, and knowledge. At each level, different experiences and amounts of support are provided for each student. Vygotsky (1978) describes learning as occurring in the *zone of proximal development,* or "the distance between the actual developmental level as described by independent problem solving and the level of potential development as determined through problem solving under guidance or in collaboration with more capable peers" (p. 86). Important to promoting development within the teacher candidates' zone of proximal development is the program's ability to relinquish the control of teaching to the teacher candidates. Providing four levels allows for varying levels of guidance, feedback, and support for the student to gradually work towards independent teaching. It also allows for the cycle of reflection required for continuous growth as a teacher after graduation.

Field experience placements are made to optimize a variety of grades, diversity among students and prior experiences. Each teacher candidate will be placed in a variety of schools and in a variety of grade levels. This will allow for the teacher candidate to become familiar with different cultures of schools and be exposed to diversity among students and teachers.

Throughout the four levels of field experience, teacher candidates create goals based upon the INTASC standards and a plan of how they will achieve these goals. The teacher candidates also submit reflections of their experiences. The teacher candidates relate what they see in the classroom to what the INTASC standards imply. The reflections are to document the candidate's understandings of the INTASC standards and document their teaching development. The standards are also utilized in providing the students' guidance to their understandings of teaching.