Professional Year Activities Field Guide

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Professional Year Activities

See Checklist of Requirements above.

Activity 1: Expectations Continuum

The purpose of this activity is to provide a foundation for the mentor teacher-teacher candidate relationship. This relationship is critical to the success of a collaborative approach to the Professional Year. This is a **requirement** for interns and any student teacher who is with a new mentor.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 9 & 10; Domain 4

Objectives: To foster candidate-mentor teacher communication regarding expectations for the Professional Year experience.

Instructions:

1. Complete the Expectations Continuum (Appendix A).
2. Have your mentor teacher complete the Expectations Continuum independently.
3. Set up a time to jointly discuss expectations for the semester with your mentor teacher(s). Take notes and make decisions for roles in the classroom based on individual expectations.
4. Be prepared to share this with your liaison.

Assessment: Assessment will be based on completion of the expectations continuum and reflective participation in seminar discussions.

Activity 2: Letter to Parents

The purpose of this activity is to practice professional communication with families. This is a crucial first step in establishing a positive relationship with families and students. This is a **requirement** for interns and any student teacher who is in a new placement.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 3 & 10; Domain 4

Objectives: To introduce yourself to the students and their families through professional written communication.

Instructions:

1. Write a letter of introduction to the families of your students. Include a personal introduction, your role in the classroom, and your hopes for the semester.
2. Collaborate with your mentor teacher to receive feedback and determine the best way to send your letter. *The published letter must be approved by your mentor teacher.*
3. After sending your letter, share your letter with your liaison.

Assessment: Assessment will be based on completion and publication of the letter.

Activity 3: Inquiry Focus Activities

The purpose of this activity is to help candidates develop an inquiry stance toward teaching and learning. This aligns with Boise State's instructional model for teaching and learning.

Inquire, v., 1. *to explore and discover.* 2. *to ask questions: to be open to seeing new potentials and possibilities. Synonyms: discover, search, systematically explore, and study.*

Teaching and leading is a complex activity, and schools are complex places, situated within a social, political, and historical context. Interpreting and understanding common behaviors and actions in school culture requires being careful in assigning meaning to everyday events or simply accepting certain ways of working because "that's the way it has always been done."

This type of openness requires an "inquiry stance." An inquiry stance is a way of making meaning of what is going on around us. Developing an inquiry stance suggests a willingness to step back and reflect rather than react to what is happening.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1-10; Domains 1, 2, 3 & 4

Inquiry Focus 1 (Intern Meeting 1): [Situating the Context](#)

Objectives: To inquire about our context and deepen our understanding to inform instructional practices and decisions, professional identity development, bridging content to students, and recognizing and unpacking biases.

Instructions: In this task, you will analyze each of the following contexts and any effects on teaching/learning: 1) Community in which the school is set; 2) School context and climate; and 3) Classroom context.

Assessment: Assessment will be based on completion of the Inquiry Activity 1 and reflective collaborations during Intern Meeting 1.

Inquiry Focus 2 (Intern Meeting 2): [Curriculum/Personal Content Knowledge/ Instructional Practices](#)

Objectives: To inquire about our curriculum, textbooks, district documents, planning materials, content standards, disciplinary practice, and content knowledge for teaching.

Instructions:
1. **BEFORE Intern Meeting 2:** Explore textbooks, district documents, planning materials, content standards, disciplinary practice, and content knowledge for teaching and complete Part 1 of Inquiry Activity 2.
2. **DURING/AFTER Intern Meeting 2:** Discuss your notes and wonderings with your peers and set goal(s) for future practice and inquiry for the semester. Complete Part 2 of Inquiry Activity 2.

Assessment: Assessment will be based on completion of the Inquiry Activity 2 and reflective collaborations during Intern Meeting 2.

Inquiry Focus 3 (Intern Meeting 3): [Learner](#)

Objectives: To inquire about the learners in your classroom using an asset-based approach and to consider the best ways to help an individual student succeed.

Instructions:
1. **BEFORE Intern Meeting 3:** Create a list of all of the students in (one of) your class(es) and think about what makes each particular individual unique. Use a strengths-based approach to note attributes that your students exhibit and observations of students rather than judgments or critiques about student performance or personality.
2. **DURING Intern Meeting 3:** Present a case of your individual learner(s) to your small group. Pose an asset-based strategy to enhance success (behavioral, social, academic, or whatever your focus may be) for this student. Identify how you will gather evidence of success (you will monitor progress for one week). Suggest an appropriate process for progress monitoring.
3. **AFTER Intern Meeting 3:** Complete your evidence model. Think about what your next steps would be after progress monitoring for one week.

Assessment: Assessment will be based on completion of the Inquiry Activity 3 and reflective collaborations during Intern Meeting 3.

Inquiry Focus 4 (Intern Meeting 4): [Professional Identity/Beliefs About Practice](#)

Objectives: To inquire about our professional identities as teachers and our underlying beliefs to build on understanding of who we are and what drives us.

Instructions:
1. **BEFORE Intern Meeting 3:** Create one word or phrase that you identify as your "teaching philosophy." Brainstorm ideas/actions you have taken this semester connected to your beliefs.
2. **DURING Intern Meeting 3:** Share your ideas with your group. Discuss how your beliefs may inform your actions.
3. **AFTER Intern Meeting 3:** Reflect on one happening in the classroom that you wish you had the opportunity to repeat and react to in a different way. Note what beliefs you hold that led you to react as you did as well as how you would react differently if you could.

Assessment: Assessment will be based on completion of the Inquiry Activity 4 and reflective collaborations during Intern Meeting 4.

Activity 4: Lesson Planning

Lesson planning is a central skill of teaching. This activity provides opportunities for candidates to deepen understanding and skills of appropriate lesson planning. Candidates will have the opportunity to see the connections between planning and instruction.

[Boise State Lesson Plan Templates](#)

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1-10; Domains 1-4

Objectives: Candidates will co-construct lesson plans to be implemented in the classroom weekly. This should begin in the first two weeks of your intern semester. The structure of these plans will be determined by you and your mentor teacher. However, the Boise State Professional Year Lesson Plan Template (Appendix B) must be used for all formative observations.

Instructions:
1. Lesson Plans should be reviewed by mentor teachers and then submitted to liaisons 24 hours prior to all formative observations. Lesson plans can be written for either small groups or the whole class. Follow liaison and Danielson Domain 1 guidelines for planning and preparation.

2. Engage in formal reflections (written and verbal) on lesson plan implementation. You may also include lesson planning reflection in your Video Reflection, Professional Year Assessment, and Individualized Professional Learning Plan.
3. Refer to S-PAT requirements for lesson design within your S-PAT.

Assessment: Assessment will vary per liaison. Ongoing assessment can be done using Danielson Framework and final assessment will be done on the Professional Year Assessment Domain 1 and in the S-PAT during the Student Teaching semester.

Activity 5: Formative Observation Cycles

Next to the actual experience of working with students in a school setting, interactive feedback from experienced teachers is one of the most important activities in the candidate's Professional Year. The purposes of these formative observation cycles are to collectively discuss issues of teacher practice, provide support and formative assessment for the candidate, and set goals for future practice.

Interns and Student teachers need *at least four* formative observations entered into Taskstream each semester. Liaisons will use the Boise State Formative Observation Form (Appendix C) to complete the four formative observations. At the midterm and end of the semester, Interns and Student Teachers will also engage in evaluative conferences where they self-assess and are assessed by their mentor teacher and liaison(s) according to the 22 components of the Framework. If candidates are in TWO eight-week placements, there would be two formative observation cycles with written feedback and reflection and one summative evaluation in each placement for a total of SIX feedback cycles entered into Taskstream over the course of one semester.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1-10; Domains 1-4

Objectives:
1. Interns will demonstrate they are developing the knowledge, skills, and dispositions required to advance into student teaching. Student teachers will demonstrate they are developing the knowledge, skills, and dispositions required for a novice teacher. All candidates will demonstrate abilities to reflect on lessons and receive feedback from others.
2. Candidates will teach a lesson they have planned while the mentor teacher and liaison(s) observe the lesson.
3. Candidates will debrief the observation feedback and identify strengths and areas for refinement.

Instructions: The candidate is responsible for setting up the observation and debriefing times.

- **Pre-Observation:** The candidate will write a lesson plan and share it with the university liaison(s) and mentor teacher for feedback prior to teaching.
- **Teaching:** The candidate will teach the lesson with the university liaison(s) and/or mentor teacher observing.
- **Post Conference:** The candidate will meet with the liaison(s) and/or the mentor teacher to discuss the lesson feedback as a means to discuss goals and guide future growth. Learner-focused discussion should focus on and be framed within the *Danielson Framework*.

Assessment: Candidates may or may not evidence all areas of Idaho Core Teacher Standards in individual lesson observations. However, the post-conference is an excellent space for discussing areas for growth and celebration connected to any one of the 10 standards and 4 domains in the Danielson Framework. The Boise State Formative Observation Form will be used for discussing the

lesson, as well as for formative assessment purposes. The formative observation cycle data will be entered into Taskstream by the liaison(s).

Activity 6: Video and Video Reflection

Reflection is a process, both individual and collaborative, which begins with uncertainty. It involves identifying questions and key elements of a matter that has emerged as significant, then taking one's thoughts into dialogue with oneself and with others. One evaluates insights gained from that process with reference to: 1) additional perspectives, 2) one's own values and beliefs, and 3) the larger context within which the questions are raised. Through reflection, one reaches newfound clarity, on which one may base changes in action or disposition. One of the most powerful learning tools for educators is to observe oneself teach and engage in reflective analysis. Toward that end, candidates will be required to set a goal for their instruction, video record at least one instructional moment, and write a reflection based on their original goal. Candidates will be required to engage this process twice – once as a part of the S-PAT. Liaisons will schedule seminars dedicated to collegial sharing of video observation and goal setting.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1 – 10; Domains 1 – 4 *(depending on the issue addressed in the reflection, different standards/domains may be addressed)*

Objectives:
1. Candidates will cultivate the capacity for reflection and gain new insights into their professional practice. They will learn to share experiences and wonderings about them through "self-talk" as well as in community.
2. Candidates will develop reflective skills as a professional educator.
3. Candidates will learn to become more self-aware and participate in a community of practice.
4. Candidates will observe a video recording of their teaching and reflect on a predetermined specific aspect of that instructional moment based on their original goal for instruction.

Instructions: Candidates are to video themselves working with students (small or large group), for a minimum of 15 minutes. Candidates are then to review the video with an identified focus (connected to a professional learning goal and Core Standards/Danielson Framework) and write a reflection guided by the Video Reflection Rubric (Appendix D). Candidates will engage in at least one peer reflection in which they share their video and reflection with peers and engage in collegial study/professional growth with support of their liaison.

Assessment: Due date varies per liaison: submit written reflections as liaison specifies and with analysis connected to the Standard Reflection Rubric. Evidence of deep reflection and new understandings based on reflection with self and in a community will be assessed according to the Standard Reflection Rubric.

Activity 7: Equity Case Study

The case study analysis asks candidates to apply a structured system of analysis for identifying inequitable or unethical practices, weighing multiple perspectives, and generating possible courses of action and follow up.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 2, 3, 7, 8 & 10; Domains 1, 2 & 4

Instructions: To be completed on Taskstream at the end of student teaching. Candidates will select an equity case study and will:

1. Identify bias or unethical behaviors in the case.
2. Describe the perspectives of the different players in the case.
3. Suggest opportunities present.
4. Generate both short and long term solutions.
5. Use the Boise State Equity Case Study Rubric (Appendix E) to self-assess their case study.

Assessment: Liaisons will score written responses on the Boise State Equity Case Study Rubric.

Activity 8: Professional Year Assessment & Individual Professional Learning Plan

Constructive, formative, and summative feedback is an integral aspect of the Professional Year experience. Candidates will self-assess according to the Professional Year Assessment at the midterm and end of semester. Mentor teacher(s) and university liaisons will also complete the Professional Year Assessment at the midterm and end of term. Utilizing the results of these assessments and the dialogue that ensues, candidates will fill out the IPLP to set goals. Liaisons will complete the Professional Year Assessment in Taskstream, at the midterm and end of each semester. Candidates will complete the IPLP in Taskstream at the end of term.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1-10; Domains 1-4

Objectives:
1. Candidates will gain valuable insights into professional practice through their self-assessment. Candidates, mentor teachers, and university liaison(s) will document progress and candidate performance.
2. Candidates will set goals for future practice based on collegial conversations connected to the Professional Year Assessment using the IPLP.

Instructions:

Twice a semester, at the mid-term and end:
1. Candidates will self-assess with the Professional Year Assessment (Appendix F).
2. Candidates will meet with mentor teacher(s) and liaison(s) to discuss progress/performance and set goals.
3. Candidates will complete the IPLP form (Appendix G).
4. At midterm and the end of the semester/field experience, liaison(s) will submit the Professional Year Assessment to Taskstream.
5. At the end of the field experience, candidates will submit their final IPLP to Taskstream.

Activity 9: Standard Performance Assessment for Teachers (S-PAT)

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1-10, Domains 1-4

Objectives:
1. Candidates will successfully demonstrate the application of the Idaho Core Teaching Standards 1-10 through unit planning, teaching, and reflection.

Standard Performance Assessment of Teaching (S-PAT) Description:
The Standard Performance Assessment of Teaching (S-PAT) is the performance assessment teacher candidates complete upon exit from the program which includes Part 1 Unit Plan (planning), Part 2 Assessment Analysis (assessment) and Part 3 Concluding Reflection (reflection). The three parts of the S-PAT align with the Boise State College of Education's Instructional Model which reflects a commitment to taking an inquiry stance to teaching and learning.

Part 1: Unit Plan
Teacher candidates develop and implement a unit of study that includes differentiated instruction to support learning outcomes for diverse learners. Candidates plan for whole class learning, as well as select three students with diverse learning needs for case studies.

Part 2: Assessment Analysis
Teacher candidates then analyze the impact of their instruction through the whole class and individual student learning outcomes and student work samples.

Part 3: Concluding Reflection
Teacher candidates reflect on their own practice and student data and create goals for improving instruction in their daily reflection journal.

Activity 10: Exit Survey
Feedback helps all of us, including Boise State Teacher Education, grow forward.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standard 10; Domain 4

Objectives: Provide feedback that will allow Boise State to improve their teacher education programs.

Instructions:
1. Complete the exit survey on Taskstream
2. Print out a copy of the completion page and include this with your teacher certification paperwork.

Assessment: You are required to complete the Taskstream form and to submit the completion page with your certification paperwork

Appendices

Appendix A: [Expectations Continuum](#)

Directions. Circle your level of agreement or disagreement for each statement.

OBSERVATIONS

1. Candidate is to observe mentor teacher several times at several different levels of instruction and discuss teaching expectations and student outcomes before taking over any lessons.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

2. Candidate is to observe mentor teacher's classroom management and specific strategies used with specific students and use the knowledge gained to guide the candidate's classroom management used in this classroom.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

PLANNING

3. The candidate and mentor teacher plan together every day.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

4. The mentor teacher reviews all lesson plans written by the candidate and provides written feedback on how the plan can be improved. The candidate only teaches lessons that have been reviewed and approved by the mentor teacher.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

5. The mentor teacher provides all curriculum, objectives, teaching materials, activities, and instructional materials for the candidate.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

CLASSROOM MANAGEMENT

6. The mentor teacher is the only individual who should discipline students in the classroom. The candidate is to refer all discipline problems to the mentor teacher.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

7. The candidate's classroom management style and strategies are to always be exactly the same as the mentor teacher's discipline and management.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

INSTRUCTION

8. The mentor should never interrupt a lesson being taught by the candidate.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

9. The candidate should never interrupt a lesson being taught by the mentor teacher.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

PAPERWORK

10. The candidate is responsible for grading all student work regardless of who taught the lesson.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

INSTRUCTIONAL CONFERENCES

11. The mentor teacher observes the candidate every time they teach and provides the candidate with written formative feedback.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

SCHOOL DUTIES

12. The candidate participates in all school duties (lunch, recess, hall, bus,etc.) of the mentor teacher and any other teacher when asked.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

PROFESSIONAL BEHAVIOR

13. The candidate keeps the same hours as the mentor teacher. This not only includes the required teacher day, but additional hours before and after school.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

14. The candidate attends all professional meetings with the mentor teacher including team, grade level, faculty, in-service, and conferences.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

15. The mentor teacher will introduce the candidate as a teacher candidate rather than a student.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

16. It is O.K. for the candidate to dress casually, because s/he is not the "real" teacher.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Note: As you complete your discussion of these expectations, be sure to add any other issues or concerns not addressed in these exercises.

Davis, D. (2004, March). *Developing effective mentors and interns.* Workshop presented at the Professional Development School National Conference, Towson, MD.

Appendix B: [Formative Observation Form](#)

Teacher Candidate's Name:

Evaluator (liaison):

Date of Observation:

Domain 2: Learning Environments

2a. Cultivating Respectful and Affirming Environments (Positive relationships; sense of belonging; cultural responsiveness; Positive conflict resolution)

Score:

Domain 2a. Evidence

| |
| |

2b. Fostering a Culture for Learning (Purpose and motivation; Dispositions for learning; Student agency and pride in work; Support and perseverance)

Score:

Domain 2b. Evidence

| |
| |

2c. Maintaining Purposeful Environments (Productive collaboration; Student autonomy and responsibility; Equitable access to resources and supports; Non-instructional tasks)

Score:

Domain 2c. Evidence

2d. Supporting Positive Student Behavior (Expectations for the learning community; Modeling and teaching habits of character; Self-monitoring and collective responsibility)

Score:

Domain 2d. Evidence

2e. Organizing Spaces for Learning (Safety and accessibility; Design for learning and development; Co-creation and shared ownership)

Score:

Domain 2e. Evidence

Domain 3: Learning Experiences

3a. Communicating About Purpose and Content (Purpose for learning and criteria for success; Specific expectations; Explanations of content; Use of academic language)

Score:

Domain 3a. Evidence

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3b. Using Questioning and Discussion Techniques (Critical thinking and deeper learning; Reasoning and reflection; Student participation)

Score:

Domain 3b. Evidence

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3c. Engaging Students in Learning (Rich learning experiences; Collaboration and teamwork; Use of instructional materials and resources; Opportunities for thinking and reflection)

Score:

Domain 3c. Evidence

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3d. Using Assessment for Learning (Clear standards for success; Monitoring student understanding; Timely, constructive feedback)

Score:

Domain 3d. Evidence

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3e. Responding Flexibly to Student Needs (Evidence-based adjustments; Receptiveness and responsiveness; Determination and persistence)

Score:

Domain 3e. Evidence

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Instructional Supports for Language and Literacy

Selects and modifies instructional literacy strategies for reading, writing, speaking, and listening.
(Examples: Strategies for teaching comprehension, vocabulary, text structure, genre)

Score:

Specific Evidence of Literacy Strategies:

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Identifies and integrates instruction of academic language features relevant to the content. (Examples: Provides modeling and/or supports for learners to understand and use language at the discourse, sentence, and/or word dimension)

Score:

Specific Evidence of Focus on Academic Language:

Equitable Access to Instruction

Provides multiple means of engagement, representation, and/or expression based on learners' unique needs, including students with exceptionalities and multilingual learners,

(Examples: use of multiple modalities, interactive supports, translanguaging, differentiated materials, supports, or learning environment)

Score:

Specific Evidence of Equitable access to Instruction:

Goal Setting

Strengths

Goals

Observation Notes

Appendix C: **Video Reflection Rubric**

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient
Focus is on concerns of self or purely descriptive in nature. Little to no focus on the learning of students. Primary concerns may include: control of students, time, and workload, gaining recognition for personal success, avoiding blame for failure.	Focus is on specific teaching tasks, but does not consider connections between teaching issues. Some basic connection is made to student learning. Use of assessment to mark success or failure without evaluating specific qualities of student learning for formative purposes. Little or no reflection on adjustments to future instruction based on student learning needs.	Focus is on the students. Use of assessment to interpret how or in what ways students are learning in order to help them. Special considerations for struggling students with specific attention on meeting individual needs.
Questions about personal change are not asked. Questions about student learning are not asked. Often, not acknowledging problems or blaming problems on others, limited time, or resources.	Questions are asked by oneself about specific situations. Frustrations are implied based on unexpected results, exciting results, or the complexity of the issue. Stops asking questions after the initial problem is addressed.	Situated questions lead to new questions. Questions are asked with open consideration of new ideas. Seeks the perspective of students, peers, and others.

Analysis is limited to critique of others, tends to be generalized.	Does not expand on the situation's effect on individual student learning.	
Analysis of practice and perspective based only on personal response. Analysis is treated as a task, but with little distance between self and the situation. Incorrect conclusions are drawn about the lesson's effectiveness. Little to no reflection on adjusting practice to address student learning needs.	Personally responds to a situation, but does not use the situation to inform practice and/or perspective. Only broad application to adjustment of instruction to address future student learning needs.	Provides a connection to personal inquiry of practice in order to develop new insights about teaching, learners, perspective, or improvement of practice. Specific examples provided on the adjustment of instruction to address future student learning needs.

Standards Addressed: Danielson 4a: Reflection on Teaching; Idaho Core 9: Professional Commitment and Responsibility (9.2, 9.3); CAEP 1: Content and Pedagogical Knowledge (1.1); 2: Clinical Partnerships and Practice (2.3)

Appendix D: [Equity Case Study Rubric](#)

Factor	Unsatisfactory	Basic	Proficient
Inequities	Unable to or improperly identifies inequities.	Identifies areas that are "unfair/wrong" but lack specificity.	Clearly identifies inequities.
Biases/Perspectives of Characters	Unaware of characters' biases/ perspectives, labels them in an unprofessional manner.	Identifies characters' biases/perspectives using vague terminology.	Accurately describes characters' biases/ perspectives using precise descriptors.
Possible Challenges/ Opportunities	Unable to, or partially, identify challenges or opportunities.	Partial identification of challenges and opportunities.	Identifies actionable challenges and opportunities focused on a just resolution to the case.
Possible Solutions	Solutions are unrealistic, or do not address justice/equity.	Solutions are only loosely tied to the case, or are focused on "settling things" rather than justice/equity.	Solutions are well-reasoned based on the case and are focused on just/ equitable values

Appendix E: Professional Year Assessment

(Based on the Danielson Professional Framework for Teaching)

Teacher Candidate _____ Who is completing this form _____

Term/Year _____ Institution _____Boise State University _____

In order to be recommended for teacher certification, teacher candidates must score a level two or above in all components of each domain.
* Level four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

Planning and Preparation (Correlated to Idaho Core Teacher Standards 1, 2, and 7)						
Strengths	**Domain 1**	**1**	**2**	**3**	**4***	**Growth Opportunities**
	A. Demonstrating knowledge of content and pedagogy				NA	
	B. Demonstrating knowledge of students				NA	
	C. Setting instructional outcomes				NA	
	D. Demonstrating knowledge of resources				NA	
	E. Designing coherent instruction				NA	
	F. Designing student assessments				NA	

The Classroom Environment (Correlated to Idaho Core Teacher Standard 5)						
Strengths	**Domain 2**	**1**	**2**	**3**	**4***	**Growth Opportunities**
	A. Creating an environment of respect and rapport				NA	
	B. Establishing a culture for learning				NA	
	C. Managing classroom procedures				NA	
	D. Managing student behavior				NA	
	E. Organizing physical space				NA	

Instruction and Assessment (Correlated to Idaho Core Teacher Standards 3, 4 6, 8)						
Strengths	**Domain 3**	**1**	**2**	**3**	**4***	**Growth Opportunities**
	A. Communicating with students				NA	
	B. Using questioning and discussion techniques				NA	
	C. Engaging students in learning				NA	
	D. Using assessment in instruction				NA	

| | E. Demonstrating flexibility and responsiveness | | | | NA | |

	Professional Responsibilities (Correlated to Idaho Core Teacher Standard 9 and 10)					
Strengths	**Domain 4**	**1**	**2**	**3**	**4***	**Growth Opportunities**
	A. Reflecting on teaching				NA	
	B. Maintaining accurate records				**NA**	
	C. Communicating with families				NA	
	D. Participating in the professional community				NA	
	E. Growing and developing professionally				NA	
	F. Showing professionalism				NA	

_____   _____

Teacher Candidate's Signature   Date

_____   _____

Mentor Teacher's Signature   Date

_____   _____

University Supervisor's Signature   Date

(Signatures indicate that information has been discussed with all parties unless comments indicate otherwise)

Appendix F: Individual Professional Learning Plan

Candidate Name:	Date:	University: Boise State University
Select one component from Domain 2 Domain 2 Component:		

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/ Activities to be Completed)

Select one component from Domain 3 Domain 3 Component:			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	**Resources** (Principal, Staff, PD or Materials)	**Evidence** (How will you know if this goal has been accomplished)	**Timeline** (Timeframe for Action Steps/ Activities to be Completed)

Select one component from Domain of your choice Domain Component:			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	**Resources** (Principal, Staff, PD or Materials)	**Evidence** (How will you know if this goal has been accomplished)	**Timeline** (Timeframe for Action Steps/ Activities to be Completed)

I have reviewed the above Professional Learning Plan:

Candidate's Signature: _____Date: _____

University Representative: _____Date: _____