

Only for students who began the ELEMENTARY Program in Fall 2006, Spring 2007, Summer 2007 and later.



FAST TRAIN Programs
 Center for International Education
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**FAST TRAIN Elementary Program
 Candidate Guidelines
 Anthology**

Overview

The Teacher Candidate Anthology (TCA) is designed to be a collection of performance-based tasks that are valid samples of candidate work throughout the program. It documents the individual’s knowledge, skills, dispositions and ability to teach. Further it documents the candidate’s ability to positively influence PK-6 student learning. Its purpose is to assess the attainment of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and to provide an avenue for growth and reflection.

A selected assignment (a “Performance Based Assessment” or “PBA”) from each course should be posted to the TASK STREAM Anthology site designated for the semester in which you began your FAST TRAIN coursework. The syllabus for each course designates the PBA and its due date. In brief, they are as follows:

| Course | Assignment |
|----------|------------------------------------|
| EDUC 511 | Dispositions for a Career Educator |
| EDUC 512 | IB Planner |
| EDUC 513 | Student Assessment Interview |
| EDUC 514 | Science Unit Plan |
| EDUC 516 | Field Project |
| EDUC 520 | Data Collection Reports (1-8) |

Midpoint and Final Reflections are also required. The following time line provides guidance for the submission of the documents for the Mid Point Review and the Final Review. Students should follow the deadlines based on when they began coursework in the program.

Anthology Review Time-Line *

| ENTRANCE DATE | MID-POINT REVIEW * | FINAL REVIEW** |
|--------------------|-------------------------|----------------------------|
| Summer 2006 | April 15, 2007* | April 15, 2008** |
| Fall 2006 | May 10, 2007* | August 15, 2007** |
| Spring 2007 | August 15, 2007* | December 15, 2007** |
| Summer 2007 | April 15, 2008* | April 15, 2009** |
| Fall 2007 | May 10, 2008* | August 15, 2008** |
| Spring 2008 | August 15, 2008* | December 15, 2008** |

* Or after 3rd class in program sequence, whichever comes sooner.

** Or after final licensure class, whichever comes sooner.

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The Mid Point Anthology Review process must be successfully completed prior to registering for coursework. The Final Anthology Review must be successfully completed prior to the recommendation for licensure. **The midpoint and final assessments must be rated as proficient for a candidate to continue in the program.**

Mid -Point Anthology Review

Steps in the Process

Each licensure course in the elementary program has a designated performance based assignment (PBA). The faculty from each of the first three courses will submit your rubric scores from the PBA to the Anthology site on TASK STREAM. There are two parts to the Mid-Point Review.

The steps for the teacher candidate are as follows:

- 1.) Identify the PBA for each of the first three courses. After you have turned in your PBA to your instructor, **immediately submit a copy to the appropriate course listing on TASK STREAM.**
- 2.) Each separate submission must include the following header:

| Last Name, First Name | G Number | Course/Section | Instructor | Cohort |
|-----------------------|----------|----------------|------------|--------|
|-----------------------|----------|----------------|------------|--------|

- 3.) Following the required timeline and using the guidelines below develop the Mid-Point Reflective Essay and post the essay to TASK STREAM.
- 4.) Notify the Field Coordinator that you have posted your Performance Based Assignments and Mid-Point Essay to the anthology site. The mid-point essay will be reviewed on a first submitted/ first reviewed basis.
- 5.) All submissions are rated pass/fail. Submissions rated “fail” must be successfully redone prior to enrollment in subsequent coursework. A “pass” rating for each part is a score of 3 or above.

Mid Point Review – Reflective Essay

Using the following artifacts (i.e., Dispositions Statement, Field Experience Reports, PBA Assessments/Rubrics) develop a 3-5 page typed essay that demonstrates your ability to reflect upon and analyze your development as a teacher. The use of the APA format is required.

The following questions should guide your response:

1. In what ways has your philosophy of teaching changed based on your coursework and internship?
2. How have you examined your teaching (skills/content knowledge) during this period of time and what have you identified as your strengths and areas for development?
3. What dispositions are your strongest and which are you still working toward?
4. What evidence can you draw upon to document your growth in teaching knowledge, skills and professional dispositions?
5. What specific goals have you identified in pedagogical skills, content knowledge and/or dispositions to develop during your next placement?

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6. What has been your greatest learning experience to date that has informed your teaching?

The anthology essay will be reviewed for the following:

- a) All work meets the graduate school standards for written work including the use of APA, mechanics, grammar, and clarity of expression.
- b) Essay includes analysis of strengths and areas of improvement in knowledge, skills and dispositions.
- c) Evidence is cited from candidate's work to support analysis.
- d) Reflection on and critical analysis of knowledge, skills and dispositions is evident.
- e) Specific goals for the remainder of the licensure coursework are identified.

Evaluation Rubric for Mid-Point Review

| Response Ratings | Criteria |
|-------------------------|--|
| 4 Exemplary | Reflection and critical analysis of knowledge, skills and disposition has depth and supporting evidence from candidate's work provides the reader with clear understanding of the intern's professional and academic growth. Shows strong capacity for self-reflective thinking and is becoming a reflective practitioner. Has clarity of expression and is free from errors in mechanics and grammar. |
| 3 Proficient | Reflection and critical analysis of knowledge, skills and disposition is evident and evidence from candidate's work provides the reader with a good understanding of the intern's professional and academic growth. Has clarity of expression and is mostly free from errors in mechanics and grammar. |
| 2 Partially Proficient | Some components of the reflection and critical analysis of knowledge, skills and disposition are unclear and evidence from candidate's work provides the reader with a partial understanding of the intern's professional and academic growth. Has some problems with clarity of expression and in mechanics and grammar |
| 1 Not Proficient | Reflection and critical analysis of knowledge, skills and disposition is unclear, nonspecific and lacks sufficient evidence from candidate's work to provide the reader an understanding of the intern's professional and academic growth. Lacks clarity of expression and has errors in mechanics are grammar. |

Late submissions will not be accepted.

Final Anthology Review

Steps in the Process

Each licensure course in the elementary program has a designated performance based assignment (PBA). The faculty from each of the second three courses will submit your rubric scores from the PBA to the Anthology site on TASK STREAM. There are two steps to the final review process.

The steps for the teacher candidate are as follows:

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- 1) Identify the PBA for each of the second three courses. After you have turned in your PBA to your instructor, **immediately submit a second copy of each PBA to TASK STREAM.**
- 2) Each separate submission must include the following header:

| Last Name, First Name | G Number | Course/Section | Instructor | First Semester Enrolled in FT |
|--------------------------|----------|----------------|------------|----------------------------------|
|--------------------------|----------|----------------|------------|----------------------------------|

- 3) Following the required timeline and using the guidelines below develop the Final Reflective Essay and post the essay to TASK STREAM.
- 4) Notify the Field Coordinator that you have posted your Performance Based Assignments and Final Essay to the anthology site. The Final essay will be reviewed on a first submitted/ first reviewed basis. Use email “receipt requested” when sending notification of your posting.

All submissions are rated pass/fail. Submissions rated “fail” must be successfully redone prior to recommendation for licensure. A “pass” rating for each part is a score of the rubric below.

Final Review – Reflective Essay

Using your field experiences and the following artifacts (i.e., Field Experience Reports, Course Assignments, PBA Assessments/Rubrics) develop a 5-7 page typed essay that includes two parts and demonstrates your ability to reflect upon and analyze your development as a teacher. The use of the APA format is required. The essay should be organized into two parts and address the following questions:

Part I:

- a. In what ways has your philosophy of teaching changed based on your coursework and internship?
- b. How have you examined your teaching (skills/knowledge) during this period of time and what have you identified as your strengths and areas for continued development?
- c. What dispositions are your strongest and which are you still working toward?
- d. What evidence can you draw upon to document the accomplishment of your goals as identified in the mid-point Anthology?

PART II:

Provide a specific example from your teaching experience of when there was a discrepancy between your intent and the outcome.

- a. Provide an analysis of the critical incident situation and support it with evidence.
- b. Describe the alternative ways of thinking about this incident as a teacher. You should draw upon your readings, best practices, observations and reflections for support.

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Describe what you would do differently and discuss how your practice will change as a result of new understandings.

Evaluation Rubric for Final Review - Part I

| Response Ratings | Criteria |
|-------------------------|--|
| 4 Exemplary | Reflection and critical analysis of knowledge, skills and disposition has depth and supporting evidence from candidate's work provides the reader with clear understanding of the intern's professional and academic growth. Shows strong capacity for self-reflective thinking and is becoming a reflective practitioner. Has clarity of expression and is free from errors in mechanics and grammar. |
| 3 Proficient | Reflection and critical analysis of knowledge, skills and disposition is evident and evidence from candidate's work provides the reader with a good understanding of the intern's professional and academic growth. Has clarity of expression and is mostly free from errors in mechanics and grammar. |
| 2 Needs Improvement | Some components of the reflection and critical analysis of knowledge, skills and disposition are unclear and evidence from candidate's work provides the reader with a partial understanding of the intern's professional and academic growth. Has some problems with clarity of expression and in mechanics and grammar |
| 1 Unsatisfactory | Reflection and critical analysis of knowledge, skills and disposition is unclear, nonspecific and lacks sufficient evidence from candidate's work to provide the reader an understanding of the intern's professional and academic growth. Lacks clarity of expression and has errors in mechanics and grammar. |

Evaluation Rubric for Final Review - Part II

| Response Ratings | Criteria |
|-------------------------|--|
| 4 Exemplary | Description provides clear and convincing evidence of the incident, supportive documentation, multiple alternatives for viewing the situation and sound alternatives for new teaching/learning based on understandings gained. |
| 3 Proficient | Description provides specifics with sufficient evidence and/or alternatives to provide evidence for planning new teaching/learning strategies |
| 2 Needs Improvement | Description provides some specifics however lacks sufficient evidence to provide the reader a clear understanding of the incident. Has limited analysis, alternatives and/or new strategies. |
| 1 Unsatisfactory | Description is unclear, nonspecific and lacks sufficient evidence to provide the reader an understanding of the incident. Lacks objective analysis, generation of alternatives and/or new strategies. |

The anthology essay will be reviewed for the following:

- All work meets the graduate school standards for written work including the use of APA, mechanics, grammar, and clarity of expression.
- Essay includes analysis of strengths and areas of improvement in knowledge, skills and dispositions.
- Evidence is cited from candidate's work to support analysis.
- Reflection on and critical analysis of knowledge, skills and dispositions is evident.

Late submissions will not be accepted.