

## Decisions Point 2 Guide for Candidates

The road to student teaching passes through Decision Point 2 – the gateway to student teaching. In Decision Point 2, the candidate will provide evidence of his/her readiness for student teaching. Decision Point 2 will be immediately after completion of the last methods course. Every candidate must pass all aspects of Decision Point 2 to be allowed to student teach. The candidate will provide information regarding preferences for their student teaching before DPT 2, but the final placement is contingent on upon successful completion of this benchmark, and per the Education Program Handbook, the EPP makes the decision and determination of placements based on multiple factors. DPT 2 consists of two parts – Part I: the DPT 2 Portfolio, and Part II: the DPT 2 Interview.

To pass Decision Point 2, the candidate must:

- a) Have a 3.0 or higher GPA in their major
- b) Receive “Recommend to Advance” rating in most recent clinical experience evaluation
- c) NO scores of “1” in a non-negotiable criterion (noted by \* on methods candidate evaluation rubric)
- d) 90% “effective” or “highly effective” on DPT 2 interview rubric
- e) 90% “effective” or “highly effective” on DPT 2 portfolio scoring rubric

Candidates who do not meet the criteria may be placed on a growth plan during their junior or senior year and a probationary status for student teaching. A departmental review of fieldwork feedback is done each semester. A candidate receiving a score of 1 on a non-negotiable item (\*) at the end of a semester will be placed on probation for the upcoming semester. Candidates on probation during student teaching require a local placement (within 30 miles of campus) and certain remediation tasked tailored to the candidates needs. Probations for two or more semesters may prevent or delay a student teaching assignment.

**The 3.0 minimum GPA in the major is non-negotiable. The flexibility will be given for GPA.**

Workshops will be help periodically during the year to assist candidates in the Decision Point 2 process.

Decision Point 2 Guidelines (continued)

### ***Part I: The Portfolio***

The portfolio is a reflective piece connecting your experiences to best teaching practices. There are five parts to the portfolio:

- **InTASC Standards:** These are a collection of 10 InTASC standard which indicate best teaching practice. These 10 standards will serve as the “backbone” of your portfolio. Your task is to provide evidence that demonstrate your understanding of these 10 standards. Evidence must be provided for **all** ten standards. The list of these 10 InTASC standards is included in this packet.
- **Artifacts:** An artifact is your evidence. Artifacts may consist of lesson plans, units, reflections, teacher feedback forms, papers, exams, pictures, etc. Artifacts may be from any course or experience that has occurred while at Hanover; it is not limited to EDU courses. Experiences occurring during the summer (like designing lessons for summer camps), tutoring, leadership/activities in a campus club or organization may also fit some of the criteria. Experiences executed with students are stronger than those only planned. Artifacts may meet more than one InTASC standard but should be placed under the InTASC standard with the closest fit. Artifacts may not be repeated. Portfolios may have up to 20 artifacts (a limit of two artifacts per InTASC standard). Most portfolios contain 14-15 artifacts.
- **Rationale:** This is a reflective component where candidates are asked to justify how the artifact meets the InTASC standard. To successfully meet the InTASC standard, candidates must demonstrate their knowledge of the terminology in the standard and provide exact examples for the artifact on how the standard was met; simply repeating the InTASC wording in the standard is not sufficient to pass. The portfolio is NOT a 1:1 correspondence meaning that each artifact though placed under one InTASC Standard may meet the criteria of other standards. When writing the rationale, it is OK to include other portfolio scoring criteria that may be present in the artifact. If an artifact is a lesson plan that was taught during Methods, place the artifact under the primary InTASC with the strongest fit. Then in the rationale include one or two other aspects of the lesson (a lesson used in technology may be used under standard 5, but it is important to discuss other standards, such as instructional strategies, teacher feedback, assessment strategies, and student learning also covered in that lesson and rationale). Credit will be provided on the portfolio scoring guide for all aspects covered.
- **Portfolio Scoring Guide:** The portfolio scoring guide is the rubric for the portfolio. In the portfolio scoring guide, each standard is broken down into key objectives that define what is required to meet each InTASC standard. Candidates are encouraged to incorporate the scoring guide wording when writing the rationales.
- **REPA Standards:** Candidates are expected to connect the artifact and rationale to the REPA teaching standard for the state of Indiana. These standards indicate what the state requires teacher candidates to know and be able to do for state licensure and will be covered on the state licensing exams. The standards can be found at <https://www.doe.in.gov/licensing/rep-educator-standards>. The standards come in two sections: content (top of the list) and developmental/pedagogy (bottom after the list of all content areas). Candidates are required to connect at least one content standard and one developmental/pedagogy standard to each rationale as appropriate and these should be clearly labeled as Content or Developmental/Pedagogy.

## Decision Point 2 Guidelines

**Format:** The portfolio will be submitted electronically. Candidates are to place the rationale and artifact in the same document. The final portfolio may be submitted in a zip folder or simply as a series of attachments. The name of the artifact, the course it is from and the date it was created should be listed in the upper left hand

corner of the rationale. The REPA standards should be at the bottom of each rationale following the rationale section. An example of a rationale is included in this packet.

**Due Date:** The portfolio will be due one week before your scheduled Decision Point 2 interview, usually in mid-April. For those off sequence, the Decision Point 2 process will be at the end of your second semester of Methods.

**Scoring:** The portfolio will be scored using the portfolio scoring guide criteria. A holistic scoring method will be used, not a one-to-one standard to artifact system. Some artifacts are very strong and cover many criteria on the portfolio scoring guide; these will be noted as such. Although each artifact may only be physically placed under one InTASC standard, it is highly likely that a strong artifact will be listed numerous times on the portfolio scoring guide. It is important to show evidence in the rationale to discuss how the artifact met the primary InTASC standard; a short discussion of two or three other InTASC standards can be included.

**Evidence of the ability to assess student learning and using feedback to improve instruction is required in all portfolios.**

**Revisions:** To pass, the portfolio must meet the expectation of Effective or Highly Effective for at least 90% of the criterion on the portfolio scoring guide. Any portfolio that does not meet this benchmark will be sent back to the candidate along with the portfolio scoring guide. Candidates will be required to revise their portfolio by adding additional artifacts or strengthening the rationale until the 90% threshold is met. After one revision, the candidates will be required to meet with the Education faculty to discuss their portfolio development.

**Tips:**

1. Start early! The portfolio is an extensive project and should be completed throughout your methods coursework.
2. Apply the portfolio guide language in the rationales.
3. Connect each artifact to an InTASC standard as a complete assignment.
4. Start with an outline; correlating artifacts with their primary InTASC standard.
5. Use the rubric to score your own portfolio.

Decision Point 2 Guidelines

**Sample Rationale Format**

**Artifact:** Seating Chart

**Date:** Winter 2018

**Course:** EDU 304

**Rationale:** For InTASC Standard 3, I am providing my seating chart from EDU 304 because it provides evidence of how I created an environment that encouraged positive social interactions, active engagement in learning, and supported individual and collaborative learning. The purpose of the seating chart was for me to not only learn all of the students' names, but also to develop a relationship with me students. During the first session in my classroom, I met with each student to inquire about their interests, favorite subjects, and one interesting thing about his or her self. I then asked my mentor teacher about the learning needs of each student. The relationships that developed with my students furthered my ability to differentiate instruction and understand the total child. I was able to understand one child in particular through this assignment. I was able to understand that this child sometimes would need extra support because he suffered from some behavioral issues. Through observations, I learned that the student was unable to interact with some other students and that there were times that he would completely shut down. Therefore, it is essential that this student have a variety of resources that would help to create a positive learning environment. I learned the value of getting to know my students and how that will affect the positive community of learners.

**REPA Standards:**

**Pedagogy:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Decision Point 2 Guidelines

## **Part II: The Interview/Presentation on Readiness for Student Teaching**

The focus of the presentation/interview is to provide insight into the candidate's dispositions. As with the portfolio, it is a reflective piece providing the opportunity for the candidate to illustrate their dispositions to a panel of clinical educators for local school districts. Although there may be some cross over between the portfolio and the interview, each one covers different aspects of the InTASC standards; the portfolio centers of the final product and the interview focuses more on the process: development of lessons, impressions, insight into struggles, challenges, student reaction and learning. A comparison chart is included at the end of this document.



## **Decision Point 2 Interview Rubric:**

Candidate should address these developing skills and dispositions during the Decision Point 2 interview. At this pre-student teaching level, candidates are expected to be effective or highly effective on 90% of the criteria.

Candidates should provide evidence to indicate their ability:

Conceptual Framework	InTASC standard	Criterion:	Highly Effective:	Effective:	Developing:	Ineffective:
<b>Culturally Responsive</b>	<b>3</b>	<b>Positive learning environment</b> respecting the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning <b>(positive and respectful classroom climate)</b>	Articulates the importance and ability to establish a positive classroom climate with enthusiasm and multiple examples	Articulates the importance and ability to establish a positive classroom climate with no concerns	Able to discuss the importance of developing a classroom environment but no examples provided	Concern: Not able to articulate the importance and creation of a positive and respectful classroom climate
		<b>Develops community of learners</b> with relationships with students from a variety of cultural backgrounds and experiences valuing student diversity (facilitates a community of learners that demonstrates <b>awareness of inclusion</b> )	Articulates the importance and ability to establish an inclusive classroom climate with enthusiasm and multiple examples	Articulates the importance and ability to establish an inclusive classroom climate with no concerns	Able to discuss the importance of developing an inclusive classroom environment but no examples provided	Not able to articulate the importance of developing
		Consistently <b>communicates</b> and <b>collaborates</b> with mentor teacher when planning lessons	Multiple examples of collaborating and communicating with mentor teacher	Evidence of Mutually collaborating with mentor teacher and regular communication	Speaks of communicating ideas with mentor but no two-way sharing and collaborating with mentor	No evidence of communication and collaboration with mentor teacher
	<b>2</b>	Demonstrates a commitment to learning and serving <b>diverse student needs</b>	Passionate and enthusiastic and attentive to meeting the needs of diverse students	Committed to meeting diverse student needs when planning learning experiences	Attention to student needs comes as an afterthought post lesson	No effort or attention to meeting diverse student needs

		Strives to meet the learning needs of students using <b>culturally responsive teaching</b> (creates an atmosphere where all students can learn to the best of their ability)	Passionate and enthusiastic about providing challenging learning opportunities for all students	Can demonstrate culturally responsive teaching so all students can learn	Atmosphere created meets the needs of some students but not all	No attention to culturally responsive teaching
		Believes all learners can achieve at high levels and persists in helping each learner reach his/her potential (Promotes <b>growth mindset communicating high expectations</b> for all students)	Growth mindset with high expectations for all students	Growth mindset demonstrated for all students	Growth mindset for some diverse students but not all students	Comments indicate fixed mindset
	<b>6</b>	Demonstrates the importance of <b>using data</b> to make informed classroom decisions (data used for planning lessons)	Enthusiastically embraces data to make data driven decisions to guide inform and/or improve instruction on a regular basis	Can make a data driven decision to guide inform and/or improve instruction	Data discussed post lesson but not used for planning or making decisions	No evidence of using data
	<b>7</b>	Explains process of how <b>plan lessons</b> against <b>standards, learning progressions, student misconceptions, respecting student strengths and needs and cultural backgrounds</b>	Detailed advance planning to meet the needs of all students on a regular basis	Method of planning discussed to meet the needs of all students	Limited details on how planning occurs OR planning does not consider the needs of all students	Unable to discuss details in planning process
	<b>7</b>	Achieves high levels of <b>student engagement</b> and motivation through creative learning strategies (high level of student engagement)	Repeated examples of engaging and motivating students with creative learning strategies	Ability to engage and motivate students using creative learning strategies	Lessons are creative but candidate has difficulty engaging and motivating students	
<b>Critically Reflective</b>	<b>9</b>	Continually uses analysis and <b>reflection of own</b>	Repeated examples of analyzing and	Evidence of reflection and analysis	Shallow and limited analysis	No analysis or reflection

		<b>instruction</b> to make timely (in the moment) adjustments.	reflecting on instruction	of instruction to help grow as an educator	and reflection of teaching	on instruction
		Demonstrates flexibility to <b>adjust and revise</b> plans based on <b>learner needs</b> and changing circumstances for this lesson or for future lessons (flexibility to adapt to changing circumstances)	Flexible and willing to adjust and revised plans in a quick and easy manner	Flexible and willing to adjust and revise lesson plans	Difficulty in being flexible to adjust and revised plans	No flexibility to adjust and revise ideas
	<b>9</b>	<b>Actively seeks and uses feedback from supervisor and mentor</b> to improve teacher practice and <b>open-mindedness</b> to listen and implement new ideas (open-minded to new ideas and suggestions)	Enthusiastically seeks and uses feedback and open-minded to new ideas and suggestions	Evidence of actively seeking and using feedback being open-minded to new ideas and suggestions	Evidence of receiving feedback but no evidence of implementing to improve practice OR being closed minded to new ideas	No evidence of actively seeking and using feedback or closed minded to new ideas

**Candidate verbalized in own words expectations of moral and ethical practices in the classroom:**

**Concerns:**

**Based on the evidence presented today, I would:**

- a). enthusiastically recommend this candidate for student teaching\_\_\_\_\_
- b). recommend this candidate with reservation\_\_\_\_\_
- c). not recommend this candidate for student teaching\_\_\_\_\_

*This Interview rubric is based on the InTASC principles, the CAEP guidelines, the Indiana Department of Education REPA teacher standards and the conceptual framework for the Hanover College Department of Education. (revised 4/2019)*