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**Decision Point 2 Information and Guide**

**Introduction:**

Decision Point 2 is the gateway to student teaching. In Decision Point 2, the candidate will provide evidence of his/her readiness for a student teaching assignment. Decision Point 2 is scheduled at the end of the Methods series of courses. 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/Presentation and Part II: the DPT 2 Interview.

To pass Decision Point 2, the candidate must:

1. a) Have a **3.0 or higher GPA in their major** – there is NO flexibility on GPA. Candidates may need to retake a course.
2. b) NO scores of “1” in a non-negotiable criterion on the Methods Evaluation
3. c) 90% “effective” or “highly effective” on DPT 2 interview rubric
4. d) 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 tasks tailored to the candidate’s needs.

For 2024, the Decision Point 2 Presentation contains the items of the DP 2 Portfolio of the past, as well and demonstrating the candidate’s dispositional readiness for student teaching. Both the DP 2 Portfolio rubric and the DP 2 Presentation rubric will be scored by the panel of professional educators evaluating each DP 2 Candidate.

The candidate will create a narrated Power Point Presentation that covers each criterion of both rubrics in the order of the rubrics/InTASC standards.

Begin with the DP 2 Portfolio Rubric and create a presentation item for **each InTASC Standard** using the InTASC wording and include a rationale making your connection to the InTASC and REPA standards as well as an artifact demonstrating your use of the standards during your Methods courses. You will likely have 2-3 slides in your PowerPoint to do this. It is highly recommended that you create an outline as noted below.

**InTASC Standards:** These are a collection of ten InTASC standards which indicate best teaching practice. These ten standards will serve as the “backbone” of your portfolio. Your task is to provide evidence that demonstrates your understanding of these 10 standards. Evidence must be provided for **all** ten standards. The list of these ten InTASC standards is included in this packet.

**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/repa-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.**

**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. In most cases, you would only have one artifact per standard, but if necessary you may include a second artifact for a few standards.

 **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 use 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).

**See the end of this document for a sample rationale and rationale rubric**

**Dispositions**

Additionally, you will need each entry of your Presentation to demonstrate that you hold the professional dispositions of a professional educator – as per the *Presentation Dispositions Rubric.* Present these as part of each criterion in the portfolio as an additional reflection on the standard and to demonstrate your readiness for student teaching.

The best way to do that is to score your own Presentation using the two rubrics and confirming that your portfolio has the evidence of all of these.

**DP 2 Presentation Outline**

Use the following to outline your presentation Power Point to plan what you will include for each scored item.

**InTASC Standard 1**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 2**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 3**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 4**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 5**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 6**
**(InTASC 6.1)**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 6**
**(InTASC 6.2)**

* S Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 7**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations.

**InTASC Standard 8**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 9**
**(9.1)**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 9**
**(9.2)**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 9**
**(9.3)**

* S Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**InTASC Standard 9**
**(9.4)**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations.

**InTASC Standard 10**

* Standard: list this InTasc Standard wording (written out in your slide)
* Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard
* Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
* Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
* Disposition information as applicable from the rubric and/or moral ethical considerations

**Narrated Recording**
Once you have created your Power Point Presentation/Portfolio, and self-scored it by using the two InTASC rubrics in Tevera, and making certain you have the required evidence, it is time to use the **Record feature in PowerPoint** to narrate and present this to the teacher panelists who will evaluate and score it. This audio/video presentation will not be a word for word recitation of everything you have in the PowerPoint, but a summary or synopsis of the overall portfolio body to ensure scorers have an understanding of your readiness to student teach. This will be a big part of scoring the Dispositions rubric.

**PLEASE NOTE THAT THERE IS NO RECORDING EDIT FEATURE IN POWERPOINT.** If your presentation is too long (over 30 minutes) or you “mess up” then you will need to start the recording again. We recommend making a script for the narration recording. When you are satisfied with your Presentation, then you will need to save this final version of the Power Point in your One Drive as in some cases, scorers have had trouble accessing it in Tevera and you may need to send them a OneDrive link via email. Make sure the share is set to “anyone with the link can view”. This recording will be too large of a file to send as an attachment. You will also upload it in Tevera. Keep in mind that **the time limit for this recording is 30 minutes**. Your scorers will watch this prior to the interview and of course, can pause the recording at any time to view and score each criteria’s submission.

The Education staff will assemble a team of teacher evaluators and a schedule for the interview, as well as setting the evaluators up within Tevera. We will send you a list of your evaluators and students will assign the following to each of their evaluators:

-The presentation PowerPoint
-The Portfolio Rubric.

-The Dispositions Rubric

They will prescore the rubrics and then there will also be **live ZOOM for 15 to 20 minutes of Q and A** **time** after your scorers have viewed the PowerPoint recording in which they may ask you to elaborate on certain items in your presentation, etc. to finalize their scoring.

Once the panelists have signed and submitted their rubrics, you will be able to see the scoring. The scores will be reviewed by the EPP administration and goals set for student teaching.
Questions on content and/or scoring should be addressed to Dr. Bailey.

**Sample Rationale Format**

**Artifact:** Seating Chart

**Date:** Winter 2024

**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. Page 5 of 10

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

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.

