

EDPR 250 MG SEMESTER CHECKLIST

S/U	DUE DATE	ASSIGNMENT
	August 15	BBP Training
	September 11	Journal 1*, BBP Questionnaire, Teacher interview, Emergency Form
	September 18	Journal 2
	October 2	Journal 3
	October 9	Journal 4
	Midterm conference	Completed midterm self-evaluation through portal
	October 23	Journal 5
	November 6	Journal 6
	November 13	Journal 7
	November 27	Journal 8
	Final Conference	Completed self-evaluation & timecard through portal
	December 15	Online evaluation of coop, supervisor, and program
	Ongoing	Seminar Engagement**
	Ongoing	Dispositions (See Rubric)***
	Ongoing	Lesson Planning****

*Journal writing instructions/rubrics are found online. Students are expected to follow those instructions and achieve a score of at least 7/10 points. If this score is not met, the student will be required to rewrite the journal and achieve the appropriate score.

**Students will arrive to seminar on time, use laptops and phones only when directed, and participate in every seminar.

***Students must meet the dispositions as found below on the disposition chart at a satisfactory level.

****Students are expected to preconference with their supervisor before every observed lesson. Students must submit a completed lesson plan to their supervisor before that preconference. Students must be prepared to discuss the preconference form and the structure of the lesson as a whole.

Disposition	Description for Initial Licensure Programs	Aligned assessment
Fairness	Recognizes and adjusts instructional and assessment practices that may be unfair to some students; classroom discourse reflects respect, warmth, and sensitivity to students as individuals; teacher-student and student-student interactions are polite and characterized by active listening and turn-taking	Danielson 1B (demonstrating knowledge of students Danielson 1F (designing student assessments); Danielson 2A (creating environment of respect and rapport)
Belief that all students can learn	Establishes and demonstrates high expectations and rigor for all learners, instruction is differentiated as needed to encourage and challenge all individual students; persists in helping students achieve; expectation and recognition of effort and persistence by students	Danielson 2B (establishing a culture for learning) Danielson 1C (setting educational outcomes)
Commitment to collaboration, community, and reflective practice	Create and maintain professional collegial relationships that encourage working together toward improved educational practice and student success; thoughtful and accurate assessment of one's own effectiveness and consideration of alternative actions; engage in activities to improve practice— professional development and professional conversation with colleagues about practice	Danielson 4A (Reflecting on Teaching) Danielson 4D (participating in a professional community Danielson 4E (growing and developing professionally)
Professionalism	Presenting self professionally in appearance, grooming and punctuality; consistent and accurate performance in fulfilling program and school mandates and procedures; demonstrating integrity, honesty, and ethical conduct (including confidentiality) when addressing school and university responsibilities; demonstrating belief that students are highest priority in planning; challenging existing practices to put students first	Danielson 4F (showing professionalism)