

The teacher as a responsive, reflective professional: a partner in learning

Professionalism/Inquiry/Contextualism/Partnership

**EDM 441 Middle Childhood Internship 1: Professionalism & Practice Syllabus – 9 Credits**

**Fall 2018**

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**Office:**  Julka Hall room 347 **Office Hours:** before & after class plus by appointment

**Meeting Times:** Fridays, 9:00 am – 11:00 am **Room:** to be arranged

1. **Course Description**

Internship I is a structured field experience designed to accompany middle childhood methods courses in English, Science, Mathematics, and Social Studies. The internship prepares the interns for the practice of teaching by stressing practical applications of theory and research to the planning, delivery and evaluation of instruction. In Internship 1, interns explore that various roles of the teacher and begin formulating a personal philosophy for teaching while working in a school classroom under the direction of a mentor teacher and a faculty instructor or university supervisor. In general clinical settings, students are able to practice appropriate examination, evaluation, and intervention, technical, and communicative skills. Safe, ethical, and legal educational practice occurs under the supervision of clinical instructor(s). This course provides structure to application of academic content to relevant clinical practice situations. Students will spend 180 hours in the field (School and non-school settings), 30 hours in the classroom and 15 hours of seminar in Internship 1. All students enrolled in this class must have a valid and unexpired Clearance Report from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) on file with the college advising office.

*Pre-requisites:* EDM 351, EDM 352, ETE 351, EDL 301; 50% of courses in each concentration; Minimum GPA of 2.75;

Professional GPA of 3.0.

*Co-requisites:* Two methods courses from EDM 413, EDM 415, EDM 416, or EDM 417.

1. **Course Rationale**

The purpose of Internship I is to assist participants in making the transition from college student to a classroom teacher. Initially, it is important to observe and become orientated to the school building, students, and mentor teacher. It is an opportunity to put into practice topics and skills learned in your methods courses. Your mentor teacher and supervisor will guide you in assuming various duties, giving you feedback on your performance, suggesting resources to guide your planning, and supplying thoughtful critiques about all dimensions of your teaching.

1. **Texts**

### There are no texts associated with this course, though there may be the occasional reading of a professional article in preparation for discussion of a topic raised in seminar. These will be posted on Blackboard or handed out during seminar.

1. **Course Goals and Objectives with assignment alignment**

The student teaching experience provides opportunities for interns to apply the skills and knowledge they have accumulated during their preceding coursework at CSU, reflect on them and refine them. Each student will demonstrate his or her progress in the following areas:

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge objectives…** **The Teaching Candidate will know:** | **Course Assessment** | **CSU Outcome** | **CSU Framing** **Principles** |
| 1. the content taught as evidenced through lesson design and teaching observations. P/D | **Observations** *(form.)***Summary Triad** | **Knowledge of subject matter** | **Professionalism** |
| 2. the pedagogical theories and techniques used to employ the skills listed below. P/D | **Lesson Plan Rationale****Reflections** | **Knowledge of development & learning** | **Professionalism** |
| 3. the School Operating Standards. I/A | **On-line module** | **State of Ohio requirement** | **Professionalism** |
| 4. current educational research supporting “*best practices”* in teaching, management, and building community. P/D | **Observations** *(form.)***Summary Triad** | **Knowledge of development & learning** | **Professionalism** |
|  5. National, State, and local teaching standards. P/D | **Observations** *(form.)***Summary Triad** | **Knowledge of subject matter** | **Contextualism** |

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| **Skill objective…** **The Teaching Candidate will:** | **Course Assessment** | **CSU Outcome** | **CSU Framing** **Principles** |
| 1. Use standards to frame/focus lessons and units and explain how the learning activity meets the goal/state standards. P/D | **Lesson Plan Rationale****Observations** *(form.)***Summary Triad** | **Knowledge of development & learning** | **Professionalism** |
| 2. Plan lessons/units that are in-line with a middle school philosophy that are developmentally appropriate, cross-disciplinary, and connect with community context. P/D | **Observations** *(form.)***Summary Triad** | **Knowledge of development & learning** | **Inquiry****Professionalism** |
|  3. Design lessons that connect to student interest or background or real world application. P/D | **Observations** *(form.)***Summary Triad** | **Instructional Strategies**  | **Professionalism** **Contextualism** |
|  4. Design and implement units and lessons in which students engage in informational literacy. P/D |  **Observations** *(form.)***Summary Triad** | **Instructional Strategies**  | **Professionalism** |
| 5. Include strategies in your lessons for developing independent learners, critical thinkers, and problem solvers. P/D | **Observations** *(form.)***Summary Triad** | **Knowledge of development & learning** | **Inquiry****Professionalism** |
| 6. Provide opportunities for grades 4 – 9 students to collaborate in their learning. P | **Observations** *(form.)***Summary Triad** | **Knowledge of development & learning** | **Inquiry****Professionalism** |
| 7. Know how to use a variety of instructional technologies. Use instructional technologies in at least 50% of your lessons. P | **Observations** *(form.)***Summary Triad** | **Communication****Technology** | **Professionalism** |
| 8. Design lessons/units that are differentiated to meet the needs of the range of students in your placement. P/D | **Observations** *(form.)***Summary Triad** | **Knowledge of development & learning** | **Contextualism** |
| 9. Choose and design formative and summative assessments for given standards. P/D | **Observations** *(form.)***Summary Triad** | **Communication****Technology** | **Assessment****Professionalism** |
| 10. Analyzes student assessment data to determine success of lesson and propose future instruction. P/D | **Observation Reflection****Summary Triad** | **Assessment** | **Inquiry****Professionalism** |
| 11. Analyze the impact of lessons taught to grades 4 - 9 students on student learning, with student work as evidence to support reasoning. P/D | **Observation Reflection****Summary Triad** | **Assessment** | **Inquiry****Professionalism** |
| 12. Communicate content clearly as well as effectively communicate with students and colleagues. P/D | **Observations** *(form.)***Summary Triad** | **Communication** | **Professionalism** |
| 13. Effectively collaborate with students and colleagues to support student learning. P/D | **Summary Triad** | **Learning Environment** | **Partnership****Professionalism** |
| 14. Support classroom structures that maintain a community with a variety of students that work together when needed and are safe from harm. P/D | **Observations** *(form.)***Summary Triad** | **Learning Environment** | **Contextualism****Professionalism** |
| 15. Reflect on personal practice in lessons taught. P/D | **Observation Reflection** |  | **Inquiry****Professionalism** |

\*I=Introduce / P=Practice / D=Deepen / A=Assess

**College of Education and Human Services Dispositions**

One important aspect of your education is the development of *professional dispositions* —ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. These are connected with the following CSU outcomes: Communication, Personal philosophy, Professional development, and Collaboration and Professionalism. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions you received with your acceptance into your program is your guide. This list is also available at

<https://www.csuohio.edu/cehs/student-list-professional-dispositions>

1. **Course Requirements**

**Z) Participate in the teaching and learning process in your mentor teacher’s classroom. This includes co-teaching, tutoring, small group instruction and occasionally teaching a lesson. You will coordinate your activities with the mentor teacher and university supervisor. Interns complete at least 180 hours in the classroom, three hours per day, four days per week, fifteen weeks. Additionally at least 15 hours are dedicated to a seminar session that will be coordinated to meet regularly with the university supervisor or seminar instructor.**

The purpose of this assignment is for you to practice the various skills you have gained in the learning/teaching process. This is a key element of the course.

 ***Due: Fifteen weeks of field experience, 180 hours, plus seminar by end of term.***

**Y)** **Complete four learning cycles with your supervisor and two learning cycles with your mentor. A learning cycle entails**

**1) providing detailed lesson plans for each class you teach to your mentor teacher and university supervisor, with rationale; 2) being observed by your mentor teacher and/or university supervisor teaching the lesson;**

**3) analyzing student work to determine extent of student learning;**

**4) completing a written reflection on the success of the lesson that provides evidence to substantiate your claims;**

**5) discussing the lesson with your observer(s).**

**Please note that one of your learning cycles, generally cycle 3 will be the implementation of your practice edTPA and video recording.**

The purpose of this assignment is to provide you with detailed feedback on your development as a teacher as well as provide evidence of your skill in the learning/teaching process.

 ***Due: Supervisor Learning Cycle 1 – Week 5 or 6 Mentor Learning Cycle 1 – Weeks 2 - 7***

***Supervisor Learning Cycle 2 – Week 8 or 9 Mentor Learning Cycle 2 – Weeks 9 - 14***

***Supervisor Learning Cycle 3 – Week 11 or 12***

***Supervisor Learning Cycle 4 – Week 13 or 14 or 15***

***Plans for each cycle are due 2 days prior to observation; reflection 24 hours after the lesson.***

**X) Complete the practice Teacher Performance Assessment (edTPA)**

The purpose of this assignment is to give you practice with developing a small portfolio of evidence that showcases your skills as a teacher and to meet proposed state requirements for licensure.

***Due: Week 11 or 12***

**W) Reflect on the classroom experience capturing those reflections in writing.**

Reflecting critically and effectively is an important teaching skill and part of the learning/teaching process. This particular assignment will focus on practicing and strengthening that skill. The assignment consists of:

1) A detailed written reflection on one of five different aspects of learning/teaching process. This reflection should address the following prompts:

* 1. **Paragraph One:** What happened? Describe the circumstances leading up to the incident, exactly what happened, and why you think it happened that way.
	2. **Paragraph Two:** The outcome. Describe what happened as a result of the incident and if the outcome was satisfactory from your perspective.
	3. **Paragraph Three:** The implications. Discuss what implications this incident and its outcome has for your future teaching career and how this issue will impact your teaching as you progress as a new teacher .
	4. **Paragraph Four:** What would you change?

You will write each reflection on a different aspect chosen from the list below:

Classroom Management, Formative Assessment, Engaging all students, Class Discussion, Lecture/Demo, Use of technology

***Due: Spaced out in first ten weeks of term (Suggested to complete in first seven weeks)***

**V) Triad Self-Reflection**

The purpose of this reflection is to focus on your self as a professional, so while there is some overlap with your lesson reflections, this is focusing on your skill set beyond just the teaching. This consists of:

1) Completing the triad assessment form on yourself for each triad meeting;

2) Completing a written narrative reflection discussing how you have incorporated feedback from your mentor teacher and university supervisor into your practice. Include the feedback you have received for reinforcement and the feedback you have been given for refinement.

***Due: emailed to Supervisor 48 hours before the scheduled Triad meeting***

**U) Attendance at seminars**

The seminar will allow you opportunity to address issues and concerns you are facing in your internship experience as well as assist you in preparing for Internship II, the edTPA, and other licensure requirements. You will be required to attend a minimum of 15 hours of seminar. There will be a sign-in and sign-out sheet and the hours will be measured as 900 contact hours.

Seminars will be on Friday mornings from 9:00 am until 11:00 am with the room to be arranged. Your supervisor might ask you to come an hour early or stay an hour late to have a discussion pertaining to any observation or Taskstream item if necessary.

Here is the schedule of dates and major topics. Seminars will be a team approach with all the supervisors involved.

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| **Number** | **Week** | **Date** | **Major Topics to be covered** |
|  | Week 1 | Friday, 31 August | No seminar class |
| **1** | Week 2 | Friday, 7 September | Logistics, Blackboard, Taskstream, & Professional Standards,  |
| **2** | Week 3 | Friday, 14 September | Lesson Plans, CPAST, Reflections |
|  | Week 4 | Friday, 21 September | No seminar class |
| **3** | Week 5 | Friday, 28 September | Classroom Experiences & Classroom Management |
| **4** | Week 6 | Friday, 5 October | Instructional Strategies & Triad Expectations with Student-Led Conversations |
|  | Week 7 | Friday, 12 October | No seminar class |
| **5** | Week 8 | Friday, 19 October | edTPA: Planning |
| **6** | Week 9 | Friday, 26 October | edTPA: Instructional Video Recording |
|  | Week 10 | Friday, 2 November | No seminar class |
| **7** | Week 11 | Friday, 9 November | edTPA: Assessing with Feedback & using Data to Guide Instruction |
|  | Week 12 | Friday, 16 November | CSU Career Day so no seminar class |
|  | Week 13 | Friday, 23 November | Thanksgiving Vacation |
| **8** | Week 14 | Friday, 30 November | Response to Intervention & Positive Behavior Intervention Supports |
|  | Week 15 | Friday, 7 December | No seminar class |
|  | Week 16 | Friday, 14 December | Last day of the Fall semester |

***Please Note:***

*1) All assignments are due to your university supervisor or seminar instructor for review or evaluation. Please check with your university supervisor as to how she/he wants to coordinate that sharing with you, though most documents will be uploaded to Taskstream including edTPA. An active Taskstream account is required.*

*2) The practice edTPA requires video recording. Please speak with your supervisor as to options. Recording equipment can be borrowed from the Tech Center or see Annamarie Crell in the Office of Field Services, JH 187. You may need to have an empty flash drive for downloading from recording equipment.*

**Triad Partner Field Roles and Responsibilities**

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| --- | --- |
| Internship Student | * Observes and assists with individual and small group instruction in every class the mentor teacher is responsible for from the beginning of the experience.
* Develops and teaches lessons.
* Plans, implements, and assesses learner-centered lessons.
* Creates and grades assessments.
* Allows time for reflection (i.e. observation follow up forms, triad conferences).
* Attends all seminar sessions during the semester.
* Attends additional professional development seminars.
* Exhibits dispositions associated with CSU College of Education.
* Completes practice edTPA.
* Arranges for video recording of lesson to be used in practice edTPA, including supplying media on which to record, if needed.
* Completes on-line modules to meet Ohio Department of Higher Education requirements for new teachers.
* Completes all Taskstream Checkpoint 2 requirements at “meets expectation” level of quality.
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| Mentor | * Is present in the classroom whenever the intern is teaching.
* Models effective instructional practices, offers orientation to the classroom, provides materials and advice for intern’s lesson plans, fosters intern’s independent teaching by co-teaching.
* Observes intern and completes two formal observations or learning cycles using CSU forms. These may be summative over a number of observations, or a record of a particular instance of teaching.
* Facilitates reflections on experience both informally and by participating in a formative triad meeting mid-way through term
* Completes an additional summative evaluation of the intern with the university supervisor at the end of the semester (Triad Meeting).
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| University Supervisor | * Provides formative feedback on learning cycles, both in person and in writing uploaded to Taskstream.
* Observes intern and completes a minimum of four learning cycleformal observations with two walk-through observations.
* Video records segments for the practice teacher performance assessment (edTPA).
* Facilitates reflections on experiences, including triad conferences.
* Works with mentor teacher and intern to complete a summative evaluation of intern at the end of the semester (Triad meeting).
* Reviews all work uploaded to Taskstream.
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1. **Grading criteria**

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| **Assignment** | **Score Options // To Pass:** | **Submission Method** |
| Mentor Teacher Field Observations (2)  | Complete/Incomplete // Must be completed | Mentor emails to supervisor |
| Supervisor Field Observations/Learning Cycles (4)  | Complete/Incomplete // Observations have evidence of improving practice | Supervisor to Taskstream  |
| Guided Reflections (5) | 0 – 3 //At a minimum, reflections show growth over time and average score of last 3 must be 2.0 or better. | Email to seminar instructor |
| Triad Self-Assessment (2) | Complete / Incomplete; Must be completed | Email to supervisor |
| Final Triad Assessment | 0 – 3 // Overall Score of 2.0 or better, with no rubric row less than 1.0  | Supervisor to Taskstream |
| Practice edTPA | Complete/Incomplete // Must be completed | Uploaded to Taskstream |
| Online Modules | Complete/Incomplete // Must be completed | Completed on Taskstream |
| Seminar Attendance | Attend all seminars |  |
| No dispositional concerns outstanding at end of term | Required |  |

OR

|  |  |
| --- | --- |
| **Assessment Component** | **Grading Calculation** |
| Triad final assessment (1) | The overall average score from this assessment will make up 40% of your final grade. A 1.4 average score is a minimum passing score and no individual item score can be lower than 1.0. |
| All assignments includingGuided Reflections (5 entries)Post-observation reflection for learning cycle (4)  | Average scores on your reflections will be averaged with your average score on the Professional Development Plan and that score will make up 40% of your final grade. |
| Mentor Observations (2)University Supervisor Observations/Learning Cycles (4) | Progressive improvement over time in exhibiting more characteristics of good teaching is required. All items are required to complete course. |
| Practice edTPATriad self assessments with narrative (2)Seminar attendanceNo dispositional concerns outstanding at end of term | All these items must be completed to pass the course. |

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| **Description** | **Grade** | **% of Final Grade** |
| Assignments |  | 40% |
| End of the SemesterCandidate Pre-Service Assessment of Student Teaching (CPAST) |  | 40% |
| End of the Semester SPA |  | 20% |
| Total |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **D** | **F** |
| **Score** | > 1.64 | 1.63.- 1.52 | 1.51 – 1.40 | 1.39 – 1.28 | 1.27 – 1.16 | 1.15 – 1.04 | 1.03 – 0.92 | 0.91 – 0.80 | 0.79 > or less |

***See calendar for deadlines and due dates***

N.B. Not meeting all the requirements above will result in a failing grade for Internship I. A passing grade is required to move to Internship II.

***Plagiarism and cheating are not acceptable. Instances of either are subject to the university discipline policy and receipt of a failing grade for the course.***

1. **Course Policies**
2. Attendance/engagement policy.

Students are expected to be in attendance at every class session as sessions often involve student interactions to develop understanding. Additionally teacher candidates are expected to be modeling professionalism (as noted in “Dispositions”) with regular attendance. Participation in class is expected and a requirement for a passing grade.

1. Late assignment policy.

Assignments are expected on time. Please speak with the professor/supervisor if there are reasons that you cannot meet an assignment deadline in advance of the deadline.

1. Plagiarism/Academic Integrity. The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

 Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

 Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct.

 Procedures of reporting plagiarism are described in the Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or <http://www.csuohio.edu/academic/writingcenter>.

1. Students with Disabilities. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.
2. Technical Help*.* If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. These steps are for seeking help with technical questions only.
* Search the online knowledge bases: [Online Help Portal](http://smartipantz.perceptis.com/csuohio/Content/default2.aspx) or [AskeLearning](http://askelearning.csuohio.edu/kb/).
* Call the 24/7 Blackboard Help Desk at 216-687-5050 and select option #2 for Blackboard Support
* [Chat](https://chat.perceptis.com/c/csuohio/) with a live agent.

For general information or questions about eLearning, students may contact the Center for eLearning via phone (216-687-3960) or email (elearning@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response. The Center for eLearning operates Monday-Friday from 8 AM until 5 PM.

* Visit the Open Computer Lab – JH 118 – during posted hours.
1. Email. I generally checks email twice a day during the week and occasionally on the weekends.
2. The syllabus provides an accurate proposal to meet the learning needs of this class. It is, however, subject to revision at any time depending on needs of the class.
3. **Bibliography**

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Sprenger, M. (2010). *Brain-based teaching in the digital age.* Alexandria, VA: ASCD.

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1. **Course Outline**

**CALENDAR OF COURSE ACTIVITIES**

**\*\* SUBJECT TO CHANGE \*\***

|  |  |  |
| --- | --- | --- |
| **Week of** |  **Session Agenda** | **Readings/Assignments Due:**  |
| **27 Aug** | **No Session – email check-in with supervisor on placement** | **~ Begin field experience****~ Email supervisor on any placement issues** |
| **5 Sept** | **Field Discussion****Review Due Dates** | **~ Employment docs started****~ Complete guided reflection #1** |
| **10 Sept** | **Field Discussion** | **~ Complete guided reflection #2** |
| **17 Sept** | **No Session** | **~ Complete guided reflection #3** |
| **24 Sept** | **Field Discussion****Special Education** | **~ First learning cycle observation completed by the end of this week****~ Complete guided reflection #4** |
| **1 Oct** | **edTPA Intro/Practice Plan** | **~ Complete guided reflection #5** |
| **8 Oct** | **No Session** | **~ Mentor observation #1 completed by end of this week** |
| **15 Oct**~ Midterm ~ | **Field Discussion****Evaluate Student Work** | **~ Formative Triad meeting this week****~ Self-Evaluation for Triad due** |
| **22 Oct** | **Field Discussion** | **~ Second learning cycle observation completed by end of this week** |
| **29 Oct** | **Field Discussion****Assessment** |  |
| **5 Nov** | **No session – work on practice edTPA**   | **~ Third learning cycle observation should happen by end of week** |
| **12 Nov** | **Field Discussion****Student Choice Topic** | **~ Work on practice edTPA** |
| **19 Nov** | **No Session** | **~ Work on practice edTPA** |
| **26 Nov** | **No Session** | **~ Walk through by supervisor** |
| **3 Dec** | **Field Discussion****Context for Learning****Clean up** | **~ Fourth learning cycle observation should happen by end of week****~ Attendance form to university supervisor** |
| **10 Dec** | **No Session**  | **~ Final summative triad meeting held****~ Self-Evaluation for Triad due** |