

Alabama A & M University
College of Education, Humanities, and Behavioral Sciences



AAMU Clinical Internship Handbook



**Undergraduate (Class B)
and
Graduate (Alternative Class A)**

Revised: July 17, 2018

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“The Educator as a Service Professional”

COURSE SYLLABUS

This syllabus represents a contract between the candidate and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance assessment. Any official changes to this syllabus will be made in writing and provided to each candidate. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is subject to change with advanced notice in writing. Additionally, a candidate is officially enrolled in this course until such time as the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by candidates registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further.

Candidates are responsible for confirming that the call number for the course is the number for the section in which they are actually registered and should be attending.

Course:	Name:	Course:	Name:
ART 495/595	Internship in Art	MUS 495/595	Internship in Music Education
SPE 495/595	Internship in Special Education	PED 495/595	Internship in Physical Education
SED 495/595	Internship in Secondary Education		
ECH 495/595	Internship in Early Childhood Education		
ELE 495/595	Internship in Elementary Education		
FCS 495/595	Internship in Family & Consumer Sciences		
Credit Hrs.	12 Credit Hours/6 Credit Hours		

Course Description:

This course entails one semester of full-time teaching under the immediate direction of cooperating teachers and university supervisors in off-campus public schools. Upon return to the campus, candidates share their experiences, discuss problems, and develop new techniques in a professional seminar.

Rationale/Relationship to Conceptual Framework:

This course represents a performance-based approach to teacher education designed to enable the candidate to become an education service professional with knowledge, skills, and dispositions required by institutional, state, regional, and national standards. Through a constructivist design, learning will be facilitated by the candidates’ participation in activities that will involve the intellect as well as dispositions. Creativity in learning will be facilitated by collaboration and feedback that should result in continual reflection and self-assessment. The ultimate outcome of this course is the further development of a skilled, highly proficient educational practitioner.

Primary Textbook: Alabama A&M University: <i>The AAMU Clinical Internship Handbook- Undergraduate and Initial Graduate (Alternative Masters)</i>
Suggested Readings: edTPA Guide
Additional Resources: Watermark software

COURSE LOCATION

Building: Carver Complex North	Day: Thursday Seminars
Room: 218	Time: 4:00 -5:00 P.M.

INSTRUCTOR INFORMATION

Instructor: Internship Supervisor	Office Hours: Check Schedule at the beginning of each semester
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Classroom Procedures:

Each candidate receives a Clinical Internship Handbook, with course syllabus, during the first internship orientation meeting of the semester. At that time, the Director of Field Experiences and School Partnerships reviews the internship handbook and syllabus, issues assignments, and responds to candidate inquiry. The instructors of record for the candidate's internship course are the assigned university supervisor and cooperating teacher. Candidates are expected to follow the Clinical Internship Handbook for internship requirements and class attendance and dispositions. Any official changes to the syllabus are made in writing and provided to each candidate. Additionally, a candidate is officially enrolled in this course until such time as the university procedure for withdrawal from the course becomes official.

Course Objectives and standards:

Prior to completing this course, the candidate shall exhibit the following:

- **Knowledge of content and skills** - Understands the central concepts, tools of inquiry, and structures of the disciplines taught, and can create learning experiences that make these aspects of subject matter meaningful for students.
- **Knowledge of learners and the learning process** - Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- **Knowledge of diversity and the learning process** - Understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners.
- **Ability to use various instructional strategies** - Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- **Ability to use motivation strategies** - Uses and understands individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- **Ability to use communication strategies** - Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Ability to plan instruction effectively** - Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- **Ability to use assessing, diagnosing and evaluating strategies** - Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- **Ability to reflect on practice** - Continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally.
- **Ability to establish home-school-community relations** - Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

ASSIGNMENTS

1. **edTPA** – Tasks 1-3 and Elementary Majors Tasks 1-4 (Post local in Watermark)
2. **Electronic Internship INTASC TWS Portfolio in Watermark**

All interns are required to complete and submit an electronic portfolio via Watermark. The portfolio is to be composed according to the requirements listed in the Clinical Internship Handbook. The determination of the final grade from the University Supervisor will be based, in part, on the performance on this portfolio assignment as deemed acceptable by the University Supervisor as indicated on the electronic scoring rubric.

3. **Reflective Journal**

The candidate will maintain a reflective journal throughout the internship experiences. Journal entries should be made weekly using the format shown in the Internship Handbook on the "Internship Reflective Journal" form. Journal reflections are uploaded to the Watermark portfolio. Entries may be scanned and uploaded into Watermark. Alternatively, entries may be created in Watermark as Watermark documents using the format provided in the internship handbook. Journal reflections will be assessed at the time of the submission of the Watermark portfolio and evaluated as "Satisfactory" or "Unsatisfactory."

4. **Teaching**

The internship is a full semester, offered during fall and spring semesters. During the fall and spring semesters, interns engage in a minimum of 20 days of full time teaching. At least 10 of the 20 days must be consecutive. The candidate is assessed, by the university supervisor and cooperating teacher, on abilities as a professional educator while engaged in a minimum of 20 full days of actual teaching and related tasks. During Triad Discussions, the cooperating teacher and university supervisor discuss the evaluations with the candidate, and, if necessary, develop a plan of action for the candidate to address deficiencies. The plan of action is to be implemented prior to the summative evaluation. It is assumed that the cooperating teacher and university supervisor have consistently evaluated the intern's abilities using the assessment instruments in the Clinical Internship Handbook. The intern must receive an overall rating of "3-Meets Expectations" by the university supervisor and cooperating teacher.

Final Grade Determination:

Cooperating Teacher: 2/5 (40%)
University Supervisor: 2/5 (40%)
Watermark Portfolio/edTPA: 1/5 (20%)

Grade Point:

100 – 90.0%	A
89.9 – 78.0%	B
77.9 – 66.0%	C
65.9 – 55.0%	D

Introduction

The internship program for aspiring teachers bridges the gap between theory and practice. It is regarded as the most significant clinical experience in the educator preparation program. The intern experience is a collaborative endeavor by the teacher candidate, students, cooperating teacher, school administrators, and university supervisor. The AAMU Clinical Internship Handbook is designed to provide general information about the College of Education, Humanities, and Behavioral Sciences and the Office of Field Experiences and School Partnerships. Included are specific requirements of the internship program, the responsibilities of all program participants, and procedures to facilitate successful completion of the pre-clinical experience.

The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher candidate. Prior to program completion, an intern must teach full-time for at least ten consecutive days.

For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).

For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics or elementary education and elementary-level collaborative special education or health education and physical education), the internship may be divided between the two teaching fields.

For P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades.

The internship for the early childhood shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.

For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

A candidate who has met all State requirements for unconditional admission to an Alternative Class A program and is employed in an Alabama school may complete the internship in the candidate's classroom if both of the following requirements are met: (1) The candidate holds a valid Special Alternative Certificate endorsed for the teaching field appropriate to the candidate's teaching assignment, AND (2) On-the job internship placements are permitted by EPP written policy.

The Educator Preparation Provider (EPP) and its school partners, through collaborative procedures, jointly determine the specific placements of internship candidates to provide appropriate learning experiences with depth and breadth.

Definitions

Candidates – Pre-service or in-service persons enrolled in higher education for the purpose of earning initial or advanced certification in a teaching field or area of instructional support or for professional development purposes.

Clinical Faculty – Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Practice – An internship that provides candidates with an intensive and extensive culminating experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

Cooperating Teacher - P-12 clinical faculty working in the public schools.

Educator Preparation Provider (EPP) – A term adopted by CAEP to mean the entity for the preparation of educators.

Field Experiences. Prior to the internship, a variety of early and ongoing field-based contacts in P-12 schools that are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, and supervised teaching that contribute to the understanding and competence of the candidate.

Initial Certificate. The first Alabama certificate in each specific teaching field or area of instructional support issued to an educator.

Intern Supervisor – A person assigned by the college or university to supervise interns.

Internship – Experiences in public P-12 schools or settings accredited by the National Association for the Education of Young Children to serve children from birth through kindergarten and culminating in the exercise of responsibility for the teaching or instructional support role for which the candidate is preparing under the supervision of P-12 personnel and the institution of higher education in which the candidate is enrolled.

Kindergarten. In Alabama schools, the word kindergarten typically refers to programs for five-year olds. As used in this chapter, kindergarten refers to programs for five-year-olds.

Preschool or Pre-k. Any level prior to kindergarten.

Program Checklist. An official document identifying all courses required to complete a State-approved educator preparation program. Program checklists are submitted by an institution and approved by the Alabama State Board of Education following a review. The official State approved checklist will be used as the basis for issuing a certificate.

Students – Children or youth enrolled in and attending P-12 schools.

Alabama A & M University Mission Statement

Alabama Agricultural and Mechanical University reflects the uniqueness of the traditional land-grant institution, combining teaching, research service, liberal arts, and vocational fields. The University offers baccalaureate, master, and doctoral degrees that are current with the times to all qualified and capable individuals who are interested in further developing their technical, scientific, professional, and scholastic skills and competencies. The university operates in the three-fold function of teaching, research, and extension and other public services. Alabama A&M University, a center of excellence, provides an educational environment for the emergence of scholars, scientists, leaders, critical thinkers, and other contributors to a global society. In cooperation with business, industry, governmental agencies, and other private and community-based institutions, Alabama A&M University provides a laboratory where theory is put into practice globally. Alabama A&M University is committed to:

1. Excellence in education and the creation of a scholarly environment in which inquiring and discriminating minds will be nourished.
2. Education of students for effective participation in local, state, regional, national, and international societies.
3. Search for new knowledge through research and its applications.
4. Provision of a comprehensive outreach program designed to meet the changing needs of the larger community outside the campus.
5. Programs necessary to adequately address the major needs and problems of capable students who have experienced limited access to education.
6. Integration of state-of-the art technology into all aspects of University functions.

College of Education, Humanities, and Behavioral Sciences Mission and Objectives

The College of Education, Humanities, and Behavioral Sciences at Alabama A & M University views its mission as that of preparing P-12 teacher candidates to be effective educators, and service professionals, who can help all students learn. Through the various programs, that incorporate teaching, research, and service, the College of Education, Humanities, and Behavioral Science's mission is consistent with the land-grant mission of Alabama A&M University.

The teaching mission strives to provide P-12 undergraduate and graduate teacher candidates and other school personnel with professional and disciplined-based knowledge, abilities, and dispositions to help all children learn and that lead to a State of Alabama Professional Educator's Certificate. The research mission promotes and facilitates the development and dissemination of knowledge, abilities, and dispositions relating to effective teaching and learning. The service mission establishes and maintains collaborations and partnerships that solidify the infrastructure and facilitate the changes necessary to improve education. Each teaching, research, and service mission is supported by a set of objectives that give meaning and direction for its attainment.

Teaching objectives:

- identify and select state and national standards that express and exemplify the knowledge, abilities, and dispositions of educational professionals
- create and maintain positive and supportive learning environments in which candidates desire to acquire the knowledge, abilities, and dispositions possessed by exemplary professional educators
- engage candidates in a series of supervised, developmentally-sequential, clinical field experiences, to develop the requisite proficiencies of an educational service professional
- use a variety of assessment strategies for determining candidate proficiencies and unit effectiveness

Research objectives:

- create and maintain an environment to support engagement in research and other scholarly pursuits that results in more effective approaches to teaching and learning
- maintain a high level of familiarity with current research and scholarly activity within the field of education
- disseminate up-to-date knowledge, abilities, and dispositions through classroom teaching, professional writing, and presentations to professional associations and other community groups
- conduct assessments for the improvement of programs and operations of the College of Education, Humanities, and Behavioral Sciences

Service objectives:

- establish and maintain internal and external groups to provide advice and counsel relating to improving educational services
- establish and maintain partnerships with accredited P-12 school sites to improve the quality of teacher preparation
- form alliances with business, cultural, and other community groups in support of public education

Graduates of the College of Education, Humanities, and Behavioral Sciences are educators as service professionals who (1) are proficient and effective communicators, (2) have current professional knowledge and abilities, (3) are able to create and maintain a positive and supportive learning environment, (4) can facilitate learning by all students, (5) can effectively assess student learning, (6) engage in continual professional development, and (7) exhibit professional dispositions at all times.



MISSION, VISION, THEME, VALUES AND BELIEFS

In accordance with the university's mission, the EPP's mission encompasses teaching, research and service. The mission of the EPP is to: prepare P-12 teacher candidates and other school personnel to attain their Alabama Professional Educator Certificate and become effective educators as service professionals with knowledge, skills, and professional dispositions to help all students learn; promote and facilitate research, and support the advancement and dissemination of high-quality knowledge, abilities, and professional dispositions relating to effective teaching and learning; and, establish and maintain collaborations and partnerships to effect changes and improvements in education. The **vision** of "producing highly competent providers of professional educational services," is practiced through the **theme** *The Educator as a Service Professional*. This theme is consistent with the university's motto: *Service is Sovereignty*. The EPP collaborates with the other colleges of the University to achieve its mission and vision.

The four tenets on which the programs in the EPP rests are (1) Planning, (2) Preparing, (3) Performing, and (4) Assessing Proficiencies. These have grown out of a rich tradition of preparing teachers for North Alabama, the southern region, and the nation. The four tenets which are viewed as interrelated processes ensure coherence of curriculum and instruction, field and clinical experiences, and assessment across the professional education components, as well as, across each teaching field component of programs. Every program, whether initial or advanced, adheres to four tenets. Candidate learning and EPP operations consistently refer to how well the EPP is preparing teachers and other school personnel who are capable of planning for effective instructional experiences; preparing activities and experiences that have positive impact all students' learning; performing in a professional and ethical manner to ensure student learning and achievement; and continually assessing proficiencies of students to determine student knowledge and inform educational activities and experiences.

Four Tenets as Interrelated Processes

The four tenets are interrelated processes: (1) Planning, (2) Preparing, (3) Performing and (4) Assessing Proficiencies were initially characterized by Mitzel's (1969). Conversely, Dunkin and Biddle (1974) characterized the four processes as Presage, Context, Process and Product. The four interrelated processes of the conceptual framework of Alabama A&M University EPP are developed from this framework and stands as the foundation of accountability for the actions of candidates in learning as well as the actions of the EPP in assuring candidate learning and readiness for teaching.

Planning Process. This area of the conceptual framework categorizes the actions of university faculty and, ultimately, the candidates in making decisions about what will be taught, how it will be taught, what candidates and students will do to indicate that they have learned, and making decisions about how candidate and student learning will be evaluated. It takes into account what candidates bring to the program as developing educators as well as the personality traits, teaching skills and teaching styles of university and clinical faculty that ultimately influence instructional decisions.

Preparing Process. This area of the conceptual framework categorizes the attributes of the candidate as they engage in the process of learning through both verbal and nonverbal communications. These attributes include the prior knowledge, skills and professional dispositions that candidates bring to the professional preparation programs. This tenet also categorizes the activities of the EPP that use the backgrounds of candidates to help develop competent educators.

Performing Process. In this tenet of the conceptual framework, candidates and students engage in observable acts to demonstrate their level of mastery of specific knowledge, skills and professional dispositions. This tenet further categorizes the courses, field experiences, and other activities of the unit that allow candidates and students to demonstrate learning. The Performing tenet provides the framework for assessing the viability of the experiences within the EPP that allow candidates to demonstrate their mastery of institutional, state and national standards of performance.

Assessing Proficiency Process. This area of the conceptual framework categorizes the activities and methods used by faculty and candidates to make decisions about measuring the knowledge, skills and professional dispositions outlined in institutional, state and national standards. The Assessing Proficiency tenet provides the framework for assessing the experiences provided by the unit to facilitate continuous improvement in candidate learning and program and EPP effectiveness.

Charts 2a and 2b show the candidate and EPP variables of teaching and learning aligned with the Dunkin and Biddle Model of Teaching and Learning Process and the Interrelated Processes.

**Chart 2a. AAMU Candidate and EPP Alignment with the Dunkin and Biddle Model—
Planning/Preparing Processes.**

	Dunkin and Biddle (1974)	Candidate	Educator Preparation Provider
Planning <i>(Presage)</i>	<p>Variables that influence teachers and their teaching behaviors.</p> <ul style="list-style-type: none"> ● Personality traits ● Teaching skills ● Teaching styles ● Personal characteristics 	<p>Variables that influence the attributes of the candidate in the educator preparation program as a teacher, administrator or counselor.</p> <ul style="list-style-type: none"> ● Philosophy of education ● Prior knowledge and skills ● Pre-professional dispositions 	<p>Variables that influence the actions of university faculty in their teaching behaviors.</p> <ul style="list-style-type: none"> ● Teaching style ● Teaching skill ● Interactions with candidates
Preparing <i>(Context)</i>	<p>Variables that involve the background of the learners including their personality traits and learning styles.</p> <ul style="list-style-type: none"> ● Prior knowledge and skills ● Motivation and attitudes 	<p>Variables that influence the attributes of the candidate in the educator preparation program as a student.</p> <ul style="list-style-type: none"> ● Philosophy of education ● Prior knowledge and skills ● Pre-professional dispositions 	<p>Variables that influence what the EPP does to use the backgrounds of candidates to help them develop as competent educators.</p> <ul style="list-style-type: none"> ● Tests of prior knowledge ● Constructivist classroom experiences ● Pre-professional disposition evaluations

CAEP
Clinical Partnerships and Practice
(www.caepnet.org)

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

The Clinical Partners

(www.caepnet.org) Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparations and shared responsibility for continuous improvement of candidate preparation.

(www.caepnet.org) Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development.

(www.caepnet.org) The partners design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions.

The roles of the clinical partners are to provide a high-quality developmentally sequential continuum of experiences so that candidates can develop the knowledge, skills, and professional dispositions necessary to positively impact all P-12 students' learning and development.

The planned activities are divided into several components: planning, instructing, assessing, and reflecting.

Comprehensive in its approach, the program encompasses the following aims:

- (1) to provide the candidates an opportunity to gain greater knowledge of the problems and concerns that affect education and help them develop greater awareness of the vast responsibilities inherent in professional teaching.
- (2) to provide learning situations through which prospective teachers may develop their ability to complete the following:
 - communicate effectively with the school, parents, and the community
 - function in a democratic and multicultural school and in the greater community setting
 - plan for professional development
 - develop and/or sharpen skills in understanding how candidates learn, managing the class, organizing the classroom, planning for instruction, and assessing instruction and candidate performance

The InTASC Model Core Teaching Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer this set of Model Core Teaching Standards that outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. This "common core" outlines the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share. More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

At A Glance InTASC Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every P-12 student reaches the goal of being ready to enter college or the workforce in today's world.

I. The Learner and Learning

Standard 1: Learner Development — The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences — The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments — The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

II. Content

Standard 4: Content Knowledge — The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content — The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III. Instructional Practice

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. Professional Responsibility

Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_%28intasc%29.html

InTASC Glossary of Terms

This glossary includes only those terms that are helpful to understanding how the InTASC standards have changed, particularly where new emphases or new understandings are implicated:

Academic Language

Academic language, tied to specific subject area disciplines, captures through vocabulary, grammar, and organizational strategies the complex ideas, higher order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks, and formal presentations in a subject area and differs in structure and vocabulary from everyday spoken English.

Assessment

Assessment is the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes, aligned with instructional and curricular goals and objectives. Formative assessment findings should be used as a continuous feedback loop to improve teaching and learning. Summative assessment results should be used to make final decisions about gains in knowledge and skills.

- *Formative Assessment*

Formative assessment is a process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, the use of assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promote learner awareness of growth and needed improvement, and a partnership between teachers and learners which holds both parties accountable for learner achievement and success.

- *Summative Assessment*

Summative assessment is the process of certifying learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of summative assessment include end-of-unit tests, final exams, semester exams, portfolios, capstone projects, performance demonstrations, state-mandated tests, the National Assessment of Educational Progress (NAEP), and accountability measures (e.g., Adequate Yearly Progress or AYP).

Collaboration

Collaboration is a style of interaction between individuals engaged in shared decision-making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute and they share decision-making authority and accountability for outcomes.

Content Knowledge

Content knowledge includes not only a particular set of information, but also the framework for organizing information and processes for working with it. The traditional definition of content knowledge has been extended in these standards in three ways. First, it incorporates the notion of “pedagogical content knowledge,” which blends content and effective instructional strategies for teaching particular subject matter, including appropriate representations and explanations. Second, it includes connections to other disciplines and the development of new, interdisciplinary areas of focus such as civic literacy, environmental literacy, and global awareness. Third, the notion of content knowledge is further extended to include cross-disciplinary skills as tools of inquiry and means to probe content deeply and apply it in real world contexts.

Cross-disciplinary Skills

Cross-disciplinary skills 1) allow learners to probe content deeply (e.g., reading comprehension, critical thinking), 2) connect academic disciplines to one another (e.g., problem solving), 3) can be applied to and may be used differently within various fields (e.g., critical thinking in biology vs. critical thinking in literary analysis), and 4) should be taught explicitly in the context of a given content area (e.g., accessing and interpreting information). These skills include critical thinking, problem solving, collaboration, effective oral and written communication, accessing and analyzing information, as well as adaptability, creativity, initiative, and entrepreneurialism.

Cultural Relevance

Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning.

Data and Use of Data

Learner data are factual, evidentiary forms of information about individuals or groups of learners that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning. Examples of learner data include, but are not limited to 1) learner demographics and background information, 2) documented information about learning needs and prior performance, 3) learner class work, homework, and other formal and informal works produced by the learner, 4) progress charts, records, and anecdotal teacher notes from formative assessments and/or classroom observations, 5) end-of-unit teacher-developed tests or summative performances and course grades, and 6) external test scores. Using data in instructional decision making is a continuous, cyclical process of making instructional decisions based on the analysis of learner data. Using data to inform instructional decisions involves key processes—assessing, analyzing, planning, implementing, and reflecting. Data-informed instructional decision-making uses data from multiple sources to understand learning strengths and needs in order to suggest classroom and school-wide instructional solutions. This same cyclical process can be applied to larger education decisions affecting school climate and school improvement efforts, with expanded sets of data that may include, for example, teacher evaluation and professional development, parental involvement and resource allocation.

Diverse Learners and Learning Differences

Diverse learners and students with learning differences are those who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning. Learning differences are manifested in such areas as differing rates of learning, motivation, attention, preferred learning modalities, complexity of reasoning, persistence foundational knowledge and skills, and preferred learning and response modes.

Diversity

Diversity is inclusive of individual differences (e.g., personality, interests, learning modalities, and life experiences), and group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background).

Inclusive Learning Environment

Inclusive learning environments are welcoming and accepting of each and every learner including those who are vulnerable to marginalization and exclusion and those who traditionally have been left out or excluded from appropriate educational and learning opportunities. Inclusion incorporates and expands the concept of inclusion that is most frequently associated with the goal of equal access to general education for students with disabilities. Inclusive approaches embrace diversity; provide access to high-level knowledge, skills, and application for every student; adapt instruction to meet individual needs; encourage co-teaching and collaboration among general and resource educators; foster collaboration with families and community members; maintain high expectations of all students; and support student achievement and growth.

Leadership

Leadership in this document refers to attributes of the teacher that include but are not limited to: 1) a view of the teacher's role in education as multifaceted; 2) a keen sense of ethical responsibility to advance the profession while simultaneously advancing knowledge, skills, and opportunities for each learner; 3) a deep commitment to teaching that includes a willingness to actively engage in professional development to expand knowledge about teaching and learning; 4) a willingness to take on the mantle of leadership in the classroom and among colleagues without a formal title; 5) a recognition of when to lead and when it is appropriate to allow others to lead; 6) knowledge of when and how to marshal a variety of stakeholders to work toward a common cause; 7) an ability to regularly garner resources, both human and material, for the betterment of the students and the school; and 8) the ability to make sound decisions based on the appropriate use and interpretation of quality data and evidence. Teacher leaders function well in professional communities, contribute to school improvement, and inspire their students and colleagues to excellence.

Learning Environment

A learning environment is a complex setting designed to attend to the learner(s), the context, and the content simultaneously. Regardless of the setting whether traditional classroom, community-based, virtual, or other alternative format a learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building

understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. Learning environments can be created in varied settings, and the traditional classroom environment itself can be stretched to become more experiential and technology-rich. Technology can engage learners with experts and fellow learners around the world, providing access to authentic problems and real-world applications. The development of technology enriched learning environments can enable learners to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

Learning Progressions

Learning progressions for students are descriptions of increasingly sophisticated ways of thinking about a topic and have been proposed as solutions to such educational problems as a lack of curricular coherence, developmental inappropriateness of curricula, misalignment between instruction and assessment, and weaknesses in support for valued teaching practices. They can support teachers' formative assessment practices and help teachers use learners' prior knowledge in productive ways. By laying out the territory that learners are likely to traverse in coming to understand a given concept, these tools can help teachers recognize their learners' misconceptions as productive steps on the way to full understanding. Similarly, learning progressions for teachers are descriptions of increasingly sophisticated ways of thinking about and enacting teaching practice. They suggest trajectories of growth that both depend upon learning from experience and are influenced by support from mentors, interaction with colleagues, and engagement in ongoing professional learning.

Professional Development and Professional Learning

Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger organizational learning priorities for school improvement. Professional learning engages teachers in working with others to deepen their content knowledge, sharpen their instructional skills, and develop their ability to use data for meaningful decision-making. Thus, professional learning is an ongoing job-embedded process that supports transfer of newly learned knowledge and skills to practice. Such learning also needs to be continuously evaluated and refined.

Responsibilities of the Principal

- works with the Director of Field Experiences and School Partnerships to select and match the cooperating teacher with the pre-service candidate
- orients the candidate with respect to policies and traditions of the school and community
- works as a team member with the director, university supervisor and the cooperating teacher to ensure that a successful internship experience occurs
- assists the cooperating teacher in providing an open and well-balanced learning situation for the intern
- arranges with members of the faculty a schedule of candidate visits to other classrooms during the internship period

Responsibilities of the Director of Field Experiences and School Partnerships

- collaborates and plans with local education agency personnel in making intern assignments
- maintains records of intern assignments, cooperating teachers, and cooperating schools
- conducts orientations, training, and other seminars for interns, cooperating teachers and university supervisors
- makes formal and informal assessments of the field experiences program and recommends adjustments based on the results of the evaluation
- serves as liaison between the University and local education agencies

Collaborative Placements and Assignments

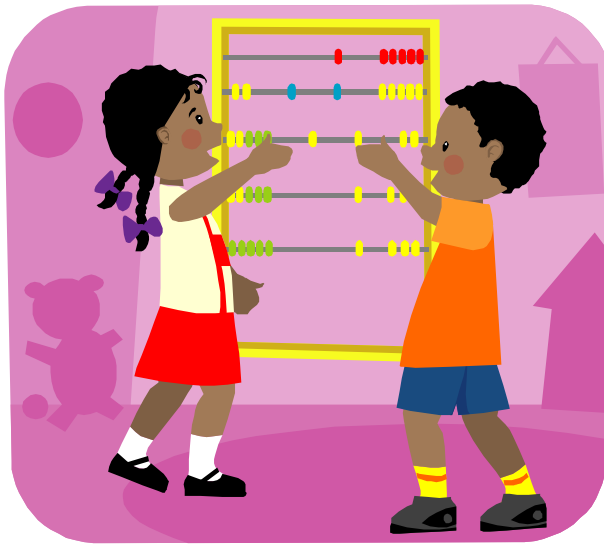
All intern placements are coordinated by the Office of Field Experiences and School Partnerships. Candidates should not attempt to arrange an assignment with a particular principal, teacher, or school.

The principal and field director collaborate together (jointly) in the selection process of the cooperating teacher. The cooperating teacher must meet the following Alabama State Board of Education requirements:

- National Board-Certified in specific content area or Teacher of the Year
- certified in the area of teaching
- hold at least a master's degree
- have at least three years of educational experience in his/her teaching field
- currently teaching classes in the intern's teaching field
- model good professional practice
- having a positive impact on student learning

INTERNS

(The following section contains information and materials for the internship candidate.)



The Internship Application Process

Each candidate is responsible for making application for internship to the Office of Field Experiences and School Partnerships one semester before the intended internship. The final dates for submission of the application are shown below:

<u>INTERNSHIP SEMESTER</u>	<u>APPLICATION DUE</u>
FALL	March 30
SPRING	September 30

Undergraduate eligibility requirements include the following:

- Admission to the Educator Preparation Program
- 100% completion of coursework
- Minimum required grade point average (GPA) of 2.75/4.0 in each of the following: in general studies, professional studies, the teaching field, and overall
- Submission of approved substitution forms (if applicable)
- Removal of all grades “D,” “F,” and “I,” in professional studies and the teaching field
- Minimum of 205 hours of field experiences plus additional documentation of at least one full day of field experiences at the opening of the school year and one full day of experiences at the closing of the school year (100 hours of diversity)
- Passing score on all required Praxis II test(s)
- Pass all parts (reading, writing, and mathematics) of the Praxis Core (assessment started 9-1-2017) AECAP previous assessment administered
- Cleared background check
- Purchased subscription to Watermark – Field Experiences edition
- Clear the Field Experiences Audit

Nontraditional Alternative graduate eligibility requirements include the following:

- Unconditional admission to the Educator Preparation Program
- Completion of all undergraduate requirements
- A grade point average (GPA) of 3.25/4.0
- Completion of all coursework
- Minimum of 205 hours of field experiences plus additional documentation of completion of one full day of field experiences at the opening of the school year and documentation of at least one full day of field experiences at the closing of the school year (100 hours of diversity)
- Passing score on all required Praxis II test(s)
- Pass all parts (reading, writing, and mathematics) of the Praxis Core (assessment started 9-1-2017, AECAP previous assessment administered)
- Cleared background check
- Purchased subscription to Watermark – Field Experience edition
- Clear the Field Experiences Audit

After the candidate applies for the internship, an eligibility audit is prepared. The Director of Field Experiences and School Partnerships communicates, in writing and/or email, the candidate’s status regarding the internship.

Policies and Procedures

1. The internship is a full-time assignment, for a minimum of a full semester, with a minimum of twenty days of full-time teaching, ten of which are consecutive.
2. Placements are in accordance with Alabama State Department of Education Code requirements.
3. The middle-level and secondary internship program is divided between two teaching fields, if applicable.
4. The P-12 internship programs (art, music, PE) are divided between the (early childhood/ elementary) and (middle/high school) grades.
5. The early childhood internship program includes a Readiness Program, pre-school, or kindergarten placement.
6. The elementary education internship program includes a lower (1-3 grades) and upper (4-6 grades) placement.
7. Interns are given experiences in all responsibilities of the classroom teacher.
8. Interns are under the control and direction of the cooperating/mentor teacher and principal at the school during the period of the internship assignment.
9. Interns follow the calendar of the school system to which they are assigned. The vacation days of the school system to which the candidate is assigned are the days that will be observed by the candidate regardless of University holidays.
10. Interns assume the schedule of the cooperating teacher during the internship period. That is, if the cooperating teacher is at school at 7:15 a.m. for duty, the intern is expected to be there at 7:15 a.m. for duty. If a cooperating teacher remains at school for a faculty meeting or conference, the intern is expected to remain and attend the meeting or conference.
11. Interns are required to be at school each day during the assignment. Any absence other than unexpected illness must have prior approval by the Director of Field Experiences and School Partnerships, the cooperating teacher, and the university supervisor. Documentation of such absences should be provided in writing to the Director of the Office of Field Experiences and School Partnerships and to the university supervisor. **All absences are made up at the end of the internship assignment, including absences due to illnesses.**
12. Relationships with candidates, colleagues, or other community residents are to be professional at all times so as to insure effectiveness as a teacher.
13. The College of Education, Humanities, and Behavioral Sciences may withdraw an intern from a school placement when, in the opinion of the university supervisor, cooperating teacher, Director of Field Experiences and School Partnerships, and school principal, it is in the best interest of the intern, the public school, and the University.
14. Interns must present the cooperating teacher and university supervisor with a written plan **before any** lesson is taught.
15. Interns are enrolled in an internship course (494 or 595) offered through Alabama A & M University, while engaged in the internship at the school site. The course requires attendance at a weekly seminar facilitated by the Director or the University Supervisor.
16. Should it be determined by the University Supervisor, Cooperating Teacher, Principal and Director of Field Experiences during the internship, that the intern should receive compensatory instruction in the planning or implementing (delivery) of effective lessons (units or strengthening in areas such as classroom management or procedures), an

intervention plan will be devised and implemented for the intern. The individualized intervention plan will be developed through the combined recommendations of the University Supervisor, Cooperating Teacher, Principal, and Director of Field Experiences and School Partnerships. If the implementation of the plan is unsuccessful in helping the intern to deliver effective instructions, the internship may be extended or repeated in its entirety the next semester (after a detailed intervention plan for the intern with a timeline, personnel involved, and specific compensatory strategies to improve preparation and instruction are developed).

17. The internship may not be repeated more than 3 times.
18. Interns submit proof of professional liability insurance coverage before engaging in the internship. The National Education Association (NEA) and Alabama Education Association (AEA) offer one of the cheapest policies. For \$35.00 per year, the dual association membership provides \$1 million worth of professional liability insurance coverage as well as membership in two professional organizations.
*** Enrollment is online at www.myaea.org or www.nea.org , under student programs. A printed copy of the membership confirmation must be submitted to the Office of Field Experiences and School Partnerships prior to beginning the internship.
19. Interns are required to complete edTPA with a score before an internship grade is assigned. A grade of “I” or “F” will be assigned to the candidate depending on the tasks not completed. An error/incomplete score for the total edTPA score report will not be acceptable. All rubrics must have a score in order to receive an edTPA total score. For certification in Alabama, candidates must pass the edTPA assessment with the cut score required by the Alabama State Department of Education for their specific program.

Attendance Policies for the Internship, Training Sessions, and Seminars

- The intern must be present all days of the assigned placement. Any days missed must be made up at the end of the internship period. Any absence other than illness must have prior approval by the Director of Field Experiences and School Partnerships, cooperating teacher, and the university supervisor. All absences for illness, death, etc. must be substantiated with appropriate documentation (i.e. physician's excuse, obituary, etc.).
- The intern must follow the assigned school's procedure on reporting a need to be absent. Notification must be provided to the cooperating teacher no later than 7:30 a.m. on the day of the absence. The university supervisor and Office of Field Experiences and School Partnerships must be notified as soon as possible on the day of the absence.
- The intern may not serve as a substitute during the internship.
- The intern must participate in co-curricular activities in order to become acquainted with activities of the school programs beyond the classroom.
- The intern must assume all responsibilities of the cooperating teacher. When the cooperating teacher is required to assume co-curricular activities, the candidate is expected to assume the same responsibilities, such as bus duty, hall duty, etc. The following are appropriate for candidate observation and/or participation: faculty meetings, candidate clubs/organization, in-service programs, assemblies, parent-teacher association meetings, candidate performances, athletic events, parent-teacher conferences, and Board of Education meetings.
- The intern must attend all internship course seminars and training sessions to complete the requirements of the internship program leading to teaching certification.
- Whole-group training sessions (AMSTI, ARI, Positive Behavior Intervention, and Addressing Disproportional Problems in Alabama Schools) and seminars (including orientation and exit seminars, career development, and certification) are scheduled by The Office of Field Experiences and School Partnerships.
- Small-group seminars are scheduled by university supervisors.

Policy on Pre-existing Medical Conditions and Medical Emergencies

- The internship is a semester of full-time teaching experiences. A candidate who has a pre-existing medical condition which may interfere with the completion of the internship experience will not be allowed to enroll in the internship during the semester in which the condition is manifested. If a candidate enrolls in an internship and must be absent due to pre-existing conditions, regardless of the amount of time already spent in the internship experience, the candidate will be required to repeat the entire internship experience.
- If a medical emergency is manifested during the semester of enrollment in internship which requires absences, the situation will be evaluated on an individual basis in consultation with the Cooperating Teacher, University Supervisor, and the Director of Field Experience to determine if the candidate will be allowed to complete the internship experience.
- If the medical emergency requires absences, the candidate will be required to make up the missed days or repeat the internship experience.
- In the event of a medical emergency, the candidate must initiate the evaluation process by forwarding, in writing, a formal request accompanied by supporting documentation

delineating the nature and expected duration of the absence to The Office of Field Experiences and School Partnerships. This request must be made within one week after the beginning date of the absences.

- It is the responsibility of the candidate to notify, by telephone, the cooperating teacher, university supervisor, and the Director of Field Experiences and School Partnerships of all absences from the internship experience. This notification should be made prior to the absence but no later than the end of the school day in which the absence occurred. Notification of absences in excess of two days must be made in writing by submitting the appropriate documents to the cooperating teacher with copies to the university supervisor and the Director of Field Experiences and School Partnerships.

Professional Presentation and Behavior Policies

- Interns are expected to present a professional appearance at all times. Failure to present a professional appearance in attire, attitude, and/or behavior constitutes justifiable cause for withdrawal from the internship.
- Interns are to refrain from making comments or any verbal or nonverbal expression that would be considered unprofessional.
- Interns are to maintain professional relationships with candidates, colleagues and community residents.
- Interns are to dress professionally. No jeans, flip flops, or revealing attire.

Assessment Procedures and Policies

- Interns are observed and evaluated by the university supervisor and cooperating teacher continuously throughout the internship period. A conference follows each assessment.
- The candidate provides the university supervisor with a daily schedule to facilitate the scheduling of observations.
- At the conclusion of the intern experience, the candidate evaluates the cooperating teacher and university supervisor.
- The EPP requires that interns complete a minimum of 20 days of full-time teaching, with at least 10 consecutive days.

Assignments and Requirements

The edTPA assignment is due during the first placement by the teacher candidate. Assignments/Assessments numbers 2-6 are due from the Cooperating Teacher and the Clinical University Supervisor for the first and second internship placements. The rubrics should be assessed in Watermark by both professionals (Cooperating Teacher and the Clinical University Supervisor) two weeks before the candidate completes the placement.

Assignment #1: edTPA (First placement only unless a candidate receives an ERROR report)

Assignment #2: Planning for Instruction

Assignment #3 Content Knowledge

Assignment #4: Pedagogical Skills and Content Knowledge

Assignment #5: Professional Dispositions

Assignment #6: Impact on Student Learning

Assignment #7: Internship InTASC TWS Portfolio

Assignment #8: Career Development Resume

Assignment #9: Philosophy of Education

Assignment #10: Lee vs- Macon – Addressing Disproportionality in Alabama Schools (certificates)

Assignment #11: Completer Survey/Exit Interview with University Clinical Faculty or Department

Assignment #12: Weekly Internship Reflection Journal

Assignment #13: Certificates (Place in the Internship InTASC TWS Portfolio)

- *First Aid/CPR/AED Certificate*
- *edWeb.net (Professional Learning Communities – join a minimum of two learning communities)*
- *Lee vs. Macon*
- *Abuse and Neglect Mandatory Reporting*
- *Alabama Reading Initiative (ARI)*
- *Alabama Math, Science, and Technology Initiative (AMSTI)*
- *Technology in Motion (Apps in the Classroom)*
- *NBPTS: ATLAS*
- *Alabama Educator Code of Ethics (Signature and Test – Certificate)*
- *edTPA Scores from Pearson*
- *Join at least two professional organizations of your choice (NEA/AEA/CLAS/AATE/AASCD/ and etc...)*

Special Notes: 2nd placement of cooperating teachers will complete rubric assignments 2-6 above in Watermark. Assignments 7-12 are due during the second placement at least three weeks before the end of the Internship.

edTPA Information



Video Compression Guide for Windows Users

You may need to use a video compression/conversion tool to:

- Reduce the size of your video file for uploading
- Convert your video into a file format which meets the requirements of the assessment. The approved formats include: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v.

Please follow these instructions to download and run this free software tool:

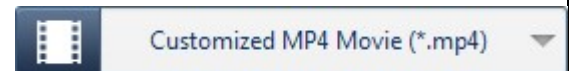
1. Download the free software from www.any-video-converter.com/products/for_video_free/ and follow the instructions on the website and the installer to install Any Video Converter 5.8.3. Note that you should perform a Custom Installation to avoid installing additional software.

Please note that links to third-party software are provided by Pearson as a courtesy, and do not constitute an endorsement of any third-party products or services you may access. If you do access a third-party site and/or software, you do so at your own risk.

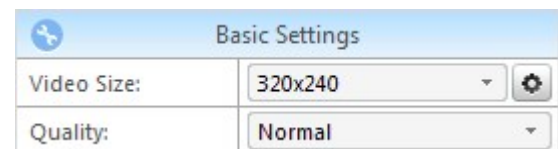
2. Open Any Video Converter and click the "Add Video(s)" button to identify the video file(s) you want to convert.



3. Click the output video profile drop-down menu in the upper right corner next to the "Convert Now" button and scroll down to select "Customized MP4 Movie (*.mp4)" under "Common Video Formats."

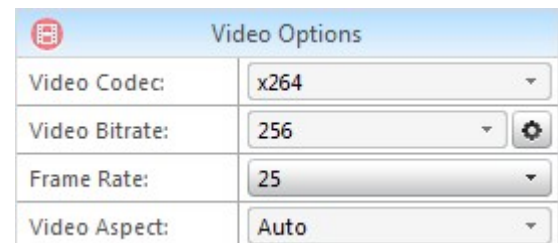


4. Click "Basic Settings" in the lower right corner and ensure that your settings match those in the picture to the right. You may also adjust start and stop times (not pictured) if you intend to convert only a portion of your original file.



5. Click "Video Options" in the lower right corner and ensure that your settings match those in the picture to the right. Leave all other settings at their default values.

Note: raising the video size and bitrate settings will increase video quality, but will create a larger file that will take longer to upload. If you are having trouble uploading your video file, leave these settings at the values recommended in this guide.



6. Click the "Convert Now" button. Once the conversion is complete, the folder containing your new video file will open automatically. Drag and drop this file to your desktop, and you're ready to upload it to your portfolio!



edTPA Completion Checklist for Teacher Candidates

Initial Steps

Due date to Pearson:

I have...	Initial when completed
Identified the grade level (and subject area) to complete the edTPA process.	
Registered for a candidate account at edTPA.com and wrote down my submission deadline date. Candidates are just registering for an account with edTPA.com.	
Opened my AAMU <i>Watermark account and viewed the local edTPA portfolio submission assignment. See Ms. Twana Green in room 216 if you have questions or email at twana.green@aamu.edu.</i>	
Created the following folders/documents on my computer, to which I will save all materials: <ul style="list-style-type: none"> ➤ Folder: edTPA ➤ Subfolder: Task 1 ➤ Document: Part A - Context for Learning Information..... ➤ Document: Part B - Lesson Plans for Learning Segment..... ➤ Document: Part C - Instructional Materials..... ➤ Document: Part D – Assessments..... ➤ Document: Part E - Planning Commentary..... ➤ Subfolder: Task 2 ➤ Subfolder: Part A - Video Clip(s)..... ➤ Document: Part B - Instruction Commentary..... ➤ Subfolder: Task 3 ➤ Subfolder: Part A - Student Work Samples..... ➤ Subfolder: Part B - Evidence of Feedback..... ➤ Document: Part C - Assessment Commentary..... ➤ Document: Part D - Evaluation Criteria..... ➤ Subfolder: Task 4 (ELEMENTARY Candidates ONLY) ➤ Subfolder: Part A – Context for Learning..... ➤ Subfolder: Part B – Lesson Plans for Learning Segment..... ➤ Subfolder: Part C – Chosen Formative Assessment..... ➤ Subfolder: Part D – Evaluation Criteria..... ➤ Subfolder: Part E – Student Mathematics Work Samples..... ➤ Subfolder: Part F – Re-engagement Work Samples..... ➤ Subfolder: Part G – Assessment Commentary..... 	
Saved the necessary Document Templates to my computer under the corresponding folders/documents listed above, and have not altered them in any way	
Reviewed the steps for learning the edTPA process (“Getting Started”) at http://www.edtpa.com/PageView.aspx?f=GEN_GettingStarted.html	
Reviewed all of the terms in the edTPA glossary within my content area handbook; I know that I must understand and use these terms	
Viewed the webinar on Academic Language from the edTPA resource library, downloaded the PDF resource, and read the appropriate files. https://secure.aacte.org/apps/rl/resource.php?resid=356&ref=edtpa	
Saved all of my materials thus far, and will continue to save all materials to both a computer <i>and</i> a flash drive	

I have completed all of the initial steps as outlined above and am ready to move on to Task 1.

Signature: _____ Date: _____

Task 1

Due date for Task 1 Steps: _____

I have...	Initial when completed
<p><u>PART A</u> (Lesson Plan Template Provided)</p>	
Accessed and utilized the resources at the edTPA special site for candidates: http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html	
Obtained and read “Making Good Choices: A Support Guide for edTPA Candidates” at http://www.edtpa.com/Content/Docs/edTPAMGC.pdf	
Read through Rubrics 1-5 in the edTPA content area handbook	
Used my Cooperating Teacher and University Supervisor as aides in choosing <i>one</i> class as a focus	
Used my Cooperating Teacher and University Supervisor as aides in identifying any students with accommodations, modifications, and/or permanent IEP’s within the chosen class	
Completed Part A within the first two weeks of my student teaching placement	
Made sure Part A is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, no more than 3 pages including prompts (pdf)*	
Spoken with my Cooperating Teacher and decided what learning segment I will be planning, teaching, and analyzing (3-5 consecutive lessons) Video all lessons.	
Identify five to six theorists in the research field of education. Know and be able to explain their methodology.	
<p><u>PART B</u></p>	
Used the <i>AAMU Lesson Plan Template</i> that includes: common core state standards with the number and text included, learning objectives, formal and informal assessments, instructional strategies and learning tasks that describe what you <i>and</i> the students will be doing, supports for diverse student needs, and instructional materials/resources that engage students in learning	
Written a <i>detailed</i> lesson plan for each lesson in the learning segment (3-5 consecutive lessons)	
Made sure the lesson plans are in the correct format: 1 File 9pdf)*	
Combined all lessons in one document (Document: Part B - Lesson Plans for Learning Segment) and labeled each <i>clearly</i> within the document (Lesson 1, Lesson 2, etc.)*	
<p><u>PART C</u></p>	
Created instructional materials (for students and myself) for each lesson (including: discovery activities, bell work, readings, classwork, class/group/pairs activities, experiments, graphic organizers, handouts, slides, interactive whiteboard images, etc.)	
Made sure the instructional materials are in the correct format: 1 File, no more than 5 pages of KEY instructional materials <i>per</i> lesson plan (pdf)*	
Combined all instructional materials in one document (Document: Part C - Instructional Materials) and labeled each <i>clearly</i> within the document (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.)*	

Ordered all instructional materials as they are used in the learning segment	
<u>PART D</u>	
Created assessments for each lesson (including: bell work, classwork, class/group/pairs activities, experiments, labs, homework, etc.)	
Made sure the assessments are in the correct format: 1 File (pdf)*	
Combined all <i>blank</i> assessments in one document (Document: Part D – Assessments) and labeled each <i>clearly</i> within the document (Lesson 1 Assessments, Lesson 2 Assessments, etc.)*	
Ordered all assessments as they are used in the learning segment	
<u>PART E</u>	
Responded to the prompts in Part E <i>prior to teaching the learning segment</i> (3-5 consecutive lessons)	
Made sure Part E is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, no more than 9 pages of commentary, including prompts (pdf)*	
Saved all materials for Task 1 in the correct folders/documents on my computer and flash drive	

I have completed all of the Task 1 steps as outlined above and am ready to move on to Task 2.

Candidate's Signature

Date

Supervisor's Signature

Date

Task 2

Due date for Task 2 Steps: _____

I have...	Initial when completed
<u>PART A</u>	
Reviewed pages 11-17 of “Making Good Choices”	
Read through Rubrics 6-10 in the edTPA handbook	
Identified a recording device I would like to use (FLIP video, iPhone, camera, etc.) and found a clear spot in the classroom to set up the device	
Obtained permission from the parents/guardians of the students, and from the adults who will appear in the video(s) (I determine whether I will film the whole class, or a targeted group)	
Filmed myself teaching <i>ALL</i> of the lessons in which I actively engage and interact with students within the learning segment (3-5 consecutive lessons) (I did not include the name, city, state, or district of the school in my video) (I used only first names for all individuals who appear in the video(s))	
Watched my video(s) multiple times and decided which <i>1 or 2 video clips</i> I would like to use, and made copies of the video(s)	
Edited/Clipped all of my copies of my video(s) (Windows Movie Maker for PCs and iMovie for Macs), making sure that the final clip(s) is/are <i>continuous and unedited</i> *	
Made sure the video(s) are in the correct format: 1 or 2 Files, no more than 15 minutes total running time (flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v)*	
Added my final clipped video(s) to the corresponding folder	
<u>PART B</u> <i>(Template Provided on the edTPA website)</i>	
Responded to the prompts in Part B	
Determined if supporting documentation is needed by deciding if portions of the video(s) are inaudible and if text/graphics/images are not visible, and have <i>clearly</i> labeled any supporting documentation at the end of Part B (“Clip 1, lesson 2, text from a whiteboard that is not visible in the video,” “Clip 2, lesson 4, transcription of a student response that is inaudible”)	
Made sure Part E is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, no more than 6 pages of commentary, including prompts (pdf) If needed no more than 2 pages of supporting documentation	
Saved all materials for Task 2 in the correct folders/documents on my computer and flash drive	

I have completed all of the Task 2 steps as outlined above and am ready to move on to Task 3.

Candidate’s Signature

Date

Supervisor Signature/Verification

Date

Task 3

Due date for Task 3 Steps: _____

I have...	Initial when completed
<u>PART A</u>	
Reviewed pages 18-21 of “Making Good Choices”	
Read through Rubrics 11-15 in the edTPA handbook	
Selected one assessment that reflects the work of individuals (not groups) from the learning segment that I will use to evaluate my student’s knowledge and skills	
Selected 3 individuals (at least one student with a learning need) who completed the assessment (Learning needs: IEP, English language learner, struggling reader, underperforming student, student with gaps in academic knowledge, gifted student, etc.)*	
Collected work samples (the assessment) from the 3 students chosen above	
Decided if the students’ writing is illegible, if so, I wrote a transcription directly on the work samples	
Masked or removed any students names, my name, and the name of the school from the work samples	
<i>Clearly</i> labeled, on each work sample, the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)	
Copied or scanned each student work sample	
Made sure the student work samples are in the correct format: 3 Files, (pdf)*	
<i>Clearly</i> labeled each file with the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)*	
<u>PART B</u>	
Decided what type of feedback I will give the students (written on students work samples/audio/video)	
Decided to include feedback <u>directly on the student work samples</u> , so I will write feedback neatly on the students’ papers <i>Or</i> Decided to give students feedback <u>through an audio/video conference</u> , so I will set up a time to conference with each student	
Decided to give students feedback <u>through an audio/video conference</u> , so I have chosen an appropriate place for the conferences to take place	
Decided to include feedback <u>directly on the student work samples</u> in Part A, so I will not include any files for Part B <i>Or</i> Decided to give students feedback <u>through an audio/video conference</u> , so I added 3 separate audio/video conferences to the corresponding folder and labeled each <i>clearly</i> (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback)	
Made sure the evidence of feedback is in the correct format: 0 files for written feedback not written on the work samples: (pdf) 3 files for audio feedback: (flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma) 3 files for video feedback: (flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v)*	

PART C
(Template Provided on the website)

Identified the location of my evidence of feedback (Part A if written on the student work samples, Part B if audio/ video)	
Responded to the prompts in Part C	
Included 2 <i>blank pages</i> of the assessment that was analyzed in Part B	
Made sure Part C is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, no more than 8 pages of commentary, including prompts (pdf)* Plus no more than 2 pages of an analyzed assessment* Used the word “because at least 12 times and explained or bold	

PART D

Decided what type of evaluation criteria I will use on the chosen assessment (a rubric, explanation of point system for different levels of performance, rules for awarding full versus partial credit, etc.)	
Created the appropriate evaluation criteria for my chosen assessment	
Included all evaluation criteria in one document and labeled each <i>clearly</i> within the document (Lesson 1 Evaluation Criteria, Lesson 2 Evaluation Criteria, etc.)*	
Made sure the evaluation criteria is in the correct format: 1 File, (pdf)*	
Saved all materials for Task 3 in the correct folders/documents on my computer and flash drive	

edTPA Registration

Due date for Registration: _____

I have...	Initial when completed
Read the edTPA Registration Overview , and then registered to take the edTPA at http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html .	

I have completed all of the Task 3 and edTPA registration steps as outlined above and am ready to move on to the completion steps.

Supervisor’s Signature: _____ Date _____

Candidate’s Signature: _____ Date: _____

Task 4 (Elementary Education majors only)

Due date for Task 4 Steps: _____

I have...	Initial when completed
<p><u>PART A</u> (Template Provided)</p>	
Read through Rubrics 16-18 in the edTPA handbook	
Used my Cooperating Teacher and University Supervisor as aides in identifying any students with accommodations, modifications, and/or permanent IEP's within the chosen class	
Completed Part A within the first two weeks of my student teaching placement	
Made sure Part A is in the correct format: 1 File, Arial 11pt. font, single space, 1" margins, no more than 3 pages including prompts (pdf)*	
Spoken with my Cooperating Teacher and decided what learning segment I will plan, teach, and analyze (3-5 consecutive lessons)	
<p><u>PART B</u> (Template Provided)</p>	
Chosen a lesson plan format that includes: common core state standards with the number and text included, learning objectives, formal and informal assessments, instructional strategies and learning tasks that describe what you <i>and</i> the students will be doing, supports for diverse student needs, and instructional materials/resources that engage students in learning	
Written a <i>detailed</i> lesson plan for each lesson in the learning segment (3-5 consecutive lessons)	
Made sure the lesson plans are in the correct format: 1 File (pdf)*	
Combined all lessons in one document (Document: Part B - Lesson Plans for Learning Segment) and labeled each <i>clearly</i> within the document (Lesson 1, Lesson 2, etc.)*	
<p><u>PART C</u></p>	
Developed or adapted a formative assessment for whole class assessment.	
Made sure Part C is in the correct format: 1 File, Arial 11pt. font, single space, 1" margins, including prompts (pdf)*	
<p><u>PART D</u></p>	
Decided what type of evaluation criteria I will use on the chosen assessment (a rubric, explanation of point system for different levels of performance, rules for awarding full versus partial credit, etc.)	
Created the appropriate evaluation criteria for my chosen assessment	

Included all evaluation criteria in one document and labeled each <i>clearly</i> within the document (Lesson 1 Evaluation Criteria, Lesson 2 Evaluation Criteria, etc.)*	
Made sure the evaluation criteria is in the correct format: 1 File, (pdf)*	
<u>PART E</u>	
Selected one assessment that reflects the work of individuals (not groups) from the learning segment that I will use to evaluate my students' knowledge and skills	
Selected 3 individuals (at least one student with a learning need) who completed the assessment (Learning needs: IEP, English language learner, struggling reader, underperforming student, student with gaps in academic knowledge, gifted student, etc.)*	
Collected work samples (the assessment) from the 3 students chosen above	
Decided if the students' writing is illegible, if so, I wrote a transcription directly on the work samples	
Masked or removed any student's names, my name, and the name of the school from the work samples	
<i>Clearly</i> labeled, on each work sample, the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)	
Copied or scanned each student work sample	
Made sure the student work samples are in the correct format: 3 Files, (pdf)*	
<i>Clearly</i> labeled each file with the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)*	
<u>Part F</u>	
Identified a learning objective/goal for students related to the area of struggle based on my analysis in Part E	
Chosen a lesson plan format that includes: common core state standards with the number and text included, learning objectives, formal and informal assessments, instructional strategies and learning tasks that describe what you <i>and</i> the students will be doing, supports for diverse student needs, and instructional materials/resources that engage students in learning	
Written a <i>detailed</i> lesson plan for re-engagement	
Made sure the lesson plan is in the correct format: 1 File (pdf)*	
Taught the re-engagement lesson to the focus students via one-on-one, small group, or whole class instruction	
Collected work samples (the assessment) from the 3 students chosen above	
Decided if the students' writing is illegible, if so, I wrote a transcription directly on the work samples	
Masked or removed any student's names, my name, and the name of the school from the work samples	
<i>Clearly</i> labeled, on each work sample, the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)	
Copied or scanned each student work sample	
Made sure the student work samples are in the correct format: 3 Files, (pdf)*	

Clearly labeled each file with the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)*	
PART G (Template Provided)	
Identified the location of my evidence of feedback (Part A if written on the student work samples, Part B if audio/ video)	
Responded to the prompts in Part G	
All commentaries have the word, "Because" 12 times.	
Academy language used in the commentary is in bold or stated, the academy word introduced was ...	
Included 2 blank pages of the assessment that was analyzed in Part F	
Made sure Part G is in the correct format: 1 File, Arial 11pt. font, single space, 1" margins, no more than 8 pages of commentary, including prompts (pdf)* Plus no more than 2 pages of an analyzed assessment*	
Saved all materials for Task 4 in the correct folders/documents on my computer and flash drive	

I have completed all of the Task 4 steps as outlined above and am ready to move on to the completion steps.

Student Signature _____

Date _____

Complete <i>Due date for Completion Steps:</i>	
I have...	Initial when completed
Made sure everything was in the correct format and allotted number of pages. (If your video file is in the correct format but still will not upload, it could be that the file size is too large. Use this Video Conversion Guide to help reduce the file size: https://ep.chalkandwire.com/ep2_niagara/fs/353/Artifacts/cfoote/Af_2217.pdf)	
Corrected all grammatical/spelling errors	
Listed any citations for any materials that I did not create by lesson number at the end of Task 1, Part E (Materials: published texts, websites, materials from other educators, etc.)	
Saved all materials to the correct folders/documents on my computer that I created at the beginning	
Saved all materials to a flash drive	
Used the word. "because" 12 times in all commentaries and bold or stated academic language.	

My Authorization Key

Once registered, I can access my authorization key at edtpa.com. I will need to log in using my original email and password. Click “current registrations” and “manage edTPA portfolio.” Click “edTPA Platform Provider.” Acknowledge and confirm. Then I will see my authorization key. It should also be emailed to the Field Experience Department. [Note: Questions regarding edTPA registration should be directed to Ms. Denise Davies]

Authorization Key: _____

Attended the edTPA Submission Seminar

Received an email from Pearson with the next steps. I will follow these steps to COMPLETE THE SUBMISSION PROCESS

I have completed all of the steps as outlined above and have fully submitted my edTPA.

Candidate’s Signature: _____ Date: _____

Supervisor’s Signature: _____ Date: _____

**Alabama A & M University
College of Education, Humanities, and Behavioral Sciences
Educator Preparation Program (EPP) Lesson Plan Template**

Before you begin, here are some reminders:

- ✓ *Lessons should not exceed four pages*
- ✓ *Identify learning segment to plan, teach, and analyze*
- ✓ *Provide detailed and specific content information*
- ✓ *Your lesson should be detailed enough that a substitute or other teachers could understand them well enough to use them.*
- ✓ *The italicized material included in this template is for your learning purposes; make sure to **delete** the highlighted content before any submissions.*

Teacher (Candidate) Name:	Grade Level:	Date of Lesson:	Subject:
Select a Class: <i>Whole Class or Group (4 students minimum)</i>	Central Focus: <i>The Central Focus is a description of what the lesson or unit is trying to accomplish. It conveys the core concepts that you want students to develop in the learning section of the lesson plan. It is not simply listing skills students will acquire.</i>		
Academic Content Standards (ALCOS; include number and text): <i>Use the Alabama Course of Study/College & Career Ready Standards</i>		Lesson Title:	
Daily Learning Objective (s): <i>Objectives are written in behavioral terms (e.g., What do you want to see/hear students do/say so that you know that they have mastered the standard?). They should also be aligned to the CCRS/ALCOS Standards. List the related IEP goals for today's lesson.</i>			
"I can" statement for students. <i>These statements should be written in 'student-friendly' language</i>			
Essential Question(s) for the Lesson: <i>These questions are non-judgmental, open-ended, meaningful and purposeful. They readily invite the exploration of ideas. These are questions that ask students to develop their own thoughts and provoke inquiry. 1-3 Big ideas! How can these questions be used to guide your instruction?</i>		Prior Knowledge: <i>What pertinent objectives did you already teach before beginning this lesson? What should your students already know before being taught this lesson?</i>	
Communication Skills /Academic Language 1. Language Function: Identify the purpose for which the language is being used, with attention to goal and audience. <i>What are the Key Communication Skills related to the learning objectives (e.g., reading, writing, listening, re-telling, answering, selecting, responding, demonstrating/performing, collaboration, etc.)?</i> 2. Language Vocabulary: <i>What Vocabulary/or symbols will you teach or develop (key words specific to the content you are teaching)? What opportunities will you provide for students to practice the communication skills and vocabulary? What are your Planned Supports for assisting students (e.g., vocabulary development, modeling, guided practice, graphic organizers, etc.)</i>			
List Key Instructional Materials/Technology/Equipment: <i>What resources are required for this lesson in order to engage students? Examples: handouts, assignments, slides, websites, interactive whiteboard images and other resources</i>			

Activity	Description of Activities and Setting (Instructional Strategies and Learning Tasks – Discuss what you and the students will be doing) that supports diverse student needs.
Introduction to the lesson/Activity Thinking 1. Focus and Review	<p>State your behavioral expectations for students. <i>Physical Education – How will you introduce strategies to promote safety? How does today’s lesson relate to what students learned previously? This should tie into the lesson’s objective and standard.</i></p>
2. Energy and Engaging Activity	<p><i>How will you introduce the lesson? What is your “hook”? How will you motivate students? (What is the “hook” for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher-level thinking. How will you introduce the content specific vocabulary words? *** Use knowledge of students’ academic, social, and cultural characteristics.)</i></p>
Body of the Lesson/Teaching Strategies 3. Guided Practice <i>What will you have the students do after you introduce the lesson to learn the standards? What questions will you ask to promote higher level thinking?</i>	<p><i>How will you introduce and model new knowledge? What opportunities will you provide for students to practice content language/vocabulary? What language supports will you offer? Accommodation(s): A change that helps a student overcome or work around the disability. Modification(s): A change in what being taught or what is expected from the student. Differentiation: Tailoring instruction to meet individual needs; differentiating the content, process, and/or product): <u>Below Grade Level:</u> Example: Students will be challenged to connect the term with the pictures instead of memorizing the definition. Students will be asked to raise their hands if they need clarity. <u>Above Grade Level:</u> Students will be challenged to identify a definition for each term and give an example before seeing the images. Language Syntax: Set of conventions for organizing symbols, words, phrases into structures, and sentences. Language Discourse: Structures of written or oral language; how participants of the content area speak, write, and participate.</i></p>
Closure/Summarizing Strategies 4. Independent Practice <i>How will students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? Will you provide opportunities for students to apply new knowledge while making connections to prior learning?</i>	<p><i>How will students practice independently? Accommodation(s): A change that helps a student overcome or work around the disability. Modification(s): A change in what being taught or what is expected from the student. Differentiation: Tailoring instruction to meet individual needs; differentiating the content, process, and/or product): <u>Below Grade Level:</u> Example: Students will be challenged to connect the term with the pictures instead of memorizing the definition. Students will be asked to raise their hands if they need clarity. <u>Above Grade Level:</u> Students will be challenged to identify a definition for each term and give an example before seeing the images. Language Syntax: Set of conventions for organizing symbols, words, phrases into structures, and sentences. Language Discourse: Structures of written or oral language; how participants of the content area speak, write, and participate.</i></p>
5. Evaluation, Review, and Closure	<p><i>How will you review the standard and close the lesson? How does today’s lesson connect to what students will be doing next (e.g., tomorrow’s lesson)? (Let students see that your lessons are connected.)</i></p>
6. Principles, Research, or Theory	<p><i>What principles, research, or theory support the activities and assessments in this lesson? Examples: http://www.emtech.net/learning_theories.htm#Cooperative%20Learning</i></p>

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Assessment (e.g. Rubrics, checklists, journals, self & peer assessments)

7. Assessments Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria – What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Targeted Students Accommodations, Differentiated Instruction, Assessment & Data Decisions	<p>Student/Small Group Accommodations – <i>How are you grouping your students based on the assessments? How will you assess the IEP goals? List the accommodations needed to assist students with disabilities in accessing the content (e.g., having test instructions & questions read aloud; allowing a scribe to record homework or test answers, etc.).</i> <i>To differentiate instruction is to recognize students' varying degrees of background, prior knowledge, readiness levels/abilities, language, preferences in learning, interests, and talents and to work with these differences in designing your instruction. Differentiate instruction by <u>content</u> (what you will teach), <u>process</u> (how the material will be taught and learned), <u>product</u> (what the students produce at the end of the lesson to demonstrate mastery), <u>and/or learning environment</u> (physical layout of the classroom, use of space, groupings, etc.) to account for the diversity in your classroom.</i> <i>How will you measure the learning objective(s) for this lesson? How will students demonstrate mastery? What evidence of learning do you need to see?</i></p>
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Proposed Changes: <i>If you could teach this lesson again to this group of students in your class, what changes would you make to your instruction?</i>	<p>Whole Class:</p> <p>Analyzing Teaching: <i>What changes would you make to your instruction-for the whole class and/or for students who need greater support or challenge-to better support student learning of the central focus? Assess Student Learning: Select one assessment, give feedback to at least 3 (high, medium & low) students, and discuss next steps</i> <i>How will you provide specific, written feedback on assessments that will guide further learning? Be sure to address students' individual strengths (what they did well) AND continuous needs (what they can focus on next time) relative to the learning objective.</i></p> <p>Groups of students:</p> <p>Individual students:</p>
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Reflection of the Lesson (Commentary)

Task One: I will teach ...

Promote a Positive Learning Environment

How will you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning? (What will work? After the lesson: What didn't, for whom?)

Engaging Students in Learning

Describe how your instruction will link students' prior academic learning to personal, cultural, and/or community assets with new learning.

Deepening Student Learning During the Instruction

Explain how you elicited and built on student responses to promote thinking and develop conceptual understanding, reasoning, and/or problem-solving skills.


Explain how you used representations to support students' understanding and use of concepts and procedures

- *Attach written assessments and/or directions for any oral or performance assessments (blank copy only).*
- *Attach blank copies of handouts and information you will provided to students during the lesson.*
- *Provide a citation for the sources of all materials that you did not create. (Examples: e.g., published texts, websites, and material from other educators)*
- *List all citations by lesson number.*
- *Graham, G., Halt-Hale, A., & Parker, M. (2013). Children moving: A reflective approach to teaching physical education (9th ed). New York, NY: McGraw -Hill.*

Assignment #2 Assessment Instrument
 College of Education, Humanities, and Behavioral Sciences
Rubric Title: Lesson Plan – Planning for Instruction

The lesson plan rubric is used during the Internship for all programs during the fall and spring academic years.

Expected level of performance is “Meets Expectations” or above.

Lesson’s Components	Artifact	Developing (1)	Emerging (2)	Meets Expectation (3) 	Exceeds Expectations (4)
Essential Standards <i>AAMU Conceptual Framework 1.0; InTASC 7/ACTS 7a; 7c; 7g; 7j; 7k; 7l; 7m; 7p; , NBPTS Proposition -2 Indicator 3; edTPA Task 1 & 3; CAEP 1.1</i>	Lesson Plan	The lesson plan lists standards and provides a basic outline to guide the teaching of selected content.	The lesson plan documents general links to the standards and outlines specific content related to the standards.	The lesson plan documents clear and specific references to the standards and provides a detailed outline that supports appropriate and adequate coverage of the standards.	The lesson plan delineates and expounds on the references to the standards and provides an extensive and comprehensive framework that outlines the content, links the content to the standards, supports appropriate and comprehensive coverage of the standards, and connects the learning of the standards to other key essential standards.
Essential Questions AAMU Conceptual Framework 1.0 & 4.0; CAEP 1.1; InTASC 4 & 5/ACTS 4a; 4c; 4d; 4g; 4h; 4j; 4n; 4o; 4r, 5b; 5i; 5j; edTPA Task 1 & 3 NBPTSS Proposition 2.2 & 2.3		The lesson plan list question(s) that are not essential to meet some of the characteristic criteria of essential questions related to academic content.	The lesson plan lists essential questions. The questions are closed and / or promotes limited or no higher level thinking of the characteristic criteria of essential questions related to academic content.	The lesson plan lists essential / open questions that promotes analysis, synthesis or evaluation characteristics of essential questions related to academic content and student understanding of content, ideas, and processes.	The lesson plan includes a variety of the types of essential questions that engage students, stimulate student thinking and inquiry, and deepen student understanding that supports transfer of learning.
Activating and Summarizing Strategies <i>AAMU Conceptual Framework 1.0, 2.0, & 3.0; CAEP 1.1; InTASC 3, 4, 8/ACTS 3a; 3f; 3n; 3r, 4a; 4c; 4d; 4g; 4h; 4j; 4n; 4o; 4r,8e; NBPTS Proposition 3.1 & 3.2; EdTPA Task 1, 2&3</i>		The lesson plan provides for cursory level questions that relate or review prior learning. The lesson plan provides for basic summarization and review of the content.	The lesson plan delineates an activating technique designed to elicit students’ prior knowledge. The lesson plan delineates a summarizing technique designed to promote retention of knowledge.	The lesson plan provides for an initial strategy (ies) that activates students’ prior knowledge, focuses learning, and engages the students in the lesson to be delivered. The lesson plan provides for a summarizing strategy (ies) that reviews content, promotes retention of knowledge of key content, and checks for understanding.	The lesson plan provides a framework of learning that includes a spectrum of strategies to activate students’ prior knowledge, focus learning, and engage the students in the lesson to be delivered. The lesson plan provides a framework of learning that includes a spectrum of strategies to summarize and review content, promote retention of knowledge of key content, and check for understanding.

<p>Learning Targets <i>AAMU Conceptual Framework 1.0 & 2.0; CAEP 1.1; InTASC 4, 7, 8/ACTS 4a; 4c; 4d; 4g; 4h; 4j; 4n; 4o; 4r 8e, 7d; 7e; 7f; 7n; 7o; 7p; 7q, edTPA Task 1, NBPTS Propositions 5.3 & 5.5</i></p>		<p>The lesson plan includes learning target(s) associated with what students will do.</p>	<p>The lesson plan includes learning targets associated with not only what students will do, but what students will learn.</p>	<p>The lesson plan includes learning targets that are standards-based, student-friendly, measurable, specific, contextualized, and learning centered.</p>	<p>The lesson plan provides a framework that connects specific learning targets to larger contexts and supports students as they extend learning in order to think about and transfer learning to new contexts.</p>
<p>Accommodations or Modifications <i>AAMU Conceptual Framework 2.0, 3.0 & 4.0; CAEP 1.1 InTASC 1, 2, 8.ACTS 1a; 1b; 1i; 1, 1g 2a; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2l; 2m; 2o 8p; NBPTS: Proposition 1.1, 1.2, & 1.4; edTPA Task 1, 2, &3</i></p>		<p>The lesson plan includes a general listing of accommodations and modifications that can be applied to support students.</p>	<p>The lesson plan outlines appropriate and specific accommodations and modifications that can be applied to support students.</p>	<p>The lesson plan identifies, defines, and specifies the use of appropriate accommodations and modifications based on the needs of the students in order to ensure an inclusive learning environment that supports student learning and achievement.</p>	<p>The lesson plan fully distinguishes the use of appropriate accommodations and modifications based on the needs of the student AND the lesson plan promotes differentiated, individualized, customized, and personalized instruction in order to ensure an inclusive learning environment that enables each student to achieve higher standards.</p>
<p>Instructional Resources <i>CAEP 1.1 & 1.5 AAMU Conceptual Framework: InTASC 3/ACTS: 3d; 3g; 3m; 3p 8n; NBPT 3.1 & 3.2; edTPA Task 2</i></p>		<p>The lesson plan lists appropriate resources and opportunities that can be used to support student learning.</p>	<p>The lesson plan identifies and aligns the use of appropriate resources and opportunities to support and augment student learning.</p>	<p>The lesson plan designates and promotes the use of targeted resources and opportunities to support, augment, and extend individual and collaborative learning, productive social interaction, active engagement in learning and self-direction and motivation.</p>	<p>The lesson plan specifies dynamic resources and multiple opportunities to extend content and conceptual learning, collaborative learning, and learning focused on developing creativity, critical thinking, communication, self-reflection and self-evaluation. The lesson plan also enables innovative learning methods that (a) integrate the use of supportive technologies and (b) stimulate inquiry problem solving, and higher order thinking skills.</p>
<p>Preparation: 21st Century Learning Skills <i>AAMU Conceptual Framework 1.0 & 5.0; CAEP 1.1 &</i></p>		<p>The lesson plan introduces the necessary skill set for meeting the challenges of the 21st century</p>	<p>The lesson plan defines and illustrates the skills and knowledge necessary to succeed in work,</p>	<p>The lesson plan promotes 21st Century Learning Skills and provides opportunities for students to acquire the skills that focus on</p>	<p>The lesson plan provides multiple opportunities for students to demonstrate 21st Century Learning Skills that focus on critical thinking, content</p>

<p>1.5; <i>InTASC 1,4,5,8)</i> <i>ACTS: 1a; 1b; 1i; 1j</i> <i>7i, 9d, 4e; 4h; 4j; 4k; 4l; 4r; 5i, 9d</i> <i>edTPA Task 1</i></p>		<p>digitally and globally interconnected world.</p>	<p>life, citizenship, and support systems for 21st century.</p>	<p>creativity and innovation, critical thinking and problem solving, communication, and collaboration, critical thinking, and problem solving that prepares students to thrive in today's complex world.</p>	<p>knowledge, and social and emotional competencies that lead to essential life and career skills including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.</p>
<p>Technology Connection <i>CAEP 1.1 & 1.5</i> <i>AAMU Conceptual Framework 1.0 & 2.0;</i> <i>InTASC 8/ACTS8e;</i> 8f; 8g; 8i; 8j; 8m; 8n; 8o; 8q; 8r; NBPT Proposition 2.2; <i>edTPA Task 1 & 2</i></p>		<p>The lesson plan allows for minimal use of technology by students for instructional purposes.</p>	<p>The lesson plan supports the precise use of technology for specified learning goals or activities.</p>	<p>The lesson plan integrates the use of technology across learning in order to support (a) curricular goals, (b) student attainment of learning goals, and (c) student construction of knowledge as well as to enhance the quality of student learning and work, thinking, communication, and collaboration.</p>	<p>The lesson plan effectively infuses technology across learning in order to support (a) curricular goals, (b) student attainment of learning goals, and (c) student construction of knowledge as well as to enhance the quality of student learning and work, thinking, communication, and collaboration AND to provide all students with engaging and empowering learning experiences that prepare them to be active, creative, knowledgeable, innovative, and ethical participants in the digital and globally connected society.</p>
<p>Assessment <i>CAEP 1.1</i> <i>AAMU Conceptual Framework 1.0 & 4.0</i> <i>InTASC 6/ACTS</i> 6b; 6i; 6j; 6k; 6p; 6u; 6v; edTPA, Task 1 & 3 Elementary Task 4, NBPT Proposition 3.3</p>		<p>The lesson plan provides evidence of the use of routine methods of assessment for cursory formative and summative purposes.</p>	<p>The lesson plan provides evidence of the initial use of effective methods of formative and summative assessment that begin to include students in self-assessment, check student progress, and inform the teacher's decision making.</p>	<p>The lesson plan provides for the use of multiple targeted formative and summative methods of assessment that involve students in their own growth, provide feedback and monitor student progress, and direct the teacher's and student's decision making.</p>	<p>The lesson plan promotes and provides for enhanced, balanced, and high quality formative and summative measures and assessments that actively engage students in their own growth, provide impactful feedback, guide student progress, and extend the teacher's and student's decision making.</p>

<p>Reflection <i>CAEP 1.1</i> <i>AAMU Conceptual Framework 6.0</i> <i>InTASC .29/ACTS</i> 7p 9a; 9c; 9g; 9h; 9k; 9l; 9m; 9n; EdTPA Task 3, NBPTS Proposition 4.3</p>		<p>The lesson plan reflection describes the content of the lesson, the events that took place during the class session, and minimal self-assessment.</p>	<p>The lesson plan reflection shows evidence of a basic examination of the lesson and initial engagement in professional learning and reflection.</p>	<p>The lesson plan reflection shows evidence of the intern/teacher engaging in ongoing professional learning and uses evidence to continually evaluate practice, particularly the effects of choices and actions on others and adjusts teaching to meet the needs of each student. The lesson plan addresses the promotion of a positive learning environment, engagement of students in learning, deepening student learning, analyzing teaching, and assessing student learning.</p>	<p>The lesson plan reflection shows evidence of critical analysis of the quality of the lesson, the learning environment, instructional delivery, and student learning. The lesson plan reveals thorough appraisal of the actual lesson and its impact on student learning. The lesson plan reflection reveals authentic evidence of how self-evaluation impacts and advances the teaching practice.</p>
<p>Professional Responsibility and Development: Mechanics and Grammar <i>AAMU Conceptual Framework 6.0;</i> <i>CAEP standards 1 & 2</i></p>		<p>The lesson plan reveals marginal grammar and mechanical functions.</p>	<p>The lesson plan represents a limited arrangement of lesson content, a basic outline organizing the lesson, and general control of grammar, spelling, word usage, sentence formation, and mechanical functions.</p>	<p>The lesson plan clearly and precisely communicates and details the lesson content, provides adequate explanation of how the lesson was organized, outlines a logical progression of instruction, and represents consistently correct grammar, mechanics, spelling, word usage, and sentence formation.</p>	<p>The lesson plan articulates advanced communication of content, lesson focus, lesson organization, and lesson progression AND the lesson plan reveal outstanding grammatical and mechanical conventions.</p>

Explanations of Levels of Performance:

1. Developing – This standard/element was not met.
2. Emerging – There is only partial evidence that this standard/element was addressed, or the standard/element was only partially addressed; more evidence is needed before determining proficiency with respect to this standard/element.
3. Meets Expectations– The lesson plan provides sufficient evidence of addressing this standard/element at least at the minimum acceptable level.
4. Exceeds Expectations – The lesson plan provides an excellent example of addressing this standard/element.

Name and Title of Person Completing Assessment: _____
(PLEASE PRINT)

Signature of Person Completing the Assessment: _____ Date: _____

Assignment #2 Planning for Instruction

Title of Assignment: Planning for Instruction - Lesson Plan
Score using the Planning for Instruction Rubric

Assignment Due Date: Fall or Spring Semester

Location to Post Assignment: *Watermark*

Used during Phase 2 and 3: The lesson plan assignment is required in the pre-clinical and clinical phases of the EPP program.

Expected Level/Lesson Plan Rubric: Candidates are expected to perform at the “Meet Expectations” level on the rubric.

Rational/Purpose: Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practices so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

AAMU Belief Values (Conceptual Framework) Standards

- 1.0 Professional Knowledge and Abilities
- 2.0 Creating and Maintaining a Supportive Learning Environment
- 3.0 Facilitating Student Learning
- 4.0 Assessing Student Learning

Central focus for the lesson plan developer: research and create plans, integrate technology (students and teacher), respect diversity, engage all learners in a positive environment, assess throughout the lesson, and promote and model digital responsibility.

InTASC/ACTS Standards

- InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

- InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

CAEP Standard 1.1 – Candidates demonstrate an understanding of the 10 InTASC standards.

ISTE Standards: 1

Demonstrate your understanding of the following:

1. how students learn and develop (provide learning opportunities that support a student's intellectual, social, and personal development)
2. how students differ in their approaches to learning (create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities)
3. how to use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills.
4. individual & group motivation & behavior (create learning environments that encourage positive social interaction, active engagement in learning, & self-motivation)
5. how to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals
6. how to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student

Assignment Directions

Assignment objectives:

- **Part 1:** Develop three sequential lesson plans [using the AAMU lesson plan template](#), following the scope and sequence of the template (a) use the Lesson Plan template in Watermark (b) and use the [Lesson plan assignment rubric](#) to self-reflect on your lesson plans.
- **Part 2:** Teach the lesson at your assigned school and for the specific grade level.
- **Part 3:** Assess throughout the lesson as you teach.
- **Part 4:** Reflect on the effectiveness of your plan and your teaching of the lesson by writing a commentary. Based on your reflection of teaching at least one of the lessons, what professional development (PD) opportunities would you look for to support your teaching and why do you feel this PD will help you grow as a professional?

Four parts to a purposeful lesson structure: using connection BEFORE, DURING, and AFTER literacy strategies.

Part 1: Write the Lesson Plans

1. On your own develop **three sequential lesson plans**. As you complete the plans meet with your cooperating teacher to identify a lesson that you will be able to plan and teach during your field experiences or internship. You will teach a minimum of one of the lessons planned of the three developed. Be sure to discuss with him/her the subject standards, essential questions and goals she/he has set out for the unit from which this lesson comes.
2. Begin by identifying one or more standards using the Alabama Course of Study. Write your lesson plans incorporating all parts contained in the template. Be sure to include a detailed outline of the learning activities in the learning plans. Include a variety of resources you will use to prepare the lesson (e.g., similar lesson plans that you found on the Internet, information from cooperating teacher, textbook, etc.). Attach the lesson plans. Think about the four steps to explicit instruction: “I Do”, “We Do”, “Y’all Do”, and “You Do
3. Review 21st Century learning skills. Identify and provide multiple opportunities for students to demonstrate 21st Century Learning Skills that focus on critical thinking, content knowledge, and social and emotional competencies that lead to essential life and career skills including flexibility and adaptability, initiative and self-direction, social, and cross-cultural skills, productivity and accountability, and leadership and responsibility.
4. When designing your lessons reflect back on the research for the five components of active literacy: read, write, talk, listen, and investigate (T.W.I.R.L) and incorporate them into your lesson.
5. Along with the lesson plan you should also attach all handouts provided to the students (this includes directions, worksheets, technology resources, etc.). Attach handouts only for the lesson you will teach.
6. Attach your assessment. However, you should include a brief description of the performance task and other evidence (formative and summative assessment) that your cooperating teacher expects you to use. (Only for the lesson you will teach)
7. Outline the learning plan (teaching & learning activities). This plan should be aligned clearly with the desired results (i.e., geared towards having students meet the objectives, answer the essential questions, and completing the assessment activities). The plan should include all components:
 1. List of instructional materials & resources
 2. Timeline: next to each step, indicate approximate length of time you expect each step to take.
 3. Introductory activities: hook/capture student interest, set the stage, relate to previous learning (review), how this fits into what is to follow (preview), tell students what they will learn and be expected to do because of the lesson.
 4. Developmental activities: outline the content and outline the instructional strategies & learning activities. Include details of what you will do, how you will organize/prepare students for tasks, and what students will do. If you plan to involve students in discussion, list key/stem questions that you might ask to generate discussion.
 5. Closing activities: list activities that you & students will do to summarize the lesson, reinforce what was covered, and tie everything together so students see

how the lesson fits into the context of the rest of the course (what they have already done and what is coming next).

Part 2: Teach the lesson

1. Teach one of the lessons developed in the sequence of lesson plans.
2. Ask your cooperating teacher to observe you teaching the lesson, provide him/her with a typed copy of your lesson plan along with the questions that you would like to discuss with him/her following the observation (see Part 3 section 1 below).
3. The University Supervisor will observe this lesson and score the rubric.

Part 3: Assessment

Develop a pre-assessment and a post assessment. List in your lesson plans what formal assessments will be used during the lesson.

Part 4: Reflecting on the lesson plan and your teaching of the lesson

Analyze the effectiveness of your lesson plan and your teaching using the [Lesson Plan Rubric](#) as a guide. Use the following to guide you in developing this analysis.

1. After teaching the lesson take some time to talk with your cooperating teacher. Find out how she/he thought the lesson went. In your discussion with your teacher explore the following questions and any others on which you would like feedback.
 1. Did I plan and teach the lesson so that the students were able to achieve the objectives of the lesson?
 2. Did I assess my students' achievement of the objectives in the lesson (for many of you this will be informal - such as "name two things we learned.")?
 3. Were the steps to the lesson and instructions (a) clear in my plan (b) clear to the students when I explained these to them?
 4. Was I able to manage the students well? Did the lesson plan motivate the students?
 5. What did I do well? What can I improve upon?
2. Then summarize your findings, reflecting in depth as you ask yourself the following more in-depth questions. What is important for you to be successful in this assignment is for you to (a) recognize where you are in your progress towards mastery of these and (b) explain where and how you still need to improve.
 1. Did I plan for and provide learning opportunities that supported the students' intellectual, social, and personal development?
 2. Did I create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities?
 3. Did I plan and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills?
 4. Did I plan and create a learning environment that encouraged positive social interaction, active engagement in learning, & self-motivation?

5. Did I plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals?
6. To what extent did my plan and my teaching reflect by ability to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student?

Turn In:

1. Three Lesson Plans.
2. List of resources (you should have at least 2-3) for the lesson taught.
3. Student handouts, instructions, copies of any visuals (e.g. copies of PowerPoint slides, website links, etc...) for the lesson being taught.
4. Sample of student work (At least 3 students)
5. Provide assessment results.
6. Reflection on all areas identified in Part 2 (these are the same as the domain in the [lesson plan rubric](#)) for the lesson taught.
7. Complete the self-assessment using Watermark.

Resources:

1. **Lesson plan assignment rubric:** (a) view in *Watermark* (b) [download as Microsoft Word document](#).
2. **View and download Lesson Plan Template in Watermark.**
3. **Review AAMU Academic Language Guide (Blackboard)**
4. **Lesson Plan Guide**

Lesson Plan Guide

This lesson plan guide explains what is expected in a lesson plan and how you can make your lesson plan as usable as possible for you in the classroom. Use the Lesson Plan template to develop your lesson plans. The guidelines below will guide you with the components needed to develop an effective lesson plan.

Title

The title of your lesson plan should be concise, clear, and descriptive.

Introduction

Use the introduction to tell us a little about your lesson plan. Briefly describe the instructional techniques, what students are to learn, and any activities or assessments that you think are particularly noteworthy.

Learning outcomes

Learning outcomes are what students are expected to learn after completing the lesson plan.

- Learning outcomes should be closely related to the curriculum alignment but should not simply repeat goals and objectives of the Standard Course of Study. Learning outcomes may be broader, address aspects of curriculum objectives, or teach the curriculum in a special context.
- Each learning outcome should be clearly reflected in the activities and assessed after the lesson.

Curriculum alignment

Curriculum alignment is the relationship of the lesson plan to the Alabama Course of Study. List specific goals and objectives that this plan addresses, such as “Grade 3 Social Studies, Goal 1, Objective 2” or “High School Biology, Goal 3, Objective 4.”

- Your lesson plan must address at least one objective of a current curriculum, and it is a rare plan that addresses more than three objectives at once.
- If the plan is appropriate to multiple grade levels or courses, list goals and objectives for each grade level or course.
- Remember that all objectives you list here must be addressed in the learning outcomes, activities, and assessment!

Classroom time required

Classroom time required is, obviously, the amount of time a teacher will need to schedule for this lesson plan. You might specify minutes, hours, class periods, or even weeks.

- Consider different scheduling constraints. If you’ve designed your lesson for a block schedule, mention that (“one block period”). You might also offer a suggestion in the activities or supplemental information for breaking the plan into two traditional periods.
- If the plan is intended to last for several days, explain the time requirements as specifically as possible (for example, “two hours over a week” or “three consecutive class periods”).

Materials needed

Materials needed include resources used by both teacher and student, including books, handouts, paper and pencils, art supplies, and so on.

- If a specific book is needed or recommended, provide a full citation (author, title, publisher) so that teachers can easily locate it.
- If you use handouts or specific materials for presentation, please make them available as separate files.
- If the lesson plan requires that the classroom be arranged in a way, mention that here.

Technology resources

The technology needed section includes technology resources used by both teacher and students, including computers and related resources (internet connections, printers, and specific software such as a word processing application or PowerPoint), scanners and digital cameras, projectors, smartphones, and so on.

- Be as specific as possible when listing software and hardware requirements.
- Specify how many of each resource is needed (one computer per student? per group of students?).
- Provide alternatives if possible. For example, if you teach this plan with one computer per student, try to offer a way to teach the plan with students in groups (in activities or supplemental information) and note here that the plan can be so adapted.
- Use technology to manage (data or schedule), instruct (you do), or assess (app or program that provides immediate feedback).

Pre-activities

The pre-activities are what teachers and students need to do before beginning the lesson. They may be as simple as prerequisites — concepts or topics that should already have been covered. They may include activities that will help stimulate students' background knowledge of the topic, refresh their memory of previous lessons related to this one, or teach critical vocabulary. Or, they may list things the teacher needs to do to prepare to teach this lesson

Activities

Activities explain step by step what the teacher and students will do during the lesson. They should be as specific as possible. Consider the following:

- If the teacher is to explain something, note key points she/he should cover.
- Similarly, if there is a discussion, note the goals for the discussion — what conclusions might or should students reach?
- If a teacher doesn't have certain materials or is pressed for time, are there steps that can be left out?

Assessment

The assessment explains how the teacher will determine if the students met the learning outcomes listed at the beginning of the lesson plan. It should explain the means of assessment as well as the standards by which students are to be assessed.

- If you use a specific test or quiz, please attach it as a separate file.
- If assessment is oral, explain what words, ideas, or cues the teacher can use to evaluate student understanding.

Modifications

Modifications are ways a teacher could adapt this plan to teach special audiences, such as students with learning disabilities, gifted and talented children, or English language learners. Provide information for modifications:

- Explain what audience the modifications are intended for.
- List specific activities for this audience, and provide or link to any special resources needed.
- If possible or necessary, explain how the teacher can adapt classroom management strategies to use this plan with multiple audiences at the same time.
- Provide alternative assessments in the field below.

Alternative Assessments

Alternative assessments are means of assessment for special audiences, such as students with learning disabilities or English language learners.

- If you provided modifications above, provide an alternative assessment for each modification or special audience.
- If you did not provide modifications above, explain what audience this alternative assessment is intended for.

Supplemental Information

Supplemental information is anything that teachers should or might consider when teaching this lesson. If there are resources that may be used but that are not required for the lesson, note those as well.

Supplemental information and resources might include:

- additional resources or websites that could be used for in-class presentations or student research if time permits
- ideas for extensions or extra credit
- background reading for teachers on the content of the lesson
- further discussion of instructional strategies or classroom management issues related to this lesson (or links to that information on the web)

Critical Vocabulary

Critical vocabulary includes words and terms that students need to know to meet the learning outcomes for this lesson plan. If modifications are provided for particular audiences (such as English language learners), a special vocabulary list may be provided here.

For each term, please provide a definition or the URL of a website where teachers can obtain definitions.

Websites

Related websites are websites to be used by the teacher or students in the course of this lesson plan. They may be required or optional. Related websites may provide:

- background information for the teacher about the content of the lesson
- reading material for students
- resources the teacher can use with students in the classroom, such as images or multimedia
- reference material for the teacher about instructional strategies or classroom management issues referred to in the plan
- resources for students to use independently

For each website, please provide a title, URL, and brief explanation of how it relates to this lesson plan.

Important! An external website is not *required* for a lesson plan.

Closing Activities

List activities that you & students will do to summarize the lesson, reinforce what was covered, and tie everything together so students see how the lesson fits into the context of the rest of the course (what they have already done and what is coming next).

Comments

Comments may include anything you think or consider that should or doesn't fit into the other parts of the lesson plan. They may include:

- an explanation of how you developed the plan, or why you wrote it in a particular way
- possible extensions or ways to shorten the plan
- reflections on the experience of teaching this lesson
- students' comments or reaction.

A note on attachments

You may have supplemental materials that you want to include with your lesson plan such as worksheets, tests, handouts, spreadsheets, even images. Don't hesitate to submit these with your lesson plan. Just be sure to send them in formats that can be easily opened and don't require any unusual software. PDF documents are recommended.

Retrieved from: <http://www.learnnc.org/lp/editions/lnc-collab-manual/1346> and revised by AAMU in the fall 2016.

Assignment #3 Assessment Instrument
Alabama A&M University
Rubric Title: Content Knowledge Rubric

Administration of Instrument: Fall and Spring Semesters during the Internship

Directions: The candidates will teach for 10 consecutive days during the internship and develop lesson plans that are developmentally appropriate for the subject or grade level of the placement. The lesson plans are reviewed by the cooperating teacher and the University supervisor. After reviewing the lesson plans, both partners will score the rubric independently of each other. The results of the scoring are shared during a post conference with the candidate. *Expected Level of Performance is "meets expectations."*

Criteria Standards	Artifact	Developing -1	Emerging -2	Meets Expectations-3	Exceeds Expectations-4	Points Earned
1. The teacher candidate plans instruction and select content from the Alabama College and Career Ready Standards to design lessons for the content area, use knowledge of learners and appropriately design and develop instructional activities to address the scope and sequence of the curriculum supporting every student to reach the learning goals <i>InTASC 7 CAEP 2.2, 2.3, 5.5 ISTE 2a NBPT Proposition-1 Conceptual Framework Proficiencies – 4 & 6 edTPA Task -1</i>	Lesson Plans	Candidate is unable to select content and design and develop appropriate instructional experiences. Developed lessons do not address the scope and/or sequence of the curriculum. Technology is limited to teacher use	Candidate demonstrates a limited or basic understanding of how appropriate content should be selected. The instructional activities that the candidate designs and develops begin to address the scope and sequence of the curriculum but do not adequately attend to the depth, breadth, and order in which content should be taught. The candidate incorporates technology.	Candidate plans and successfully selects objectives/content from the Alabama College and Career Standards in the content area and designs instructional experiences that appropriately address the scope and sequence of the curriculum. The instructional activities developed by the candidate effectively address the depth, breadth as well as the order of the curriculum. The candidate design or adapt learning experiences that incorporate technology for learning.	Candidate plans lessons using the <u>Alabama College to Career Ready Standards</u> for the content specific area. Candidate effectively <u>research</u> and designs instructional experiences to use with diverse learners. Candidate develops engaging learning experiences and activities that extends the curriculum. While selected content certainly covers the scope and sequence of the curriculum, the candidate is also able to design instructional experiences that go beyond what is required to be covered in lesson/s. The candidate design or adapt relevant learning experiences that <u>incorporate digital tools</u> and resources to promote student learning and creativity.	
2. The teacher candidate plans teaching and learning experiences that are congruent with the Alabama College and Career Ready Standards and appropriate for diverse learners. <i>InTASC 7 CAEP 1.1 ISTE 2a NBPT Proposition-1 Conceptual Framework Proficiencies 10, 11, & 13 edTPA Task 1</i>	Lesson Plans	Candidate makes no attempt to align teaching and learning experiences with the Alabama courses of study (ALCOS). The candidate does not seek to establish congruency between the aforementioned factors. There is no evidence to indicate that the candidate is able to cater to the needs of diverse learners in their lesson/s.	Candidate is able to select appropriate standards from the Alabama courses of study. However, there is limited alignment between ALCOS standards and developed teaching and learning experiences. Candidate makes minimum attempts to develop learning experiences that cater to diverse learners.	Appropriate standards from the Alabama courses of study are selected. There is clear alignment between the selected standards and planned instructional activities. These planned activities are not only appropriate for diverse learners but also include the use of instructional and assistive technologies to support learning for diverse students.	Candidate not only selects the appropriate instructional standards but exhibits a deep understanding of the curriculum to create learning experiences that allow for connections to be made to other standards in the content area and across other content areas. Learning experiences are effectively designed and incorporates the use of <u>assistive and instructional technologies</u> . Instructional strategies are aligned and are developed to maximize learning for all students.	
3. The teacher candidate understands the core concepts, facts and structure of the discipline(s) he or she teaches and their	Lesson Plans Observation	Candidate does not know the core concepts, facts and procedures of the subject matter. Candidate	Candidate demonstrates a limited or basic understanding of the selected content area as it relates to the	Candidate plan and teach a lesson that successfully demonstrates an understanding of the core concepts, facts,	Candidate demonstrates vast knowledge of the subject area that goes beyond the core concepts, facts, and procedures covered in	

Assignment #3 Assessment Instrument
Alabama A&M University
Rubric Title: Content Knowledge Rubric

Administration of Instrument: Fall and Spring Semesters during the Internship

Directions: The candidates will teach for 10 consecutive days during the internship and develop lesson plans that are developmentally appropriate for the subject or grade level of the placement. The lesson plans are reviewed by the cooperating teacher and the University supervisor. After reviewing the lesson plans, both partners will score the rubric independently of each other. The results of the scoring are shared during a post conference with the candidate. *Expected Level of Performance is “meets expectations.”*

<p>relationship to specific curricular areas to create learning experiences that are meaningful for all students to mastery the content towards learning and decision making. <i>InTASC 4</i> <i>CAEP 1.1, 2.3, 3.4, & 4.1</i> <i>NBPT Proposition-2</i> <i>Conceptual Framework Proficiencies 2,3,7, & 8</i> <i>ISTE 1: 1a, 1b</i></p>		<p>is unable to make connections between the aforementioned factors and other specific curricular areas. The candidate assesses with limited knowledge of the progress towards the learning goals. Technology use is limited.</p>	<p>core concepts, facts, and procedures of the subject. Candidate ‘s confusion about certain concepts, facts, or procedures is demonstrated during teaching. Candidate also demonstrates a limited understanding of how to make connections between specific curricular areas for some students to learn the content and monitors the learning. Reports provided not organized with technology.</p>	<p>and procedures of the selected subject matter. The candidate is able to recognize relationships between the subject area and other specific curricular areas and is able to successfully implement teaching strategies that demonstrate these relationships for students to learn the content. Candidate monitors and assess the understanding towards learning and reports the results <u>using graphs and charts.</u></p>	<p>the curriculum and implements diverse experiences. The candidate designs and creates learning experiences where conceptual understandings of these core concepts, facts, and procedures are effectively demonstrated. The candidate is also able to demonstrate knowledge of cross-curricular relationships that make connections to the content area and other specific curricular areas for all students to master the content. Candidate monitors, assess, interpret, and report student understanding and progress towards learning and decision managing the data using a <u>technology tool.</u></p>	
<p>4. The teacher candidate understands how learners grow and develop, he/she Identifies patterns of learning and recognizes learners with difficulties in learning (cognitive, linguistic, social, emotional, & physical areas) collaborates with others and uses available materials to teach and re-teach skills and concepts that are developmentally appropriate and challenging. <i>InTASC 1</i> <i>ISTE 2c</i> <i>CAEP 1.1, 2.3,3.4,3.6,4.1, 4.2</i> <i>NBPT Proposition-3</i> <i>Conceptual Framework Proficiencies 5 & 9</i></p>	<p>Lesson Plans Observations</p>	<p>Candidate fails to identify learners with difficulties in learning. The candidate also fails to use available materials to re-teach skills and concepts to students having difficulties.</p>	<p>Candidate recognizes and acknowledges difficulties in learning in some students but not in others. Candidate attempts to re-teach concepts but is not effective in using available materials to provide learners with additional support.</p>	<p>Candidate successfully identifies difficulties in learning in diverse learners. Collaborates with others to differentiate instruction, plans learning experiences that incorporate the use of available materials to aid in re-teaching certain skills and concepts that are developmentally appropriate.</p>	<p>Candidate acknowledges and identifies all learners with difficulty in learning. The candidate collaborates with others and create modified plans of instruction that utilizes innovate resources. The candidate anticipates diverse learners’ difficulties with specific concepts by planning materials before concepts and skills are taught. Candidate provides interventions including the selection of <u>technology</u> based on these learners’ needs in the subject area.</p>	
<p>5. The teacher candidate understands the use of students’ prior knowledge and experiences to introduce new subject-area related</p>	<p>Lesson Plans Observations</p>	<p>Students’ prior knowledge is not considered or used as a foundation for learning new</p>	<p>Candidate makes a limited attempt to leverage students’ prior knowledge and experiences as starting points for</p>	<p>Candidate selects and uses research-based strategies that allow for the assessment and use of diverse students’</p>	<p>Candidate develop and successfully incorporates 21 century learning strategies that are effective for garnering students’ prior</p>	

Assignment #3 Assessment Instrument
Alabama A&M University
Rubric Title: Content Knowledge Rubric

Administration of Instrument: Fall and Spring Semesters during the Internship

Directions: The candidates will teach for 10 consecutive days during the internship and develop lesson plans that are developmentally appropriate for the subject or grade level of the placement. The lesson plans are reviewed by the cooperating teacher and the University supervisor. After reviewing the lesson plans, both partners will score the rubric independently of each other. The results of the scoring are shared during a post conference with the candidate. *Expected Level of Performance is “meets expectations.”*

<p>content connecting 21st century learning skills <i>InTASC 2</i> <i>ISTE 4a, 4b</i> <i>CAEP 1.1, 2.3, 3.4, 3.5, 3.6, 4.1, & 4.2</i> <i>NBPT Proposition-1</i> <i>Conceptual Framework</i> <i>Proficiencies 5 & 9</i></p>		<p>content. No effort is made to tap into students' prior experiences as new content is introduced.</p>	<p>learning new content. Candidate does not effectively employ strategies such as questioning that will allow for the assessment and use of students' prior knowledge and experiences.</p>	<p>prior knowledge and experiences. Strategies include questioning, student inventories, pre-tests, concept maps etc.</p>	<p>knowledge and for understanding students' lived experiences. These strategies allow the candidate to use diverse students' frame of references to maximize learning.</p>	
<p>6. The teacher candidates understanding of the research on multiple intelligences and best practices when considering ways to influence learners' academic growth and access to content. <i>EducateAlabama 4.9</i> <i>InTASC 2</i> <i>CAEP 1.1, 2.3,3.4, 4.2</i> <i>NBPT Proposition-3</i> <i>Conceptual Framework</i> <i>Proficiencies 6 & 11</i></p>	<p>Lesson Plans Observations</p>	<p>Students' learning is not acknowledged or considered during the planning of instruction. Candidate makes no effort to tailor instruction base on the research to improve how students learn or are able to access content in the subject area.</p>	<p>Candidate references the learning strategies during lesson planning. However, candidate does not use understandings of students' multiple intelligences to influence students' academic growth as well as their access to content.</p>	<p>The candidate effectively uses students' multiple intelligences and learning strategies as the foundation for helping students gain access to content as well as to help students grow academically. Candidate plans and develops learning experiences based on research related to the factors specifically to improve student learning as well as students' access to content for academic growth.</p>	<p>Using research, the candidate designs, devises and implements learning experiences that successfully caters to students' multiple intelligences and learning strategies that allow the students to recognize connections across other content areas of the curriculum. Candidate demonstrates how analyzed data on students' multiple intelligences and the learning strategies effectively maximize learning, active engagement, motivation and transfer of knowledge to real life situations.</p>	

Explanation of Levels of Performance:

1. Developing – Standard/element was not met.
2. Emerging – Only partial evidence that this standard/element was addressed, or the standard/element was only partially addressed; more evidence is needed before determining proficiency with respect to this standard/element.
3. Meets Expectations– Provides sufficient evidence of addressing this standard/element at least at the minimum acceptable level.
4. Exceeds Expectations – Provides an excellent example of addressing this standard/element

Assignment #3 Assessment Instrument
Alabama A&M University
Rubric Title: Content Knowledge Rubric

Administration of Instrument: Fall and Spring Semesters during the Internship

Directions: The candidates will teach for 10 consecutive days during the internship and develop lesson plans that are developmentally appropriate for the subject or grade level of the placement. The lesson plans are reviewed by the cooperating teacher and the University supervisor. After reviewing the lesson plans, both partners will score the rubric independently of each other. The results of the scoring are shared during a post conference with the candidate. *Expected Level of Performance is "meets expectations."*

Title: Content Knowledge Rubric Assignment Directions

Administer: fall and spring semesters during the Internship

Directions:

- Develop sequential lesson plans for 10 consecutive days that are developmentally appropriate for the class. The cooperating teacher and the University supervisor should review your plans. The cooperating teacher will approve the lessons prior to your teaching.
- Follow the lesson plan instructions using the EPP Lesson Plan Template.
- Teach for 10 consecutive days, seeking feedback from the cooperating teacher and the University supervisor.
- The Cooperating teacher and the University supervisor will provide feedback after observing the lesson.
- Reflect on your teaching and develop a professional learning plan to grow as a professional.

Assignment #4 Assessment Instrument
Title: CONTENT SPECIFIC PEDAGOGY RUBRIC
(PEDAGOGICAL CONTENT KNOWLEDGE)

Expected Level of Performance is meets expectations and above.

Directions: Select the points for each level of performance for each element.

		LEVEL OF PERFORMANCE				
RATING	Element #	INDICATOR	DEVELOPING -1	EMERGING -2	MEETS EXPECTATIONS -3	EXCEEDS EXPECTATIONS - 4
InTASC: 4e., 8k CAEP 1.0	1	Demonstrating knowledge of content and pedagogy	Teacher's plans and practice demonstrate evidence of little to no knowledge of the important concepts in the discipline, prerequisite relationships between them, or of the instructional practices specific to that discipline and alignment to standards.	Teacher's plans and practice demonstrate evidence of knowledge of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline and their alignment to standards	Teacher's plans and practice demonstrate evidence of the application of the important concepts in the discipline, prerequisite relationships between them and of the instructional practices specific to that discipline and their alignment to standards	Teacher's plans and practice demonstrate evidence of extensive knowledge and application of important concepts and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when designing instruction and designs strategies for causes of student misunderstanding. Teacher shows strong evidence of building alignment with Standards and differentiates for student progress in planning.
InTASC: 4f, 4g, 9b CAEP 1.0	2	Demonstrating knowledge of resources	Teacher demonstrates little to no familiarity with resources, to use in teaching the content of his/her discipline, or for students who need these resources. Teacher does not seek such knowledge.	Teacher shows evidence of some familiarity with resources available through the school or district to enhance the teaching of the content or for students who need them. Teacher does not actively seek to extend such knowledge through the use of resources.	Teacher is fully aware of resources available through the school or district to enhance the teaching of the content and develops and maintains a database or list of resources, and uses them in teaching the subject matter, or to meet individual student needs.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, his/her teaching of the content, and uses them in teaching, and to meet individual student needs while personalizing the teaching of content to learners.
InTASC: 6a, 6k CAEP 1.0	3	Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. There is no evidence that assessment results influence planning and are not appropriate to the content and level of the content being taught.	Teacher's plan for student assessment is partially aligned with the standards and instructional outcomes, contains no clear criteria, and is inappropriate for at least some students. Teacher shows some evidence of intent to use assessment results to plan for future instruction for the class as a whole and there were efforts to use assessment methods appropriate to the content.	Teacher's plan for student assessment is aligned with the standards, the content, and instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher shows specific evidence of intent to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the standards, the level of the content, standards, and instructional outcomes, uses clear criteria that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher shows clear evidence of intent to use assessment results to plan future instruction for individual students.
InTASC: 1a, 6g CAEP 1.0 ISTE-4	4	Using assessment in instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

RATING	#	INDICATOR	DEVELOPING-1	EMERGING-2	MEETS EXPECTATIONS-3	EXCEEDS EXPECTATIONS 4
InTASC: 3d, 3k, 8m CAEP 3.0	5	Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communications are clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
InTASC: 5i, 5j, 8n CAEP 3.0	6	Evidence that candidate understands the relationship of content aligned with specific pedagogy.	The candidate did not demonstrate that he/she understood the concept of content specific pedagogy. Pedagogy used was inappropriate for the content being taught.	Though not sufficient, there were some observations that suggested an awareness of content-specific pedagogy, but these observations were not consistently observed or were not planned/intended matches of pedagogy with content.	The candidate demonstrates knowledge of content-specific pedagogy. The use of this knowledge was observed in the selection of planned and intended methods of appropriate pedagogy when presenting the content area.	The candidate uses a variety of content-specific pedagogy. Materials and resources are innovative, anticipate student needs, and reflect a high correlation to content.
InTASC: 8a, 8e, 8l CAEP 3.0 ISTE-1 & 2	7	Evidence the candidate possesses a broad knowledge of instructional strategies reflecting that the candidate has a grasp of the content and of the pedagogy appropriate for ensuring that students learn the subject matter.	The candidate does not possess fundamental knowledge of instructional teaching strategies that are specific to the content being taught.	The candidate possesses an adequate knowledge of instructional strategies and an adequate knowledge of the content to ensure that students learn the subject matter.	The candidate possesses an extensive knowledge of instructional strategies. The candidate selects appropriate content-specific strategies consistently and makes adjustment to methods of teaching to insure student learning.	The candidate presents content accurately and uses various instructional strategies including <u>technology</u> to encourage diverse learners and provides multiple perspectives on concepts in the content.
InTASC: 8e, 8h, CAEP 1.0, 2.0, 3.0	8	Evidence that the candidate is able to teach content matter in multiple ways.	The candidate uses vague strategies to teach content.	The candidate uses limited subject-specific teaching strategies.	The candidate uses various instructional strategies and activities that are related to content.	The candidate uses multiple instructional strategies and activities that are related to content.
InTASC: 4a, 8d, 8k CAEP 1.0	9	Content is presented in clear and meaningful ways.	The candidate does not plan presentation. The information is presented in a confusing manner (not orderly or cohesive). No plan was evident for presenting the lesson.	The candidate uses effective strategies, resources and data to present data in a logical and clear manner. Content was clear during portions of the presentation, but some parts were hard to follow and caused learners to be confused.	The candidate builds upon students' existing knowledge. The teacher makes appropriate connections of activities to prior knowledge and uses a step-by-step process to ensure content is clear and meaningful in order to maximize students' opportunity to master the Standards.	The teacher uses alternative and innovative resources to differentiate and modify instruction to make certain that students understand and master content and all resources were appropriate and had a positive benefit for learners. In all cases, the candidate was able to clear up learner's misconceptions or misunderstandings.

RATING	#	INDICATOR	DEVELOPING	EMERGING	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
InTASC: 1e, 1f CAEP 1.0, 3.0	10	The candidate uses cultural background and prior knowledge of the learner to ensure that the learner masters the content and to make the content appropriate to the learner's academic level and learning modality.	The candidate does not use prior knowledge or cultural background. No indication that pedagogy is appropriate for the level and learning style of students. Too many episodes suggest a lack of knowledge of the learner.	The candidate uses prior knowledge and cultural background to select pedagogy that ensures that content is taught on the appropriate academic and interest level of students. However, the use is not consistent.	The candidate consistently uses prior knowledge and cultural background to select pedagogy that ensures that content is taught on the appropriate academic and interest level of students and mastered by students.	The candidate assesses students' prior knowledge to selection of content-specific pedagogy. The results are used to determine academic level in order to make content appropriate to learner. The candidate is aware of the cultural background individually and as a group. This knowledge ensures that the learner masters the content. Efforts to validate the knowledge of the learner were observed.
InTASC: 4g, 8n, 8o CAEP 1.0,2.0.4.0 ISTE-2	11	The candidate facilitates student learning of the content through the use of <u>technology</u> .	The candidate does not use technology.	The candidate does not use the appropriate technology for the content-specific pedagogy.	The candidate uses pedagogy that is appropriate for students to use technology thereby ensuring that students practice skills, discover new concepts and promote creativity and maximize student learning.	The candidate selects teaching methods that <u>utilizes technology</u> to address diverse learning styles and individual interests to maximize student learning.

Explanation of Levels of Performance:

1. Developing – Standard/element was not met.
2. Emerging – Only partial evidence that this standard/element was addressed, or the standard/element was only partially addressed; more evidence is needed before determining proficiency with respect to this standard/element.
3. Meets Expectations– Provides sufficient evidence of addressing this standard/element at least at the minimum acceptable level.
4. Exceeds Expectations – Provides an excellent example of addressing this standard/element.

Assignment #4

Title of Assignment: Pedagogical Content Knowledge Assignment Directions

Assignment Due Date: Fall and Spring Semesters

Location to Post Assignment: Watermark

Means of Assessing: Pedagogical Content Knowledge Rubric

Used During: Required during the Internship

Expected Performance: Candidates are required to have an overall proficiency rating of 3.0, Meets Expectations. Those who do not perform at this level will be expected to undergo remediation. The rubric score is reviewed by the University Clinical faculty and the cooperating teacher to determine strengths, challenges, and opportunities to improve performance. Feedback conferences are held with both partners.

InTASC Standards & Alabama Core Teaching Standards 1,3,4, 5,6, ,8, & 9

ISTE 1,2, and 4

AAMU Beliefs and Values (Conceptual Framework) Domains: *Planning, Preparing, Performing, and Assessing Proficiency*

Who Scores/When: A cooperating teacher and the University Clinical faculty will score the assessment (rubric) independent of each other in Watermark during the semester.

Directions: Definition: Pedagogical content knowledge (the knowledge which integrates the content knowledge of a specific subject and the pedagogical knowledge for teaching that particular subject) (Shulman, 1987)

- Review the Alabama Course of Study for your specific grade level and certification. Use the College to Career Ready standards.
- The Alabama Course of Study and lesson plans can be found at both websites:
<http://alex.state.al.us> or
<http://alex.state.al.us/ccrs/content/alabama-college-career-ready-standards-ccrs>
- Select and focus on one-two standards to develop a lesson plan. Use the AAMU lesson plan template to organize the lesson. It is required that a minimum of one graphic organizer be used during the lesson and integrate technology for instructional purposes.
- Video tape the lesson or have someone to video the lesson for you. Video should be 3-5 minutes.

- Introduce the concept and teach your lesson.
- Compress the video and submit the lesson plan and the video recording of the lesson assignment in Watermarks. Video compress instructions are attached.
- During your lesson, focus on the academic language and your diction.
- Attach samples of your assessments, assignments, and any other handouts.
- Focus on the content and pedagogical skills of your specific area for this assignment.
- Watch the video and complete the reflection form.

Assignment #4: Reflection of the Lesson: Focus on Content Knowledge and Pedagogy
InTASC Standards: 1,3,4,5,6,8, and 9

<p align="center">Educational Theory</p> <p><i>How did the candidate demonstrate he/she planned for the lesson? InTASC 4(j))</i></p>	<p align="center">Content Pedagogy</p> <p><i>The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches. InTASC 4(n)</i></p>
<p align="center">Diverse Learners</p> <p><i>How did the candidate show h/she is committed to work toward each learner's mastery of disciplinary content and skills InTASC 4(r) and 8(a) uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</i></p>	<p align="center">Environment</p> <p><i>The candidate simulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. InTASC 4(d)</i></p>
<p align="center">Academic Language</p> <p><i>The candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners. InTASC 4(l) The candidate creates opportunities for students to learn, practice, and master academic language in their content. InTASC 4(h)</i></p>	<p align="center">Teaching Strategies</p> <p><i>The candidate uses supplementary resources and techniques effectively to ensure accessibility and relevance for all learners. InTASC 4(g) The candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals 5(l)</i></p>
<p align="center">Areas of Strengths</p> <p><i>Did you use your strengths to teach the lesson? What talents did you use to teach the content and to implement the pedagogical skills?</i></p>	<p align="center">Professional Learning Needs</p> <p><i>InTASC 9 (l) The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. How will you deepen your knowledge in the content area? How will you expand professional connections in content area? How will you expand knowledge of resources and strengthen analysis and reflection on current content knowledge and learner needs?</i></p>

Assignment #5 Assessment Instrument
Title of Rubric: Professional Dispositions

This rubric is used during the Pre-clinical and Clinical transition phases of the program. The expected level of performance and extent to which candidate meets the requirements articulated in CAEP standard 3 Expectation: Meets Expectations (3)

*** *The Cooperating teacher and University Clinical Supervisor will complete the professional disposition during the 1st and 2nd eight weeks of the Internship.*

Maintains a high level of professionalism					
Dispositions Rubric Item	Artifact (s)	Developing (1)	Emerging (2)	Meets Expectations (3)	Exceeds Expectations (4)
1. Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice. <i>InTASC, 9,m; naeyc 4d/ACTS ECH 4.4; CAEP 3.3 Conceptual Framework Proficiencies 3.0</i>	Personal philosophy of education essay	Unable to articulate, verbally or in writing, a coherent personal philosophy or explain how a personal philosophy relates to teaching practice	Is able to articulate a personal philosophy but is not able to demonstrate how that philosophy relates to teaching practices	Is able to articulate personal philosophy and demonstrate how that philosophy can potentially relate to teaching practices	Is able to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments
2. Demonstrates commitment to on-going professional development. <i>InTASC, 9n; CAEP, 1.2; naeyc 6c/ACTS ECH 6.3 Conceptual Framework Proficiencies 6.0</i>	Record of professional development presented in the Internship InTASC TWS portfolio	Does not see him/herself as a learner and does not seek opportunities to draw upon current education policy and research as a source of analysis and reflection to improve practice	Recognizes him/herself as a learner and occasionally, when prompted, seeks opportunities to draw upon current education policy and research as a source of analysis and reflection to improve practice.	Recognizes him/herself as a learner and consistently seeks opportunities to draw upon current education policy and research as a source of analysis and reflection to improve practice.	Recognizes him/herself as a learner and consistently seeks opportunities to draw upon current education policy and research as a source of analysis and reflection to improve practice; and, uses reflections and feedback to regularly participate in professional development opportunities.

Conducts self in an ethical manner, consistent with the profession					
Dispositions Rubric Item	Artifact (s)	Developing (1)	Emerging (2)	Meets Expectations (3)	Exceeds Expectations (4)
3. Exhibit the professional dispositions delineated in professional, state, and institutional standards. <i>InTASC, 9.o;</i> <i>CAEP, 1.2;</i> <i>naeyc 6b/ACTS ECH 6.2</i> <i>Conceptual Framework Proficiencies 7.0</i>	Observations during the internship	Candidate cannot articulate /does not demonstrate professional dispositions delineated in professional, state, and institutional standards while working with student, colleagues, families, and communities.	Candidate demonstrates minimal understanding of the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.	Candidate exhibits the professional dispositions delineated in professional, state, and institutional standards while working with students but, requires some guidance in his/her work with colleagues, families, and communities.	Candidate consistently exhibits the professional dispositions delineated in professional, state, and institutional standards and incorporates ways of working with students, colleagues, families, and communities.
4. Committed to working with students, colleagues, families, and communities. <i>InTASC, 10 q;</i> <i>naeyc 2c/ACTS ECH 2.3</i> <i>Conceptual Framework Proficiencies 1.0</i>	Internship InTASC TWS Portfolio	Candidate demonstrates minimal commitment to deepening his/her awareness and understanding of the strengths and needs of diverse learners and their families when planning.	Candidate can describe learners' diverse strengths and needs and struggles to use that information to plan effective instruction. Instructional plans do not adequately differentiate instruction in ways that accommodate learners with special needs and/or risk factors.	Candidate can describe learners' diverse strengths and needs and demonstrates some understanding of the different aspects of diversity by planning lessons that build on the diverse strengths and talents of learners, including learners with special needs.	Candidate seeks new and innovative ways to develop Instructional plans that include effective strategies, technology, and other learning opportunities that that are deliberately designed to accommodate diverse learners, including special needs and/or risk factors.
Demonstrates fairness with all learners, families, and community stakeholders					
Dispositions Rubric Item	Artifact (s)	Developing (1)	Emerging (2)	Meets Expectations (3)	Exceeds Expectations (4)
5. Ability to share instructional responsibility for students with diverse needs, including students with disabilities. <i>InTASC, 10p;</i> <i>naeyc 3d/ACTS ECH 3.4</i> <i>Conceptual Framework Proficiencies 1.0</i>	Internship InTASC TWS Portfolio Lesson Plans	The candidate is unable to articulate does not demonstrate the need to share responsibility for students with diverse needs; or, the need to develop collaborative teaching relationships and instructional strategies	The candidate demonstrates some understanding of the need to share instructional responsibility for students with diverse needs, including students with disabilities, but is not able to develop collaborative teaching relationships and instructional strategies.	The candidate demonstrates an ability to share instructional responsibility for students with diverse needs, including students with disabilities, and develops plans and instructional strategies collaboratively with other colleagues and teachers.	The candidate demonstrates the ability to share instructional responsibility for students with diverse needs, including students with disabilities, and seeks out opportunities to develop collaborative teaching relationships and innovative instructional strategies, including the innovative use

					<i>of technology.</i>
6. Ability to develop collaborative teaching relationships and instructional strategies. <i>InTASC, 2m; naeyc 2b; ACTS ECH 2.2 Conceptual Framework Proficiencies 5.0</i>	Internship InTASC TWS Portfolio Lesson Plans	The candidate does not demonstrate any clear understanding, need to know, or respect for families' beliefs, norms, and expectations and does not attempt to work collaboratively with learners and families in setting and meeting challenging goals	The candidate demonstrates minimal understanding of the need to become familiar with the families of learners or their beliefs, norms, and expectations; but, does not seek ways to work collaboratively with learners and families in setting and meeting challenging goals.	The candidate demonstrates genuine respect for families' beliefs, norms, and expectations and on occasion works collaboratively with learners and their families in setting and meeting challenging goals.	The candidate demonstrates genuine respect for families' beliefs, norms, and expectations and consistently seeks to work collaboratively with learners and their families in a variety of settings in order to meet challenging goals.

Displays behavior that reflects the belief that all students can learn

Dispositions Rubric Item	Artifact (s)	Developing (1)	Emerging (2)	Meets Expectations (3)	Exceeds Expectations (4)
7. The ability to design, adapt and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways. <i>InTASC, 1h; CAEP, 4.1; naeyc 4c; ACTS ECH 4.3 Conceptual Framework Proficiencies 4.0</i>	Lesson Plans Internship InTASC TWS Portfolio Observation during internship	The candidate does not understand the need to design, adapt, or deliver instruction in ways that address individual learning strengths or create multiple opportunities for students to demonstrate learning.	The candidate demonstrates minimal understanding of differentiated instruction but is not yet able to plan instruction that provides multiple opportunities for students to demonstrate learning.	The candidate has demonstrated an ability to plan and implement instruction that addresses individual learning strengths and provide multiple opportunities for students to demonstrate their learning.	The candidate is able to plan for and deliver <i>differentiated</i> instruction and assessment that build on diverse learning strengths of students and seeks opportunities to expand his/her knowledge and repertoire of strategies and techniques.
8. Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. <i>InTasc, 4o; CAEP 1.0, 2.0 naeyc 4b; ACTS ECH 4.2 Conceptual Framework Proficiencies 2.0</i>	Lesson Plans Internship InTASC TWS Portfolio Observations during the internship	The candidate does not know or understand the need to plan for and implement equitable and effective student access to available technology and other resources to enhance student learning	The candidate has a general knowledge of instructional technologies but is unable to use them effectively to promote student learning	The candidate consistently plans for and uses a range of technologies to support and promote student learning.	The candidate seeks every opportunity to learn new ideas and <i>incorporate technology</i> to promote learning, including tools of language development and strategies for making content accessible to English language learners.

Assignment #6 Impact on Student Learning Assignment

Title of Assignment: IMPACT ON STUDENT LEARNING - Case Study

This assignment is required for all internship candidates

Assessment Instrument Title: Impact on Student Learning Rubric

Assignment Due Date: Fall and Spring Semesters

Location to Post Assignment: Watermark

Assignment Rubric: Used during Internship

Expected Level of Performance is “meets expectations or above”.

InTASC & Alabama Core Teaching Standards: 1, 5, 6, 9, 10

AAMU Beliefs and Values: 5

CAEP 1, 3, 5

ISTE 2, 4, 5

Means of Assessing: Impact on Student Learning Rubric

Who Assesses? The University Clinic Faculty and the Cooperating Teacher

Expected Performance: Candidates are required to have an overall proficiency rating of 3.0, Meets Expectations on the rubric assessment. Those who do not perform at this level will undergo remediation with the University supervisor. This score is reviewed by program faculty to determine strengths, challenges, and opportunities to improve candidates’ performance and to make continuous improvements for the EPP.

Part 1: General Information

Purpose

This assignment is to give you the opportunity to tie together many pieces of the teaching and learning process to help you:

- determine the effect of instruction on all students’ learning
- guide decisions about future instruction and plans to improve upon every student’s performance
- communicate performance results to others
- reflect on your performance as a teacher
- use technology as a tool for planning, instruction, assessing and presenting the data

Method

- Please note that you should use pseudonyms to maintain confidentiality.
- Select a section of students whom you are teaching and the activity or unit on which to evaluate your impact on student learning.
- Decide on a method of collecting data to measure your impact upon student learning using assessments that will generate data suitable for analysis.

Part 2: Major Components of the Assignment - Directions

Design for Instruction and Assessment

- Describe a variety of community, school, media center, and classroom factors that may impact your students' learning. These could include geographic location, district demographics, socioeconomic profile, physical features of school, media center, or classroom setting, availability of equipment/technology and other resources, etc.
- Describe the characteristics of your students, such as age, gender, race/ethnicity, exceptionalities (disability and giftedness), developmental levels, culture, language, interests, learning styles or skill levels.
- Identify 2-4 objectives which are aligned with state and/or national standards as well as district indicators, if applicable.
- Describe a variety of assessments that you will conduct before, during, and after instruction. You may assess students in an authentic/alternative manner, a traditional manner, or a combination of both. The assessments should be aligned with the objectives and should take into consideration the diverse learning needs of the students.
- After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. Use a table, graph, or chart. Describe the pattern you found that will guide your instruction or modification of learning goals.
- Briefly describe the activities and assessments for each teaching session. The activities should reflect a variety of instructional strategies/techniques. Include information on how you plan to assess student learning during and/or following the activity. (i.e. formative assessment)

Analysis of Student Learning

- Conduct a final test or project (summative assessment) which is correlated with the pre-assessment.
- Select a group characteristic (e.g., gender, performance level, socioeconomic status, language proficiency, etc.) to analyze in terms of one of your objectives. Tell why you chose this particular characteristic to analyze. Create a table, chart or graph that compares pre and post-assessment results for the subgroups on this objective.
- In a narrative interpret the data for evidence of impact on student learning, both for the whole group and for the subgroups.

Reflection and Self-Evaluation

- Describe the implications of your analysis for instruction of students at the whole group, subgroup, and individual student levels. Remember to use pseudonyms to preserve student confidentiality.
- Identify further actions you would need to take to improve student learning.
- Evaluate the strengths and weaknesses of your own teaching, and identify some areas for your own professional growth.

Part 3: Organization of the Project for Review and Reflection

Make sure the following are included in your final submission:

1. Design for Instruction. Include the following sections:

- Brief description of school and community factors
- Brief description of student characteristics
- Learning objectives keyed to standards
- Description of assessments to be done before, during and after instruction
- Chart of teaching activities and assessments for each teaching session

2. Analysis of Student Learning. Include the following using technology a web 2.0 tool to Present information:

- Table, graph or chart of whole class data
- Table, graph or chart of subgroup data, along with an explanation of why this characteristic for subgroups was chosen
- Narrative interpretation of the data

3. Reflection and Self-Evaluation. Include the following sections:

- Implications for instruction at whole class, subgroup and individual levels
- Further teacher actions
- Strengths, weaknesses, and areas for professional development

NOTE: Please refer to the rubric that follows for a detailed description of the criteria developed for evaluating the quality of your work. As you write each section, be sure to consult the rubric as a guide to the important features. (3/18)

Assignment #6 Assessment Instrument
 Title of Rubric: Impact on Student Learning Project Rubric
 Assignment: Impact on Student Learning

Expected level of performance is “meets expectations” or above.

Levels of Performance and scores-- Criteria/Elements	Developing -1	Emerging - 2	Meets Expectations - 3	Exceeds Expectations - 4
<p>1.Design for Instruction and Assessment</p> <p><i>InTASC 1 (a) and 1(b), 6g</i></p> <p><i>CAEP 1, 3, 5</i></p> <p><i>Conceptual Framework 5.0</i></p> <p><i>ISTE 2, 4</i></p>	<ul style="list-style-type: none"> • Does not incorporate community, school, media center, and classroom factors or characteristics of diverse students • Fails to align with objectives/state standards • No variety of formal/informal assessments • Not adapted to learning needs of diverse students • Assessment measures not designed to assess progress in learning • No technology uses for students 	<ul style="list-style-type: none"> • Includes limited information related to community, school, media center, and classroom factors or characteristics of diverse students • Alignments not clear with objectives/ state standards • Relies on limited instructional approaches and assessment measures • Limited variety of formal or informal assessments • Assessment measures included but not designed to assess progress in learning • Only adapted to learning needs of a diverse group of students • Limited technology use for students 	<ul style="list-style-type: none"> • Incorporates community, school, media center, and classroom factors and characteristics of diverse students • Aligns with the objectives /state standards • Uses variety of instructional approaches and assessment measures • Variety of formal/informal assessments conducted before, during, and after instruction, including with technology • Adapted to learning needs of diverse students • Assessment measures are designed to assess progress in learning 	<ul style="list-style-type: none"> • Incorporates a wide variety of community, school, media center, and classroom factors and characteristics of diverse students • Aligns perfectly with objectives, state standards and national standards; • Uses wide variety of instructional approaches that are researched based, including technology • A variety of formal/informal assessments conducted before, during, and after instruction • Adapted to learning needs of diverse students • Assessment measures effectively designed to assess progress in learning
<p>2.Analysis of Student Learning</p> <p><i>InTASC 6a, 6b, 6k, 6r, & 6t</i></p>	<ul style="list-style-type: none"> • Data are not included • Interpretation fails to include evidence of impact on student learning • Conclusions are incomplete or show little 	<ul style="list-style-type: none"> • Data are not summarized in graphs or tables • Interpretation of data includes limited evidence of impact on student 	<ul style="list-style-type: none"> • Data for whole class and subgroups are summarized in chart, table or graph format utilizing technology • Data are correctly analyzed and interpreted for evidence of impact on student learning 	<ul style="list-style-type: none"> • Data for whole class and subgroups are accurately summarized in chart, table or graph format with descriptive statistics • Data are correctly and meaningfully analyzed and interpreted for evidence of impact on student learning using

<p>CAEP 1, 3, 5</p> <p>Conceptual Framework 5.0</p> <p>ISTE 4</p>	<p>ability to discern differences</p>	<p>learning</p> <ul style="list-style-type: none"> • Discusses results on pretest and how the results impacted the lessons. Includes formative assessment • Conclusions drawn show lower ability to discern differences in student needs 	<ul style="list-style-type: none"> • Discusses results on pretest and how the results impact the lessons Includes formative assessment and modifications that were performed in response to formative assessment • Conclusions drawn show moderate ability to discern differences in student needs 	<p>technology</p> <ul style="list-style-type: none"> • Discusses results on pretest and how the results impacted the lessons. Includes formative assessments, how formative assessments encouraged learning, and modifications that were performed in response to formative assessment • Conclusion drawn show high ability to discern differences in student needs
<p>3.Reflection on Student Learning</p> <p>InTASC 5r, 9a, 9b, 9k, 10f, 10g</p> <p>CAEP 1, 3, 5</p> <p>Conceptual Framework 5.0</p> <p>ISTE 4, 5</p>	<ul style="list-style-type: none"> • Does not discuss the implications of results for instruction for group as a whole • Identifies no changes in teacher actions • Does not evaluate strengths and weaknesses of own teaching • Display sets are not on the same scale • Difficult to make comparisons • Elements necessary to show growth of whole class are missing • Little or no information is given on the impact on student learning in terms of the number of students who achieved and made progress 	<ul style="list-style-type: none"> • Discusses the implications of results for instruction for class as a whole • Identifies few changes in teacher actions • Evaluate few strengths and weaknesses of own teaching • Display is marginally easy-to-read; shows clear comparisons between pretest and posttest • Display shows growth of whole class • Reflection includes the discussion of the impact on student learning in terms of the number of students who achieved and made progress 	<ul style="list-style-type: none"> • Discusses the implications of results for instruction for individual students at different performance levels with others • Identifies what further teacher actions are needed to improve student learning based on assessment results • Evaluates strengths and weaknesses of own teaching • Display is moderately easy-to-read; shows clear comparisons between pretest and posttest • Display shows growth of whole class using technology • Reflection includes discussion of the impact on student learning in terms of the number of students who achieved and made progress toward at least the learning objective 	<ul style="list-style-type: none"> • Meaningfully discusses the implications of results for instruction for individual students at different performance levels with others • Identifies and explains what further teacher actions are needed to improve student learning based on assessment results • Evaluates strengths and weaknesses of own teaching and identifies areas for professional growth • Display is easy-to-read; shows clear comparisons between pretest and posttest using an electronic graphic organizer. Display shows growth of each individual student and whole class • Reflection includes evidence of the impact on student learning in terms of the number of students who achieved and made progress toward each learning objective (examples of student work)

Levels of Performance:

1. Developing – This standard/element was not met.
2. Emerging – There is only partial evidence that this standard/element was addressed, or the standard/element was only partially addressed; more evidence is needed before determining proficiency with respect to this standard/element.
3. Meets Expectations – Sufficient evidence of addressing this standard/element at least at the minimum acceptable level.
4. Exceeds Expectations – Excellent example of addressing this standard/element.

Assignment #7: Assessment Instrument
 Title: Internship InTASC TWS Portfolio
 Expected level of performance “Meets Expectations or above”

PERFORMANCE-BASED ASSESSMENTS FOR CLINICAL EXPERIENCE

InTASC Standard 1 Rubric: Learner Development – Teaching a Developmentally Appropriate Lesson

The teacher candidate plans, teaches, and assesses a developmentally appropriate lesson to a large group of students. Teaching a lesson or a segment of instruction is a high leverage teaching practice that can be assessed at either the Intermediate or Continuous levels on the Developmental Curriculum. The plan should be flexible enough to accommodate learners across varied levels of development, the candidate should provide support for multiple levels of engagement during the lesson, and the learners should be motivated and engaged by material that is suitable for their developmental level.

Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>Planning: Did the candidate...</p> <ul style="list-style-type: none"> • Create a developmentally appropriate plan? _____ • Is the plan differentiated for individual students? _____ • Justify the plan using knowledge of child/adolescent development and theory and/or research? _____ 	<p>The candidate has a limited awareness of individual differences in the classroom. The plan does not address differences in development and does not consider developmental differences among learners. No accommodations are included. The justification for the plan demonstrates little or no insight into the developmental levels among students.</p>	<p>The candidate demonstrates a growing awareness of individual differences in the classroom. The plan addresses a limited range of developmental levels and does not consider developmental differences among learners. A few accommodations are included. The justification for the plan demonstrates some insight into the developmental levels among students.</p>	<p>The candidate regularly discusses the varying levels of student development with the teacher. The plan includes accommodations for a wide variety of learners based on the candidate’s knowledge of individual learners’ development (cognitive, linguistic, social, emotional, and physical). Multiple connections are made between the plan for instruction and the existing knowledge about child development.</p>	<p>The candidate designs and modifies instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). The plan includes scaffolds intended to increase the learners’ development and is flexible enough to accommodate learners across varied levels of development. Significant insight is revealed by the connections between the plan for instruction and development theory.</p>
Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>Enactment: Did the Candidate...</p> <ul style="list-style-type: none"> • Introduce tasks that allowed for developmental flexibility? _____ • Provide scaffolding when appropriate? _____ • Consider developmental differences in their assessment of student learning? 	<p>Learners are observed in activities that are developmentally inappropriate. Candidate uses limited strategies (e.g. questions, materials, and facilitated responses” thinking. The candidate does most of the talking, and learners provide few responses or interactions.</p>	<p>Learners participate in activities that focus solely on one modality for learning. Candidate primarily asks low level questions and evaluates learners’ responses as correct or incorrect. Candidate uses some strategies to facilitate and elicit students’ thinking.</p>	<p>Learners are actively participating in learning experiences that occur in multiple modalities. The candidate consistently uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners’ thinking and build their understanding of the lesson in a meaning based context.</p>	<p>Candidate consistently and explicitly uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learner’ thinking, actively facilitating the construction of their understanding of the lesson in a meaning based context.</p>

Criteria (Check all that apply)	DEVELOPING - 1 <hr/>	EMERGING - 2 <hr/>	MEETS EXPECTATIONS - 3 <hr/>	EXCEEDS EXPECTATIONS - 4 <hr/>
Student Response: Did the students... <ul style="list-style-type: none"> • Engage with the lesson and remain on task for its duration? _____ • Ask appropriate questions? _____ • Engage in thinking at all levels of Bloom's taxonomy? _____ 	<p>The candidate provides a learning environment that serves primarily to control learners' behavior and minimally supports the learning goals. Students remain minimally engaged at the lower levels of Bloom's taxonomy, and some learning goals are achieved.</p>	<p>The candidate demonstrates responsiveness to learners' needs and is able to make some adjustments for learners' needs. Students occasionally engage at the higher levels of Bloom's taxonomy. Most of the learning goals are achieved.</p>	<p>The candidate is flexible and confident in his or her relationships with students. Students appear highly motivated and willing to explore the material beyond the learning goals. Students are consistently engaged at multiple levels of Bloom's taxonomy. All of the learning goals are consistently achieved.</p>	<p>Learners are consistently engaged in lessons that facilitate the active nature of their learning. Students appear highly motivated and willing to explore the material beyond the learning goals. Students are engaged at all or nearly all levels of Bloom's taxonomy.</p>
Criteria (Check all that apply)	DEVELOPING - 1 <hr/>	EMERGING - 2 <hr/>	MEETS EXPECTATIONS - 3 <hr/>	EXCEEDS EXPECTATIONS - 4 <hr/>
Reflection: Did the candidate... <ul style="list-style-type: none"> • Explain how he/she will analyze and use what the students learned to improve instruction and student learning? _____ • Propose specific changes to future lesson planning and instruction that would address individual and collective learning needs related to the central focus? _____ • Justify approaches using knowledge of child/adolescent development and theory and/or research? _____ 	<p>There is little or no evidence that the candidate links learners' development with new learning. Little insight is demonstrated, or suggestion offered for future lesson plans. Few or no changes are specified. The justification for the plan demonstrates little insight into the developmental levels of students.</p>	<p>The candidate makes vague or superficial links between learners' development and new learning. The candidate demonstrates an increasing capacity to make adjustments in future lesson plans. The justification for the plan suggests limited insight into the developmental levels of students.</p>	<p>Consistent connections are made between the plan for instruction and existing knowledge about child development. The candidate is able to use evidence of student learning to make adjustments in future lesson plans. The justifications demonstrate consistent insight into the developmental levels of students.</p>	<p>The candidate links learners' development and prior academic learning to new learning. The candidate reflects-in-depth on the effectiveness of his/her lesson planning and instruction. The candidate demonstrates insight into the outcomes of the lesson and suggests significant positive changes for future lessons. Strong connections are made between the plan for instruction and developmental theory.</p>

InTASC Standard 2 Rubric: Learning Differences – One-on-One or Small Group Intervention

The teacher candidate develops differentiated instruction over a series of lessons for an individual student or small group of students who vary culturally/linguistically or have special needs. Setting up and managing small group work is a high leverage teaching practice that can be assessed at the initial/intermediate and intermediate levels. The evaluation is based on the candidate’s plan, his/her enactment of the plan, his/her assessment of the plan, and the student response. The lesson should provide ample evidence of differentiation for individual students through adaptations to the materials, instruction, and assessment of students.

Criteria (Check all that apply)	DEVELOPING - 1 <hr/>	EMERGING - 2 <hr/>	MEETS EXPECTATIONS - 3 <hr/>	EXCEEDS EXPECTATIONS - 4 <hr/>
<p>Plan: Did the candidate...</p> <ul style="list-style-type: none"> • Use data on student cultural, linguistic, or developmental differences to inform the plan? _____ • Plan an adaptation to address a specific student need? _____ • Provide a justification for why the plan would work? _____ 	<p>The candidate has a limited awareness of individual differences in the classroom. The plan does not consider developmental differences among learners. No accommodations are included. The justification for the plan demonstrates little insight into the developmental levels among students</p>	<p>The candidate demonstrates a growing awareness of individual differences in the classroom. The plan addresses a limited range of developmental levels and does not consider developmental differences among learners. A few accommodations are included. The justification for the plan demonstrates some insight into the developmental levels among students.</p>	<p>The candidate regularly discusses the varying levels of student development with the teacher. The plan includes accommodations for learners based on the candidate’s knowledge of individual learners’ development (cognitive, linguistic, social, emotional, and physical). Consistent connections are made between the plan for instruction and the existing knowledge about child development.</p>	<p>The candidate regularly assesses individual and group performances in order to design and modify instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). The plan includes scaffolds intended to increase the learners’ development. Deep connections are consistently made between the plan for instruction and developmental theory.</p>
Criteria (Check all that apply)	DEVELOPING - 1 <hr/>	EMERGING - 2 <hr/>	MEETS EXPECTATIONS - 3 <hr/>	EXCEEDS EXPECTATIONS - 4 <hr/>
<p>Materials: Did the candidate...</p> <ul style="list-style-type: none"> • Create a set of materials that differentiated instruction to meet the individual needs of students? _____ • Create materials that had clear directions? _____ • Create materials that were consistent with the learning goal? _____ 	<p>The materials developed include significant content inaccuracies that will lead to learner misunderstandings. Materials reflect one-size-fits-all approach that demonstrates little ability to adopt the lesson to fit individual learners.</p>	<p>The materials developed are accurate and reflect a growing awareness of student differences and capabilities. The candidate uses some data to make instructional decisions. The materials developed are clear and of interest to student learners.</p>	<p>The candidate uses data to plan lessons that are developmentally appropriate, enhance the delivery of instruction, and are relevant the learning goals. Students stay on task during the lesson.</p>	<p>The candidate develops highly engaging materials to meet the learning needs of each individual. Students appear highly motivated by the candidate’s fluid employment of multiple instructional approaches and multiple assessments.</p>

Criteria (Check all that apply)	DEVELOPING - 1	EMERGING - 2	MEETS EXPECTATIONS - 3	EXCEEDS EXPECTATIONS - 4
Instruction: Did the candidate... <ul style="list-style-type: none"> Adapt the lesson to meet the needs of the individual while simultaneously satisfying the learning goals? _____ Use multiple approaches to differentiate instruction? _____ 	The candidate's instruction demonstrates no adaptations to meet the needs of individual students. There is little evidence of differentiated instruction. Learning goals are not achieved.	The candidate demonstrates some capacity for adapting individual lessons to meet student needs and is beginning to see more approaches to differentiating instruction. Individual learning goals are sometimes achieved.	The candidate effectively differentiates instruction for a small group of students. Varied approaches are used on a consistent basis and individual learning goals are achieved consistently.	The candidate makes instructional decisions based on each learner's cognitive, linguistic, social, emotional, and physical development. Learners consistently exceed the learning goals.
Criteria (Check all that apply)	DEVELOPING - 1	EMERGING - 2	MEETS EXPECTATIONS - 3	EXCEEDS EXPECTATIONS - 4
Assessment: Did the candidate... <ul style="list-style-type: none"> Create alternative assessments that were appropriate to the learning goals? _____ Assess student thinking at the higher levels of Bloom's taxonomy? _____ 	The assessments reflect little differentiation for individual students, primarily target lower level thinking, and do not address higher order thinking.	The assessments show evidence of differentiation. Some of the assessments address higher level thinking skills.	The candidate provides students with multiple ways to demonstrate their learning at the higher levels of Bloom's taxonomy.	The candidate uses assessment to maximize the development of knowledge, critical thinking skills, and problem solving and make interferences that lead to the development of new strategies.
Criteria (Check all that apply)	DEVELOPING - 1	EMERGING - 2	MEETS EXPECTATIONS - 3	EXCEEDS EXPECTATIONS - 4
Student Response: Did the students... <ul style="list-style-type: none"> Engage with the lesson and remain on task for its duration? _____ Ask appropriate questions? _____ Engage in thinking at all levels of Bloom's taxonomy? _____ 	There is evidence of unhealthy or disrespectful interactions between teacher and learner or between learners. Students don't appear to be motivated. The candidate allows disruptive behavior to interfere with learners' learning	The candidate demonstrates respect for learners and provides a learning environment that serves primarily to control learners' behavior and minimally supports the learning goals. Students remain on task and the lesson goals are achieved.	The candidate demonstrates rapport with and respect for learners. The candidate provides a supportive, low-risk social environment that reveals mutual respect among learners. Students are engaged and consistently achieve the learning goals.	The candidate is constantly building and nurturing relationships with students, who appear highly motivated and willing to explore the material beyond the learning goals.

InTASC Standard 3 Rubric: Learning Environment- Teaching a Repeated Activity

The teacher candidate leads a repeated activity during a portion of the class. Implementing organizational routines, procedures, and strategies to support learning is a high leverage teaching practice that can be assessed at the Initial/Intermediate level. The evaluation should be based on the teacher candidate's ability to provide clear directions, manage transitions and student movement, use proactive classroom management strategies, and efficiently engage students in classroom activities. The teacher candidate should demonstrate strong relationships with students, decisive leadership in managing the classroom, and an ability to respond flexibly to the unexpected.

Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>Planning, Organization and Transitions: Did the candidate ...</p> <ul style="list-style-type: none"> • Introduce tasks that allowed for developmental flexibility? _____ • Plan transitions to begin and end the activity? _____ • Design an instructional plan that considers developmental differences in the assessment of student learning? _____ 	<p>The candidate fails to plan for student movement from task to task. Insufficient material is planned to keep students fully engaged. The plan does not account for unexpected student behaviors or unanticipated student needs. Developmental differences are not addressed.</p>	<p>The candidate plans for transitions, but has limited effectiveness in leading them effectively. Sufficient material is planned to keep students fully engaged. Some attention is given to developmental differences.</p>	<p>The candidate consistently plans for effective and efficient transitions. The plan is flexible enough to account for unanticipated student needs and unexpected student behaviors. Developmental differences are consistently addressed by the plan.</p>	<p>The candidate excels at planning for regularly assessed individual and group performances in order to design and modify instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). The plan includes scaffolds intended to increase the learners' development.</p>
<p>Criteria (Check all that apply)</p>	<p>DEVELOPING - 1 _____</p>	<p>EMERGING - 2 _____</p>	<p>MEETS EXPECTATIONS - 3 _____</p>	<p>EXCEEDS EXPECTATIONS - 4 _____</p>
<p>Enactment: Did the candidate...</p> <ul style="list-style-type: none"> • Provide clear directions to facilitate student engagement before beginning the activity? _____ • Effectively guide student movement during the lesson? _____ 	<p>The directions are somewhat effective and the students make the transitions, although time and focus are lost. The candidate provides a learning environment that serves primarily to control/learners' behavior and minimally supports the learning goals.</p>	<p>The candidate demonstrates limited effectiveness in leading transitions. The directions are clear enough for students to transition from task to task. The candidate provides a learning environment that enables students to reach some of the learning goals.</p>	<p>The candidate is accomplished at leading transitions. Directions are given clearly, and students move efficiently and effectively from activity to activity. The candidate fosters a learning environment that motivates learning. Students are consistently engaged with the learning.</p>	<p>The candidate excels at leading transitions. The candidate has created a supportive, low-risk social environment that fosters mutual respect among learners. Learners demonstrate an exceptional level of engagement with learning.</p>

Criteria (Check all that apply)	DEVELOPING - 1 <hr/>	EMERGING - 2 <hr/>	MEETS EXPECTATIONS - 3 <hr/>	EXCEEDS EXPECTATIONS - 4 <hr/>
Student Response: Did the students ... <ul style="list-style-type: none"> • Engage with the lesson and remain on task for its duration? _____ • Ask appropriate questions? _____ • Engage in thinking at all levels of Bloom's taxonomy? __ 	Students demonstrate a minimal amount of engagement and don't appear to be motivated. They don't ask questions about the content, and they engage with the content at low levels of Bloom's taxonomy.	Students remain on task and most learning goals are achieved. The students appear somewhat motivated, ask some questions, and engage occasionally at higher levels of Bloom's taxonomy.	Students remain on task and the learning goals are consistently achieved. Students appear motivated, ask numerous questions about the content and consistently engage with the content at higher levels of Bloom's taxonomy.	The candidate demonstrates rapport with and respect for learners. The candidate provides a supportive, low-risk social environment that reveals mutual respect among learners. Students appear highly motivated and willing to explore the material beyond the learning goals.
Criteria (Check all that apply)	DEVELOPING - 1 <hr/>	EMERGING - 2 <hr/>	MEETS EXPECTATIONS - 3 <hr/>	EXCEEDS EXPECTATIONS - 4 <hr/>
Classroom Management: Did the candidate ... <ul style="list-style-type: none"> • Use proactive classroom management strategies, such as proximity control and nonverbal communication? _____ • Anticipate and provide direction for student movement throughout the lesson? _____ 	The candidate demonstrates limited knowledge of proactive classroom management strategies and does not anticipate student behaviors. The candidate does not respond effectively to unanticipated and difficult student behaviors.	The candidate demonstrates some knowledge of proactive classroom management strategies and does not anticipate student behaviors. The candidate responds Somewhat effectively to unanticipated and difficult student behaviors.	The candidate creates relationships with students that consistently demonstrate knowledge of proactive classroom management strategies. The candidate effectively anticipates student behaviors. The candidate consistently responds effectively to unanticipated and difficult student behaviors.	The candidate excels at creating relationships with students that enable the effective use of proactive classroom management strategies. The candidate excels at anticipating student behaviors and responding effectively to unanticipated and difficult student behaviors.

InTASC Standards 4 and 5 Rubric: Content Knowledge and Application of Content – Engage with the Content during a Unit of Instruction

The teacher candidate assists with content learning or co-teaches during a unit of instruction with the mentor teacher. Making content explicit through explanation, modeling, representations, and examples is a high-leverage teaching practice that can be assessed at the Initial/Intermediate or Intermediate levels. At these levels, the teacher candidate will be assisting the teacher by providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills.

Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
Content Knowledge: Did the candidate... <ul style="list-style-type: none"> • Demonstrate sufficient knowledge of the content? _____ • Answer student questions accurately? _____ • Model appropriate, content specific vocabulary? _____ 	Candidate responses include content inaccuracies that will lead to learner misunderstanding. The candidate does not demonstrate an awareness or an ability to use instructional strategies that are specific to the discipline. The candidate does not model discipline specific vocabulary.	Content responses are accurate, and the candidate uses a few instructional strategies that are specific to the discipline. The candidate demonstrates an increasing awareness and ability to model appropriate, content specific vocabulary.	The candidate demonstrates significant content knowledge and collaborates with the teacher to expand or deepen his or her content knowledge. The candidate engages learners in generating and evaluating new ideas and novel approaches to content specific strategies.	The candidate uses multiple representations and explanations of key ideas in order to connect them to varied learner backgrounds. The candidate is skilled at recognizing content specific misconceptions, responding with content specific strategies and developing new strategies for teaching content.
Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
Language: Did the candidate... <ul style="list-style-type: none"> • Formulate and ask appropriate questions at all levels of Bloom’s taxonomy about the content? _____ • Model appropriate, content specific vocabulary? _____ 	The candidate demonstrates a limited knowledge of vocabulary and academic language that is specific to the discipline. Learning experiences promote language and literacy development with little to no attention to interdisciplinary connections.	The candidate demonstrates some knowledge of vocabulary and academic language that is specific to the discipline. The candidate makes vague or superficial reference to interdisciplinary connections to promote language and literacy development.	The candidate models and provides opportunities for learners to understand academic language. The candidate consistently uses vocabulary and academic language that is clear, correct, and appropriate for learners. The candidate makes interdisciplinary connections to promote language and literacy development.	The candidate excels at creating opportunities for students to learn, practice, and master academic content knowledge. The candidate facilitates learner autonomy and learner reflection. The candidate engages learners in questioning and challenging assumptions and approaches in order to foster problem solving and innovation.

Criteria (Check all that apply)	DEVELOPING - 1 <hr/>	EMERGING - 2 <hr/>	MEETS EXPECTATIONS - 3 <hr/>	EXCEEDS EXPECTATIONS - 4 <hr/>
Representation: Did the candidate ... <ul style="list-style-type: none"> • Provide clear and accurate explanations of the content? __ • Provide meaningful and appropriate examples to illustrate the content? __ • Choose appropriate and relevant means to represent the content? __ 	<p>The candidate provides a limited number of content explanations. Those explanations are typically characterized by a single approach to understanding the content. The candidate uses few examples, does not adjust explanations for different levels of students, and does little to make the explanation relevant to individual students.</p>	<p>The candidate regularly provides content explanations. Those explanations are typically characterized by multiple approaches to understanding the content. The candidate uses some examples and makes minor adjustments in the explanations for the different interests and/levels of students.</p>	<p>The candidate consistently provides multiple content explanations, numerous examples, and incorporates the use of graphics and technology. The candidate effectively adjusts explanations to account for different developmental and interest levels.</p>	<p>The candidate excels at accurately and effectively communicating concepts, processes, and knowledge in the content area. The candidate is creative in the use of examples, illustrations, graphics, and technology to communicate content knowledge. The candidate can represent content knowledge in multiple ways.</p>
Criteria (Check all that apply)	DEVELOPING - 1 <hr/>	EMERGING - 2 <hr/>	MEETS EXPECTATIONS - 3 <hr/>	EXCEEDS EXPECTATIONS - 4 <hr/>
Inquiry Materials: Did the candidate... <ul style="list-style-type: none"> • Locate information to answer student questions? _____ • Incorporate content specific thinking skills? _____ • Incorporate the use of content specific resources? _____ 	<p>The candidate demonstrates a limited knowledge of content specific resources for developing materials. The materials do not utilize or foster the development of content specific thinking skills. The materials do not foster higher level thinking in the content area.</p>	<p>The candidate demonstrates some knowledge of content specific resources and is able to locate resources for developing materials. The materials foster the development of content specific thinking skills and higher level thinking to a limited degree. The materials provide more than one approach to learning the content.</p>	<p>The candidate develops supports for learner literacy in the content area. The candidate consistently creates clear graphics that are developmentally appropriate with a clear focus on content specific learning. The materials allow a flexible approach to learning to accommodate learning styles or developmental levels.</p>	<p>The candidate excels at using supplementary resources and technologies effectively. The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts. The candidate evaluates and modifies instructional resources for their comprehensiveness and accuracy.</p>

InTASC Standard 6 Rubric: Assessment – Assessing Higher Level Student Thinking Skills

The teacher candidate will conduct a series of formative assessments associated with a sequence of lessons designed to elicit the higher-level thinking skills of the students. This rubric addresses several high leverage teaching practices, including selecting short and long-term learning goals referenced to an external benchmark, eliciting and interpreting individual students’ thinking, recognizing common patterns of student thinking, providing oral and written feedback to students, and identifying and implementing an instructional response or strategy in response to common student thinking. These skills can be assessed at the Intermediate and Continuous levels. Evaluation should be based on the teacher candidate’s ability to accurately describe their students’ development of higher level thinking skills over a specified period of time.

Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
Assessment: Did the candidate... <ul style="list-style-type: none"> • Select or create multiple assessments to evaluate student performance? _____ • Assess higher level thinking skills? _____ • Provide oral and written feedback on student thinking? _____ 	The candidate’s emphasis is on using summative assessment to formally evaluate student learning. Assessment is primarily focused on a single, low level assessment.	The candidate uses multiple assessments, including pretests and formative assessments, as a means of providing feedback to students.	The candidate consistently engages learners in multiple ways of demonstrating knowledge and skill. The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.	The candidate excels in assessing learners in quality work. The candidate also excels at working independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
Elicit Student Thinking: Did the candidate... <ul style="list-style-type: none"> • Select or create multiple assessments to evaluate student performance? _____ • Assess higher level thinking skills? _____ • Provide oral and written feedback on student thinking? _____ 	The candidate uses a limited number of assessments. Little evidence of higher level thinking is included in the instructional strategies. The candidate demonstrates little awareness of approaches to assess higher level thinking and demonstrates little expertise for assessing higher level thinking. The candidate does not engage the students at each level of Bloom’s taxonomy.	The candidate uses multiple assessments, some of which assess higher level thinking. The candidate demonstrates some proficiency at identifying higher level thinking skills based on learner performance data. The candidate demonstrates some level of awareness of approaches to assessing higher level thinking skills.	The candidate uses complex instructional strategies and is able to accurately assess higher level thinking. The candidate is able to use assessment data to create instructional strategies that lead to observable changes in student thinking skills. Lessons are planned to incorporate these forms of assessment. The candidate demonstrates insight into student thinking.	The candidate excels in complex instructional strategies and is able to accurately assess higher level thinking. The candidate is consistently able to create instructional strategies that lead to observable changes in student thinking skills. Lessons are planned to incorporate these forms of assessment. The candidate demonstrates significant insight into student thinking.

Criteria (Check all that apply)	DEVELOPING - 1 <hr/>	EMERGING - 2 <hr/>	MEETS EXPECTATIONS - 3 <hr/>	EXCEEDS EXPECTATIONS - 4 <hr/>
Quality of Inferences: Did the candidate... <ul style="list-style-type: none"> • Stay true to the data when making inferences? _____ • Synthesize the assessment data into a complete picture of student performance? _____ • Identify and implement an instructional response or strategy in response to common student thinking? _____ 	<p>The candidate demonstrates a limited ability to make inferences about learner performance based on assessment data. There is little use of evidence, and evidence of student learning consists of getting more answers right on the post-test than pretest. Inferences occur at a low level.</p>	<p>The candidate is able to make some inferences based on more than one assessment. the candidate demonstrates some proficiency at using learner performance data to make inferences about student thinking that lead to improved teaching or better strategies.</p>	<p>The candidate consistently makes accurate inferences about learner performance based on data from multiple assessments. The candidate uses those inferences to implement or design new instructional strategies.</p>	<p>The candidate excels in inferring the development of thinking processes based on learner performance data. The candidate is able to use multiple assessments of student performance to make high level inferences. The candidate uses those inferences to implement or design new instructional strategies.</p>
Criteria (Check all that apply)	DEVELOPING - 1 <hr/>	EMERGING - 2 <hr/>	MEETS EXPECTATIONS - 3 <hr/>	EXCEEDS EXPECTATIONS - 4 <hr/>
Relationship to Learning Goal: Did the candidate... <ul style="list-style-type: none"> • Set short-and long-term learning goals in relation to an external benchmark? _____ • Create developmentally appropriate learning goals? _____ • Achieve the learning goals of the lesson? _____ 	<p>The candidate demonstrates little understanding of the connection between learning goals and assessment. Planning reflects a discrete treatment of learning goals and assessment. The students demonstrate limited achievement of the learning goals.</p>	<p>The candidate creates goals that are well aligned with the curriculum, although they are inconsistently achieved and primarily at lower levels of student thinking.</p>	<p>The candidate consistently creates developmentally appropriate learning goals and uses well aligned assessments to evaluate each of the learning goals. Students consistently demonstrate achievement of learning goals.</p>	<p>The candidate's high level of familiarity with the subject matter and knowledge of students' prior learning enables him/her to set developmentally appropriate goals that are well aligned with external benchmarks. Lessons are crafted that closely follow a plan for attaining these goals.</p>

InTASC Standard 7 Rubric: Planning for Instruction – Co-Designing a Unit Plan

The teacher candidate will co-plan with the teacher to develop a complete unit of instruction for high student engagement. Such units may include discussions, project-based learning, inquiry-based learning, and/or cooperative learning, among other instructional strategies. This task addresses several high leverage teaching practices including designing a sequence of lessons towards a specific learning goal; appraising, choosing, and modifying tasks and texts for a specific learning goal; and setting long- and short-term learning goals for students. The teacher candidate can be assessed at the Intermediate and Continuous levels. Evaluation should be based on the teacher candidate's ability to work collaboratively, plan multiple lessons, create classroom activities, and design new strategies.

Criteria (Check all that apply)	DEVELOPING - 1	EMERGING - 2	MEETS EXPECTATIONS - 3	EXCEEDS EXPECTATIONS - 4
<p>Relevance: did the candidate...</p> <ul style="list-style-type: none"> • Incorporate student interests? _____ • Build on prior student experiences? • Justify the plan using knowledge of child/adolescent development and theory and/or research? _____ 	<p>The candidate demonstrates little awareness of student interests or prior learning experiences; thus, there is little opportunity in the plan to build on existing student knowledge. There are few opportunities for student decision-making. The justification is based on prior observations and does not include either learner performance data or references to the research literature.</p>	<p>The candidate demonstrates some awareness of student interests and prior learning experiences. The unit plan provides a few opportunities in the design to build on existing student knowledge. There are some opportunities for student decision-making. The justification makes superficial connections to research and/or developmental theory.</p>	<p>The candidate regularly discusses the varying levels of student development with the teacher. The candidate demonstrates a high awareness of student interests and prior learning experiences. The candidate is able to consistently create opportunities to build on existing student knowledge and student decision-making. The justification includes either learner performance data or references to the research literature.</p>	<p>The candidate excels at creating opportunities to build on existing student knowledge and student decision-making. The justification includes both learner performance data and references to the research literature. The unit plan includes scaffolds intended to increase the learners' development.</p>
Criteria (Check all that apply)	DEVELOPING - 1	EMERGING - 2	MEETS EXPECTATIONS - 3	EXCEEDS EXPECTATIONS - 4
<p>Enactment: Did the Candidate...</p> <ul style="list-style-type: none"> • Introduce tasks that allowed for developmental flexibility? _____ • Provide scaffolding when appropriate? _____ • Consider developmental differences in their assessment of student learning? _____ 	<p>The candidate develops a superficial relationship with the mentor teacher. The resulting unit plan has limited integration of planning, instruction, and assessment between the candidate and teacher. Thus, the unit plan is limited in regards to relevance, student decision-making, feedback student choice, and higher level thinking.</p>	<p>The candidate develops a relationship with the mentor teacher that leads to a unit plan with some integration of planning, instruction, and assessment between the candidate and teacher. Thus, the unit plan somewhat addresses relevance, student decision-making, feedback, student choice, and higher-level thinking.</p>	<p>The candidate develops a strong relationship with the mentor teacher that leads to a unit plan with acceptable integration of planning, instruction, and assessment between the candidate and teacher. Thus, the result is a unit plan with a high level of relevance, student decision-making, feedback, student choice, and higher-level thinking.</p>	<p>The candidate develops a highly functional relationship with the mentor teacher that enables higher levels of student engagement through teacher collaboration. An integration of candidate end teacher planning, instruction and assessment result in a unit plan with exceptional levels of relevance, student decision-making, feedback, student choice, and higher level of thinking.</p>

Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>Activities: Did the candidate create a plan that ... Fosters constructivist learning? ___</p> <ul style="list-style-type: none"> • Provides opportunities for students to analyze and interpret information? ___ • Engages students at all levels of Bloom's taxonomy? ___ • Fosters analytical thinking? ___ • Provide a justification for their decision-making? ___ 	<p>The candidate creates a unit plan that offers learners limited opportunities to construct and share their own understanding. There is little or no evidence of links to prior knowledge, academic or language development, social/emotional development and/or cultural and lived experiences. Learners are limited to one modality of learning.</p>	<p>The candidate creates a unit plan that fosters a limited opportunity for students to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking. Learners participate in some learning experiences that promote language and literacy development through one or more modalities of learning. The justification is based on observations of prior student performance.</p>	<p>The candidate creates a unit plan that consistently fosters opportunities to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking. Learners are consistently participating in learning experiences that promote language and literacy development through multiple modalities of learning. The justification is based on evidence from prior student performance or references to the research literature.</p>	<p>The candidate creates a unit plan that fosters exceptional opportunities to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking. Learners participate in exceptional learning experiences that promote language and literacy development through multiple modalities of learning. The justification is based on evidence from prior student performance and includes references to the research literature.</p>
Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>Motivation: Did the candidate ...</p> <ul style="list-style-type: none"> • Build community among students? ___ • Build and/or deepen relationships with students? ___ • Provide opportunities for systematic feedback? ___ 	<p>The candidate creates a unit plan that offers limited opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy.</p>	<p>The candidate creates a unit plan that offers some opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy.</p>	<p>The candidate creates a unit plan that offers consistent opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy.</p>	<p>The candidate creates a unit plan that offers frequent and exceptional opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy.</p>

InTASC Standard 8 Rubric: Instruction – Large Group Discussion

The teacher candidate plans and leads a large group discussion. This high leverage teaching practice can be assessed at the Intermediate and Continuous levels. Evaluation should be based on the teacher candidate's ability to engage students, ask questions, and guide the discussion towards a desired curricular outcome

Criteria (Check all that apply)	DEVELOPING - 1	EMERGING - 2	MEETS EXPECTATIONS - 3	EXCEEDS EXPECTATIONS - 4
<p>Relevance: Did the candidate...</p> <ul style="list-style-type: none"> • Incorporate student interests? _____ • Build on prior experiences? _____ • Build on existing knowledge? _____ • Incorporate student decision-making? _____ • Provide a justification for teaching strategies? _____ 	<p>The candidate demonstrates little awareness of student interests or prior learning experiences; thus, there is little opportunity in the plan to build on existing student knowledge. There are few opportunities for student decision making. The justification is based on prior observations and does not include either learner performance data or references to the research literature.</p>	<p>The candidate demonstrates some awareness of student interests and prior learning experiences. The lesson or unit plan provides a few opportunities in the plan to build on existing student knowledge. There are some opportunities for student decision-making. The justification for teaching strategies makes superficial connections to research and/or developmental theory.</p>	<p>The candidate regularly discusses the varying levels of student development with the teacher. The candidate demonstrates a high awareness of student interests and prior learning experiences. The candidate is able to consistently create opportunities to build on existing student knowledge and student decision-making. The justification includes either learner performance data or references to the research literature.</p>	<p>The candidate excels at creating opportunities to build on existing student knowledge and student decision-making. The justification includes both learner performance data and references to the research literature. The discussion includes strategies that are intended to scaffold the learners' development.</p>
Criteria (Check all that apply)	DEVELOPING - 1	EMERGING - 2	MEETS EXPECTATIONS - 3	EXCEEDS EXPECTATIONS - 4
<p>Instruction: Did the candidate...</p> <ul style="list-style-type: none"> • Elicit and interpret student thinking? _____ • Provide direction and guidance related to the learning objectives? _____ • Provide effective feedback related to the learning objectives? _____ 	<p>During the discussion, the candidate demonstrates a limited ability to build rapport with students, elicit widespread students' participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking. The candidate provides limited feedback on student ideas and thinking.</p>	<p>During the discussion, the candidate demonstrates the ability to build rapport with students, elicit widespread students' participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking. The candidate demonstrates some potential for providing effective feedback on student ideas and thinking.</p>	<p>During the discussion, the candidate demonstrates an ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking. The candidate is effective in providing feedback on student ideas and thinking and is able to balance student participation with achieving the curricular goals.</p>	<p>During the discussion, the candidate demonstrates an exceptional ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking. The candidate does an exceptional job of providing feedback on student ideas and thinking and balancing student participation with achieving the curricular goals.</p>

Criteria (Check all that apply)	DEVELOPING - 1 <hr style="width: 10%; margin: 0 auto;"/>	EMERGING - 2 <hr style="width: 10%; margin: 0 auto;"/>	MEETS EXPECTATIONS - 3 <hr style="width: 10%; margin: 0 auto;"/>	EXCEEDS EXPECTATIONS - 4 <hr style="width: 10%; margin: 0 auto;"/>
<p>Student Response: Did the students...</p> <ul style="list-style-type: none"> • Appear motivated? ____ • Engage with the lesson and remain on task for its duration? ____ • Engage in thinking at all levels of Bloom's taxanomy? ____ • Ask appropriate questions? ____ 	<p>The students did not appear motivated, participation was limited or spotty, responses were typically brief and primarily located at lower levels of thinking, and students asked no questions about the content matter.</p>	<p>The students appeared somewhat motivated, participated widely, responses were brief but demonstrated some higher level thinking skills, and students asked some questions about the content matter.</p>	<p>The students appeared motivated, participated widely, were able to give extended responses, demonstrated higher level thinking skills, and asked appropriate questions about the content matter.</p>	<p>The students appeared exceptionally motivated, participated widely, were able to give extended responses, demonstrated higher level thinking skills, and asked appropriate questions about the content matter.</p>
Criteria (Check all that apply)	DEVELOPING - 1 <hr style="width: 10%; margin: 0 auto;"/>	EMERGING - 2 <hr style="width: 10%; margin: 0 auto;"/>	MEETS EXPECTATIONS - 3 <hr style="width: 10%; margin: 0 auto;"/>	EXCEEDS EXPECTATIONS - 4 <hr style="width: 10%; margin: 0 auto;"/>
<p>Student Thinking: Did the candidate...</p> <ul style="list-style-type: none"> • Formatively assess student speaking, writing, and thinking? ____ • Recognize common patterns of student thinking and development? ____ • Identify an instructional response or strategy in response to the student thinking? ____ 	<p>The candidate's insight into student thinking is based primarily on a single assessment. The candidate demonstrates little awareness of the instructional strategies and assessments that would foster higher level student thinking. The teacher candidate appears lacking in his/her ability to discern and foster student thinking.</p>	<p>The candidate uses more than one assessment to interpret student thinking. The candidate is able to recognize common patterns of student development to a limited degree, which in turn, limits the candidate's ability to identify the appropriate instructional response.</p>	<p>The candidate uses multiple assessments to better interpret student thinking by integrating different sources of evidence. The candidate recognizes patterns of student thinking and uses his/her insights to identify new instructional strategies that promote higher levels of student thinking.</p>	<p>The candidate demonstrates an exceptional ability to use multiple assessments to recognize common patterns of student thinking and develop new instructional strategies. These strategies foster higher levels of student engagement and thinking. The candidate is able to accurately describe and communicate patterns of student thinking to students, parents, colleagues, and administrator.</p>

InTASC Standard 9 Rubric: Professional Learning and Ethical Practice – Preparing a Professional Video

The teacher candidate video records a 5-10-minute segment of teaching, analyzes it, and writes a reflective paper. The high leverage teaching practice of analyzing instruction for the purpose of improving it can be assessed at the Intermediate or Continuous level. Evaluation should include the teacher candidate’s ability to collect a teaching video, accurately and objectively describe student behavior, make inferences about teaching, and adjust teaching strategies based on an analysis of data.

Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>Collecting the Video: Did the candidate...</p> <ul style="list-style-type: none"> • Select and prepare a teaching example that illustrates high leverage teaching practices? ____ • Collect evidence of student learning associated with the video? ____ • Select a teaching video associated with a high level of student engagement and thinking? ____ 	<p>The video does not have an example of a high leverage teaching practice. The purpose for collecting and analyzing the data is not clear, and there is no evidence of student learning associated with the video. There is no clear connection between the video and high level student thinking.</p>	<p>The candidate selects a video with at least one example of a high leverage teaching practice, but the purpose for collecting and analyzing the teaching video is somewhat ambiguous. The evidence of student learning is tangentially related to the teaching video, thus limiting the analysis. The video selected is marginally connected to high level student thinking.</p>	<p>The candidate selects a video with one or more examples of a high leverage teaching practices and has stated a purpose for collecting and analyzing the teaching video. The evidence of student learning is tangentially related to the teaching video and lends itself to analysis. The video selected has a clear connection with high level student thinking.</p>	<p>The candidate demonstrates an exceptional awareness of high leverage teaching strategies and has stated a clear purpose for collecting and analyzing the teaching video. The evidence of student learning lends itself well to analysis and provides significant insight into the teaching. The video selected has a very strong connection to high level student thinking, including a variety of rich examples.</p>
Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>Describing Instruction: Did the candidate...</p> <ul style="list-style-type: none"> • Describe the teaching activities in the video accurately? ____ • Describe the learning activities in the video thoroughly? ____ • Describe the teaching and learning activities in the video objectively before drawing inferences? ____ 	<p>The teacher provides an incomplete, very general description of his/her teaching performance that relies on unsupported generalizations and inferences. The candidate does not demonstrate an understanding of the difference between fact and inference and quickly jumps to unsupported conclusions about his/her teaching.</p>	<p>The teacher provides an incomplete but somewhat accurate description of his/her teaching practice. The description is organized based on preconceived ideas about teaching, rather than reflecting the shape of the evidence. The candidate has a limited experience and understanding of the difference between fact and inference.</p>	<p>The teacher candidate provides an objective, detailed description of his/her teaching performances. The candidate understands the difference between fact and inference. The candidate refrains from making judgments about the data before it is carefully and systematically reviewed. The description is carefully organized based on the findings from a systematic review of available information.</p>	<p>The teacher candidate provides a detailed, accurate, objective and thorough description of his/her teaching performance. The candidate possesses a deep understanding of the difference between fact and inference. The candidate refrains from making judgments about the data until all the facts have been carefully reviewed and organized so the greatest possible insight can be achieved.</p>

Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>Teaching Inferences: Did the candidate...</p> <ul style="list-style-type: none"> • Make inferences based solely on the information in the video? _____ • Make inferences that are consistent with the descriptions of teaching and learning activities? _____ • Make inferences that can lead to improved instruction? _____ 	<p>The candidate does not demonstrate an ability to build inferences from facts. Inference are not connected to the data and are not supported by evidence of student learning. The candidate demonstrates a limited capacity for using the teaching video for identifying points for improvement.</p>	<p>The candidate demonstrates a limited ability to build inferences from facts. Inference are not strongly connected to the data and are not supported by evidence of student learning. The candidate demonstrates a limited capacity for using the teaching video for identifying points of improvement.</p>	<p>The candidate is able to use the teaching video to develop inferences about his/her teaching. The inferences are based on evidence from the video and are consistent with the evidence of student learning. The candidate's knowledge of teaching practice enables him/her to use the teaching video to identify teaching practices that could be improved.</p>	<p>The candidate demonstrates an exceptional ability to use inductive processes to build inferences from facts. The inferences have a strong logical foundation in the video data and are supported by the evidence of student learning. The candidate also demonstrates an extensive knowledge of teaching practice that enables him/her to identify points for improvement.</p>
Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>New Teaching Strategies: Did the candidate...</p> <ul style="list-style-type: none"> • Use the inferences from the analysis to propose specific changes to future lesson planning and instruction that would address individual and collective learning needs? _____ • Justify the use of the new strategies based on the data available through the professional video? _____ • Justify approaches using knowledge of child/adolescent development and theory and/or research? 	<p>The candidate uses misguided inferences to suggest changes that are unrelated or minimally related to data in the teaching video, or the evidence of student learning. There is a weak connection between the data associated with the teaching video and the newly developed strategies. The candidate demonstrates little knowledge of related theories of child/adolescent development.</p>	<p>The candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management. There is use of the teaching video to construct strategies that lead to higher level student thinking. Minimal consideration is given to child/adolescent theories of development.</p>	<p>The candidate is able to develop new teaching strategies based on his/her analysis of the teaching video. These strategies are well aligned with the data and are justified by the teacher candidate's knowledge of child/ adolescent development, theory, and research.</p>	<p>The candidate possesses an exceptional ability to use inferences to devise new teaching strategies. These strategies pay special attention to increasing student engagement and student thinking. They are strongly supported by the video evidence, evidence of student learning, and the child/adolescent development research literature.</p>

InTASC Standard 10 Rubric: Leadership and Collaboration – Communicating with a Parent

The teacher candidate will plan and conduct a meeting with a parent or guardian. This high leverage teaching practice can be assessed at the Intermediate and Continuous levels of the Developmental Curriculum. Evaluation should be based on the teacher candidate’s ability to clearly communicate student performance, use evidence to support said description, recommend an approach for improving student performances, and suggest parental strategies for supporting the approach.

Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>Communication: Did the candidate...</p> <ul style="list-style-type: none"> Clearly, concisely, and objectively describe student performance to the parent(s) ? ____ Demonstrate empathy and a desire to help the student be successful? _____ Speak in a clear, understandable manner in language familiar to the parent? ____ 	<p>The teacher candidate provides an incomplete, very general description of the student’s performance. The candidate does not share examples of student learning and appears judgmental and unsympathetic. The candidate employs language and ideas that are unfamiliar to the parent, thus inhibiting communication.</p>	<p>The teacher candidate uses limited evidence of questionable quality to support his/her description of the student’s performance. The teacher candidate demonstrates empathy for the student, but employs some educational jargon and has limited success in communicating the child’s performance to the parent.</p>	<p>The teacher candidate provides an objective, detailed description of the student’s performance to the parent. The candidate’s objective treatment of student data and his/her empathetic approach to addressing the parent leads to a positive interaction. The candidate is careful to explain unfamiliar terms and make sure that the parent fully understands by repeatedly checking for understanding.</p>	<p>The teacher candidate provides a detailed, accurate, objective, and thorough description of the student’s performance. The candidate is empathetic and makes positive suggestions for improvement. The candidate carefully explains unfamiliar terms and constantly checks for understanding. The parent is highly receptive to the candidate and demonstrates that he/she understands the information given to him/her.</p>
Criteria (Check all that apply)	DEVELOPING - 1 _____	EMERGING - 2 _____	MEETS EXPECTATIONS - 3 _____	EXCEEDS EXPECTATIONS - 4 _____
<p>Evidence: Did the candidate...</p> <ul style="list-style-type: none"> Use multiple assessments to assess? ____ Base his/her teaching strategies on student data? ____ Appropriately distinguish between fact and inference? ____ 	<p>The candidate’s strategies are not strongly connected to the evidence of student learning. The candidate also demonstrates a limited capacity for using student evidence to develop teaching strategies and makes inferences that are not supported by data.</p>	<p>The candidate uses one or two assessments to draw inferences about the student’s learning. The data analysis leads to limited insight into new teaching strategies with a weak connection to the data. The candidate makes inferences that have weak support from the data.</p>	<p>The candidate uses multiple assessments to draw inferences about student learning. The candidate effectively uses student learning data to develop or select new teaching strategies. These strategies have a strong connection to the assessment data and are based on a systematic treatment of data combined with a developing awareness of teaching strategies.</p>	<p>The candidate demonstrates an ability to integrate multiple sources of data in order to draw inferences about student learning. The inferences have a strong logical foundation in the evidence of student learning. The candidate also has an extensive knowledge of teaching practices that enables him/her to select or develop new strategies that address issues identified by the student learning evidence.</p>

Criteria (Check all that apply)	DEVELOPING - 1	EMERGING - 2	MEETS EXPECTATIONS - 3	EXCEEDS EXPECTATIONS - 4
<p>Recommendations: Did the candidate...</p> <ul style="list-style-type: none"> • Make recommendations for improvements? ____ • Provide a plan for implementing the recommendations? ____ • Provide a means for assessing and following up on a student behavior? ____ 	<p>The teacher candidate fails to build sufficient rapport with the parent, makes recommendations that are not based on evidence of student learning, and communicates with little empathy. As a result, the parent openly displays a lack of confidence in the candidate's plan for implementing new teaching strategies, assessing the student's learning, and following up on his/her behavior.</p>	<p>The teacher candidate achieves a minimal level of rapport with the parent. Because evidence of student learning was shared, the parent listens patiently as the candidate presents a plan for improvement. The plan offers a new teaching strategy, but does not offer a means for assessing the impact of the strategies of following up with the parent.</p>	<p>The teacher candidate builds a solid working relationship with the parent. Strategies for improvement are presented based on evidence of student learning. The plan describes strategies to be employed in the school setting and also recommends several ways for the parent to become involved. The plan for the assessing and following up on student behavior is shared in very clear and understandable language.</p>	<p>The teacher candidate builds a high level of rapport with the parent, who appears confident and receptive to the proposed plan. Planned improvements include new strategies that are solidly rooted in evidence of student learning and recommended best practices. Parental input and participation is strongly encouraged and discussed with the parent in very friendly and easily understood language.</p>
Criteria (Check all that apply)	DEVELOPING – 1	EMERGING – 2	MEETS EXPECTATIONS – 3	EXCEEDS EXPECTATIONS – 4
<p>Evidence: Did the candidate...</p> <ul style="list-style-type: none"> • Use multiple assessments to assess? ____ • Base his/her teaching strategies on student data? ____ • Appropriately distinguish between fact and inference? ____ 	<p>The parent is not included in the plan or included only to a very limited degree. There is little follow up communication with the parent. The plan is not based on student data and the research literature.</p>	<p>The plan for involving the parent is too complex for effective communication and too time intensive to get sufficient buy-in. The strategies are not informed by parental input and are not adjusted to fit parental circumstances. The follow up is moderately well coordinated with the parent's schedule.</p>	<p>The strategies for involving parents are explicitly articulated and are adjusted to fit parental circumstances. The plan specifies clear goals, appropriate support, and parental input. The follow up is well coordinated with the parent's schedule. The strategies are well aligned with student data and are well supported by the research literature.</p>	<p>The plan for involving the parent is easily understood and very manageable, given the parent's life situation. The strategies are clearly explained, easily understood, and adjusted to fit parental circumstances. The plan specifies a limited number of clear goals, is concisely written, and offers appropriate parental support and input. The follow up is coordinated with the parent's schedule.</p>

Retrieved from: <https://www.towson.edu/coe/about/documents/caep/performancebasedassessments.pdf> on August 14, 2016.

The Developmental Continuum of Clinical Experiences is a developmental sequence of teaching experiences during the candidate's program. The experiences move from the simplest experiences to the most complex. Three levels of development include initial, intermediate, and professional ready (continuous). The Internship InTASC TWS Portfolio should represent a candidate at the professional ready/continuous developmental level.

Assignment #7: Internship InTASC TWS (Electronic) Portfolio

Title of Assignment: Internship InTASC TWS Portfolio

Assignment Due Date: Fall or Spring Semester

Location to Post Assignment: Watermark

Assessment Instrument: Internship Portfolio Evaluation

Used During: The Internship Portfolio assignment is required during the Field Experience Model Phase 3 (Internship)

Expected Performance: Candidates are required to have an overall proficiency rating of 3.0, Meets Expectations. Those who do not perform at this level will be expected to undergo remediation. In looking at cohort or group performance, the EPP expects that the cohort/group performance mean will be 3.0 or higher. This score is reviewed by the faculty and the advisory council to determine strengths and challenges and opportunities to improve candidates' performance and to strengthen programs and the EPP.

InTASC Standards: 1-10 & Alabama Core Teaching Standards 1-10

AAMU Beliefs and Values (Conceptual Framework) Domains: Preparing, Planning, Performing, Assessment, & Reflection

Who Scores/When: The University Clinical faculty or the specific program faculty will score the portfolio rubric independent of each other in Watermark three weeks prior to the last day of the internship.

1. Review the InTASC and the Alabama Core Teaching Standards.
2. Review your assignment from your course work, field experiences, and the internship. Select two artifacts that align to each standard in which your opinion demonstrates your proficiency for meeting that standard.
3. Upload (attach) the artifacts into your Watermark account under the selected standard in the open section labeled "attach documents".
4. Double check your selection of artifacts to verify the assignment/project align to the standards.
5. The artifact must represent your best work and be original.
6. The artifact must come from an assignment, field experience or the internship placement.
7. The artifact must be your work.
8. Complete the portfolio by uploading (attaching) other pertinent documents.
 - *First Aid/CPR/AED Certificate*
 - *edWeb.net (Professional Learning Communities – join a minimum of two learning communities)*
 - *Lee vs. Macon*
 - *Abuse and Neglect Mandatory Reporting*
 - *Alabama Reading Initiative (ARI)*
 - *Alabama Math, Science, and Technology Initiative (AMSTI)*
 - *Technology in Motion (Apps in the Classroom)*

- *NBPTS: ATLAS*
- *Alabama Educator Code of Ethics (Signature and Test – Certificate)*
- *edTPA Scores from Pearson*
- *Join at least two professional organizations of your choice (NEA/AEA/CLAS/AATE/AASCD/ and etc...)*

THE ELECTRONIC Professional Portfolio:

The electronic portfolio is submitted for evaluation to the University Supervisor for review at the conclusion (summative) of the internship, as one component of the criteria needed for exit from the internship. The template for the portfolio is unique to each program areas. Candidates should submit an artifact (or more than one artifact) that demonstrates understanding, competence, and mastery of each standard. Reflection comments should support each artifact. The template for the portfolio is the following:

For the artifact submitted, you must include the following information below. Please directly type the information under the appropriate sections.

Description:

- ***What is your artifact?***

Analysis:

- ***How does this artifact demonstrate you understand the standard?***

Reflection:

- ***How will your understanding of this standard impact your future students' learning?***

The following are examples of items that may be considered artifacts:

1. **Lesson Plans** (Written lesson plans are submitted to and approved by the Cooperating Teacher prior to the teaching of the lessons. The lesson plans, any handouts, student sheets, tests, major project/assignment descriptions, diversity inclusion, and other artifacts of teaching are included).
2. **Items to Submit**
 - Describe the demographics of the classroom – number of students, ethnicity, gender, age, ELLs, subject area.
 - Select a lesson or unit to teach in a specific content area.
 - Administer a pre-test (quantitative with a scale of 10 or multiples of 10).
 - Teach the lesson or unit.
 - Administer a post-test (the same test as the pretest – however, items may be mixed in order as to not replicate the exact same pretest)
 - Analyze the results. List pretest scores and posttest scores. How many students scored higher, how many lower, how many stayed the same? Use charts and graphs to display the results.
 - Write a reflective summary. Describe the impact instruction made on student learning. How will the results be used to improve instruction?
 - Include a copy of the pre-test, lesson plan/unit plan, post-test, answer keys, scoring rubrics, and other relevant artifacts.
3. **Teaching Materials** – including power-point presentations and other electronic media.

4. **Evaluations** - (Include classroom observations and assessments, copies of the mid-term, final evaluations, and any correspondence between the candidates, cooperating teacher, and/or university supervisor.)
5. **Limited Language Learner's Assignment**
6. **Technology** (Include evidence of use of technology in the classroom, such as power-point presentation.)
7. **Test Administration:** Work with the cooperating teacher and select a student to administer a battery of formal and informal assessment instruments. The assessments should include all basic areas (reading, math, learning styles) as well as any areas pertinent to that particular student. Prepare a summary of strengths and needs.

Assignments Specific to Majors in Special Education and Working with Exceptional Learners:

In addition to the items required of all interns, the following must be included in the portfolio of candidates with a major in special education:

- Test Administration: Work with the cooperating teacher and select a student to administer a battery of formal and informal assessment instruments. The assessments should include all basic areas (reading, math, learning styles) as well as any areas pertinent to that particular student. Prepare a summary of strengths and needs.
- Individualized Education Program: Work with the cooperating teacher to develop an IEP. Respect confidentiality.
- Special Education Forms: Include a blank copy of each form that is currently used in special education. Write a brief description of when and how the form is used.
- Conferences: Attend at least one parent conference conducted by the special educator. Analyze, record, and evaluate the conference.

Other Items:

- Faculty Meetings and Professional Development Sessions (agendas, handouts and notes from faculty meetings)
- Reports of Observations/Interviews to include the following:
 - An interview with the principal or assistant principal regarding whole-school procedures and/or discipline.
 - A report of attendance at either a PTA meeting or a parent-teacher conference.
- Seminars (Include copies of handouts and notes from the group seminar as well as the individual seminars conducted by the University Supervisor.)
- Other (Include certificates and training information received from AMSTI, ARI, Positive Behavior Intervention, Addressing Disproportional Problems in Alabama, Career Development.)
- Reflective Journal Entries (The weekly reflective assignments are not the same as the reflections from the teacher work sample.)
- Resume (Career Development Guidelines)
- Philosophy of Education (The philosophy is a detailed statement and explanation of the philosophy of education indicating how the philosophy guided the teaching practices during the internship.)
- Career Development Registration

Items submitted as a hard copy by the second week of the semester to the Office of Field Experiences and School Partnerships (and stored electronically in the Portfolio) are the following:

- Daily Class Schedule
- Intern's Semester Plan (The plan follows the Classroom Involvement Schedule and indicates time allotted for observation, limited involvement in teaching, full responsibility for teaching and gradual relinquishment of teaching duties. The candidate indicates the nature of activities during each of the times and the extent of content coverage during the teaching time. The plan is developed with and approved by the Cooperating Teacher at the beginning of the internship period. If assigned to two placements, one for each placement is submitted and revised periodically as time progresses).

Intern Attendance Documentation Form
 Alabama A & M University
 College of Education, Humanities, and Behavioral Sciences
 Office of Field Experiences and School Partnerships

Candidate's Name: _____ Grad _____ UG _____ Banner # _____

Program Area _____ Semester: _____ Grade _____ Subject _____

School: _____ Cooperating Teacher _____

	Monday		Tuesday		Wednesday		Thursday		Friday	
WEEK DATES	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										

SIGNATURE, CANDIDATE

SIGNATURE, COOPERATING TEACHER

DATE

DATE

Intern's Daily Schedule

Candidate's Name _____ Grad ___ UG ___ Banner # _____

Address: _____ Phone _____

Email _____

Semester: _____ School _____ Grade _____ Subject _____

Phone _____ School Address _____

Principal: _____ Cooperating Teacher(s): _____

Period	Time	Subject/Grade Level

Complete this schedule and submit it to your university supervisor and The Office of Field Experiences and School Partnerships no later than the end of the **second** week of each placement. Be sure to include breaks, lunch, planning, labs, etc. and times that your candidates are in P.E., music, art, etc.

**Semester Plan for Intern
(First Placement)**

Name: _____ Grad _____ UG _____

School: _____

Cooperating Teacher: _____ Grade/Subject: _____

In collaboration with your cooperating teacher, complete the plan below. Indicate the subject, nature and types of activities you will be involved in each week of your internship (i.e. observation, assisting individual student/groups, teaching reading classes, etc.). The plan may be revised during your experience. **SUBMIT THE COMPLETED FORM TO YOUR UNIVERSITY SUPERVISOR (and to the Office of Field Experiences and School Partnerships) BY THE END OF THE SECOND WEEK OF THE INTERNSHIP.**

Week Dates:	Nature of Activity, Subjects Taught, Level of Involvement (Attend ALL edTPA seminars from 1:00 p.m. - 4:00 p.m.)
1	
2	
3	
4	Five Days of Full Time Teaching
5	Five Days of Full Time Teaching (Start edTPA lessons)
6	
7	Cooperating Teacher completes Assessments 2, 3, 4, 5 & 6
8	

**Semester Plan for Intern
(Second Placement)**

Name: _____ Grad _____ UG _____

School: _____

Cooperating Teacher: _____ Grade/Subject: _____

In collaboration with your cooperating teacher, complete the plan below. Indicate the subject, nature and types of activities you will be involved in each week of your internship (i.e. observation, assisting individual student/groups, teaching reading classes, etc.). The plan may be revised during your internship. **SUBMIT THE COMPLETED FORM TO YOUR UNIVERSITY SUPERVISOR (and to the Office of Field Experiences and School Partnership) BY THE END OF THE SECOND WEEK OF THE INTERNSHIP.**

Week Dates:	Nature of Activity, Subjects Taught, Level of Involvement
1	
2	
3	
4	Five Days of Full Time Teaching
5	Five Days of Full Time Teaching
6	
7	Cooperating Teacher Completes Assessments 2, 3, 4, 5 & 6
8	

Intern Semester Plan (Single Placement)

Name: _____ Grad__ UG__ School: _____

Cooperating Teacher: _____ Grade/Subject: _____

In collaboration with your cooperating teacher, complete the plan below. Indicate the subject, nature and types of activities you will be involved in each week of your internship (i.e. observation, assisting individual candidates/groups, teaching reading classes, etc.). The plan may be revised during your internship. **SUBMIT THE COMPLETED FORM TO YOUR UNIVERSITY SUPERVISOR (and the Office of Field Experiences and School Partnerships) BY THE END OF THE SECOND WEEK OF THE PLACEMENT.**

WEEK DATES:	Nature of Activity, Subjects Taught, Level of Involvement (Attend <u>ALL</u> edTPA seminars from 1:00 p.m. - 4:00 p.m.)
1	
2	
3	
4	
5	Five days of full time teaching (edTPA)
6	Five days of full time teaching
7	Five days of full time teaching
8	Five days of full time teaching
9	Cooperating Teacher Completes Assessments 2-6.
10	
11	
12	
13	
14	Cooperating Teacher Completes Assessments 2-6 for second placement
15	
16	

Weekly Internship Reflection Journal

(The purpose of the journal is to allow interns to reflect upon teaching practices and situations that occur each week of the internship. It is a mechanism for interns to see professional growth and changes in attitudes and beliefs.)

Directions: Complete a journal entry for every week of the internship. Submit the journal form to your University Supervisor.

Name _____ GRAD ___ UG _____

Banner Number _____ Program Major _____

Describe the best aspect of the week:

Describe the worst aspect of the week:

What insight did you gain about teaching this week and what changes would you make to improve your teaching?

Overall rating of the experience (circle one):

Bad
1 2 3 4 5 6 7 8 9 Good
10

Evaluation of University Supervisor by Intern

Candidate's Name: _____ GRAD ___ UG ___ Banner# _____

Cooperating Teacher: _____ Grade: _____

University Supervisor: _____ Semester _____

School: _____

The instrument is designed to obtain feedback about the performance of the university supervisor. Please rate each item below.

During the semester, the university supervisor:

	Yes	No
1. showed respect for me as a teacher	_____	_____
2. showed interest in my progress	_____	_____
3. communicated realistic expectations to me regarding my internship experience	_____	_____
4. provided constructive feedback	_____	_____
5. seemed to enjoy supervising me	_____	_____
6. outlined clear objectives for the improvement of my teaching	_____	_____
7. was patient with me	_____	_____
8. collected sufficient information to adequately evaluate my performance	_____	_____
9. provided useful feedback on lesson observation	_____	_____
10. was dependable	_____	_____
11. demonstrated a professional attitude	_____	_____
14. pointed out strengths and things I did well	_____	_____
13. was fair and objective in evaluating my performance	_____	_____
14. provided assistance when requested	_____	_____
15. communicated with skill and effectiveness	_____	_____

Comments: _____

Signature of Intern _____ Date _____

Evaluation of Cooperating Teacher by Intern

Candidate's Name _____ GRAD ___ UG ___ Banner# _____

Cooperating Teacher: _____ Grade: _____

School: _____

University Supervisor: _____ Semester: _____

The instrument is designed to obtain feedback about the performance of the cooperating teacher. Please rate each item below.

During the semester, the cooperating teacher:

	Yes	No
1. was understanding of my needs as a beginning teacher	_____	_____
2. showed respect for my needs as a beginning teacher	_____	_____
3. showed respect for me as a person	_____	_____
4. shared ideas and methods about teaching, discipline, and other areas of my responsibilities.....	_____	_____
5. communicated realistic expectations about my duties as an intern.....	_____	_____
6. provided constructive feedback	_____	_____
7. let me take responsibility without unnecessary interference	_____	_____
8. was patient with me	_____	_____
9. treated me as a professional.....	_____	_____
10. collected sufficient information to adequately evaluate my performance	_____	_____
11. showed genuine interest in my progress	_____	_____
12. demonstrated a professional attitude.....	_____	_____
13. pointed out strengths and things I did well	_____	_____
14. was fair and objective in evaluating my performance	_____	_____
15. communicated with skill and effectiveness	_____	_____

Comments:

_____””””

_____”

Signature of Intern _____ Date _____

Intern Self-Assessment Pre-Survey

Name _____ Semester _____

Major _____ GRAD ___ UG ___

How adequately prepared are you to deal with each of the following areas: _____

Rating: 1 = developing, 2 = emerging, 3 = meets expectations, 4 = exceeds expectations					
Criteria	1	2	3	4	Total
1. Classroom management/discipline					
2. Planning lessons					
3. Writing lessons					
4. Writing unit plans					
5. Understanding content material to be taught					
6. Being punctual every day					
7. Performing extra duties such as, faculty meetings, PTA meetings					
8. Establishing rapport with students					
9. Understanding developing levels of students					
10. Learning/teaching strategies for working with diversity (LEP, disabilities, SES, ESL, cultural, ethnic)					
11. Working with parents					
12. Working with administrators					
13. Working with other faculty					
14. Working with your cooperating teacher					
15. Working with your university supervisor					
16. Fulfilling the full responsibilities of the classroom					
17. Actually teaching the lesson and making sure students learn					
18. Evaluating instruction and learning					
19. Assessing/evaluating students					
20. Administering test and/or standardized test					
Total					

Intern Self-Assessment Post-Survey

Name: _____ Semester: _____

Major _____ GRAD _____ UG _____

How adequately were you prepared to deal with each of the following areas:

Rating: 1 = Developing, 2 = Emerging, 3= Meets Expectations, 4 = Exceeds Expectations					
Criteria	1	2	3	4	Total
1. Classroom management/discipline					
2. Planning lessons					
3. Writing lessons					
4. Writing unit plans					
5. Understanding content material to be taught					
6. Being punctual every day					
7. Performing extra duties such as, faculty meetings, PTA meetings					
8. Establishing rapport with students					
9. Understanding developing levels of students					
10. Learning/teaching strategies for working with diversity (LEP, disabilities, SES, ESL, cultural, ethnic)					
11. Working with parents					
12. Working with administrators					
13. Working with other faculty					
14. Working with your cooperating teacher					
15. Working with your university supervisor					
16. Fulfilling the full responsibilities of the classroom					
17. Actually teaching a lesson and making sure students learn					
18. Evaluating instruction and learning					
19. Assessing/evaluating students					
20. Administering test and/or standardized test					
Total					

Assignment #8 Career Development Services for Education Majors

Career Development Services
101 Patton Building – (256) 372-8179

General Guidelines:

- Register with Career Development Services. This computerized, Internet-based database is used by Alabama A&M University's Career Development Services office, as well as hundreds of other colleges and universities around the country.
- Obtain copies of the Placement Manual and the Job Search Handbook for Educators. CDS makes these publications available at no cost to registered students.
- Go on line to enter correct personal information. An undergraduate elementary education major, for example, would check "Elementary Education and "School of Education", but a graduate student in elementary education would check "Elementary Education (M.Ed./Ed.S)" and School of Graduate Studies." Keep this information up to date (especially addresses, phone numbers, and email addresses).
- Create your resume. Use the attached instructions and sample as a guide. Highlight your work with children, whether on a paid or volunteer basis. Remember that school systems are always interested in the ages or grade levels of the children with whom you work(ed). Your resume is your personal advertisement: it must be PERFECT.
- Your resume will be reviewed, and you will be emailed as to whether it has been accepted or requires revisions. CDS does not refer resumes that have not been approved.
- If you are required to make revisions, you must resubmit your resume on line and notify CDS that you have done so, in order for it to be reviewed again.
- You are now ready to take full advantage of all CDS services.
- Check with the Career Development Center for additional information.
- Hours of Operation: Open Monday – Friday 8:00 am – 5:00 pm (Patton Hall, Room 101)
- Send emails to aamu.edu/cds

Assignment #9 Philosophy of Education Paper

(Post assignment in your Watermark Portfolio)

Directions:

Write a two-page double spaced paper explaining your Philosophy of Teaching as it relates to YOUR SPECIFIC CONTENT AREA: (Early Childhood Education, Elementary, Collaborative K-6 or 6-12, Biology, Chemistry, English Language Arts, Physics, General Social Science, Art Education, Music Education or Physical Education) Use Time Romans and one-inch margins on all sides. Include a Title page. Use the most current APA format for the title page, citations, and references.

Assignment #10 Lee vs Macon Disproportionality

Directions:

Candidates will complete part I and part II of Lee Vs- Macon and provide a classroom management plan.

Assignment #11 Completer's Survey

Directions:

Candidates are required to complete a satisfaction survey of their program after the internship is complete. The survey is administered online.

Assignment #12 Weekly Reflection Journal

Directions:

Every week the candidates should write a reflection of their experiences in the classroom using the reflection journal form included in the handbook.

Candidate's Checklist for Internship

1. Internship Classroom Schedule emailed or given to University Clinical Supervisor.
2. Action Plan for completing edTPA discussed with Cooperating Teacher
3. edTPA Submitted to Watermark and Pearson
4. Internship Pre-Self-Assessment Complete
5. Internship Ethics Pre-Assessment
6. Rubric 2 Completed for the first eight weeks by the cooperating teacher
7. Rubric 3 Completed for the first eight weeks by the cooperating teacher
8. Rubric 4 Completed for the first eight weeks by the cooperating teacher
9. Rubric 5 Completed for the first eight weeks by the cooperating teacher
10. Rubric 6 Completed for the first eight weeks by the cooperating teacher
11. Internship Post Self-Assessment Complete
12. Internship Ethics Post-Assessment
13. Rubric 2 Completed for the second eight weeks (2nd placement) by the cooperating teacher
14. Rubric 3 Completed for the second eight weeks (2nd placement) by the cooperating teacher
15. Rubric 4 Completed for the second eight weeks (2nd placement) by the cooperating teacher
16. Rubric 5 Completed for the second eight weeks (2nd placement) by the cooperating teacher
17. Rubric 6 Completed for the second eight weeks (2nd placement) by the cooperating teacher
18. Rubric 7: Internship InTASC TWS Portfolio posted to Watermark and scored by the University Clinical Faculty and/or Department
19. Weekly Reflective Journals
20. Lesson Plans for the 20 days of teaching
21. Evaluation of University Supervisor by Intern
22. Evaluation of Cooperating Teacher by Intern
23. Alabama Math, Science, and Technology Initiative (AMSTI) Certificate
24. Lee Vs. Macon Certificate
25. CPR/First Aid/AED
26. Career Development Resume Assignment #7 (Place in internship portfolio)
27. Philosophy of Education Assessment #8 (Place in internship portfolio)
28. EPP Completer's Survey
29. edWeb.net (join a minimum of two learning communities)
30. Abuse and Neglect Mandatory Reporting for Teachers
31. Alabama Reading Initiative (ARI)
32. NBPTS: ATLAS Training
33. Alabama Educator Code of Ethics Certificate/Test
34. edTPA Total Scores from Pearson given to the Office of Field Experiences and School Partnerships
35. Signature on the Alabama Educator Code of Ethics
36. Evaluation of edTPA by Pearson (Required ALSDE cut score)
37. Evaluation of Local edTPA by University Clinical Faculty

Alabama Educator Code of Ethics

Introduction

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standards

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Teacher/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.

- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

Standard 6: Public Funds and Property

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

Standard 7: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

Standard 8: Maintenance of Confidentiality

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer;
- Refusing to perform services required by the contract.

Reporting: Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

Alabama Administrative Code 290-3-2-.05

(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

Disciplinary Action

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

Alabama Administrative Code 290-3-2-.05

(1) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards to:

1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code §16-23-5 (1975).
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

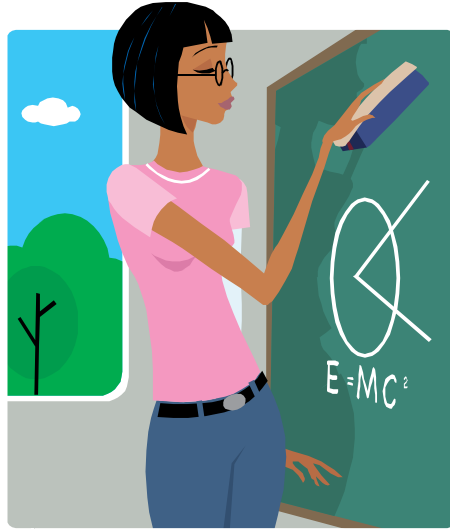
An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.

I have read the Alabama Educator Code of Ethics.

Signature: _____ Date: _____

Cooperating Teachers

(This section contains information for the cooperating teacher and assessments administered by the cooperating teacher.)



A Note to the Cooperating Teacher

The internship is termed by many as the most effective pre-service venture a prospective teacher can have. This experience allows the individual to interface educational theory and instructional practice over an extended period in a live classroom setting.

The intern assumes a rigorous role during the internship semester. At the University level, he/she is a candidate; and in the school setting, he/she is a pre-professional educator. Each prospective teacher needs the assistance of veteran educators to help him/her in making an effective transition.

The Educator Preparation Program at Alabama A&M University looks to school personnel as the conveyors of pre-service persons into the in-service world of teaching. Each educator, who assumes the role of cooperating teacher, determines the quality and effectiveness of learning for future generations in this state and the world at large.

Alabama school teachers in their supervisory roles have an opportunity to guide the intern toward realizing the personal enjoyment that teaching brings, actualizing a philosophy of education, orchestrating a positive learning environment for learners, and maintaining the desire for life-long learning.

State codes mandates that the internship be a full semester. It specifies that during the internship, candidates must complete a minimum of 20 full days of teaching, ten days must be consecutive.

Responsibilities of the Cooperating Teacher

- Welcome and orient the intern to the school site.
(The orientation should include a tour of the facilities; introduction to students, other faculty, and staff; and should include information about the use of equipment, parking space assignment, students, bell schedule, daily class routines and rules, assemblies and other special events)
- Provide the candidate with working space and materials to foster the intern during the process of becoming a member of the professional team.
- Review the requirements and purpose of the internship program and the responsibilities of the candidate.
- Work with the candidate and university supervisor to schedule a gradual increase of the candidate's responsibility and teaching time.
- Monitor the candidate's progress and provides appropriate feedback to the candidate and university supervisor.
- Evaluate the candidate's performance, utilizing university-provided forms which address the competencies required of all beginning teachers in the State of Alabama including:
 1. Content Knowledge
 2. Teaching and Learning
 3. Literacy

4. Diversity

5. Professionalism

- Conference with candidate regarding strengths, weaknesses, and when necessary, assists in developing improvement plans to address weaknesses.
- Complete a final evaluation for the candidate's career development file.
- Report any difficulties experienced in working with the candidate to the University Supervisor and the Director of Field Experiences and School Partnerships.
- Ensure the candidate completes 20 days of full-time teaching, 10 of which are consecutive.

Cooperating Teacher Checklist – 1st eight weeks or 1st Placement

- Attend Cooperating Teacher Orientation and edTPA training
- Develop a pass word for Watermark (an email from Watermark will be sent to your work email address)
- Provide Candidate with Daily Schedule
- Candidate Teach 10 consecutive days/Provide Reflection Conferences
- Complete Rubric 2 – Planning for Instruction
- Complete Rubric 3 – Content Knowledge
- Complete Rubric 4 – Pedagogical Skills and Content Knowledge
- Complete Rubric 5 – Professional Disposition
- Complete Rubric 6 – Impact on Student Learning
- Support and Review edTPA Documents for Tasks 1-3 (Elementary – Task 4)
- Support Candidate selecting artifacts for the InTASC TWS Internship Portfolio
- Clinical Supervisor Evaluation Form
- Cooperating Teacher Questionnaire
- Sign Candidate's Timesheet

Cooperating Teacher Checklist – 2nd eight weeks or 2nd Placement

- Attend Cooperating Teacher Orientation
- Develop a pass word for Watermark (an email from Watermark will be sent to your work email address)
- Provide candidate with daily schedule
- Candidate teach 10 consecutive days/Provide Reflection Conferences
- Complete Rubric 2 – Planning for Instruction
- Complete Rubric 3 – Content Knowledge
- Complete Rubric 4 – Pedagogical Skills and Content Knowledge
- Complete Rubric 5 – Professional Disposition
- Complete Rubric 6 – Impact on Student Learning
- Support Candidate selecting artifacts for the InTASC TWS Internship Portfolio
- Clinical Supervisor Evaluation Form
- Cooperating Teacher Questionnaire
- Sign Candidate's Timesheet

**Cooperating Teacher's Suggested Assessment Schedule
(First Placement)**

Intern's Name: _____ Grad ___ UG ___ School: _____

Grade _____ Subject: _____ Cooperating Teacher: _____

Week Dates:	
1	
2	
3	
4	<p>Five Days of Full Time Teaching – every subject – all duties and responsibilities</p> <p>Assessment #2: Planning for Instruction: Lesson Plan Assessment #4: Pedagogical Content Knowledge</p>
5	<p>Five Days of Full Time Teaching – every subject – all duties and responsibilities</p> <p>Assessment #6: Impact on Student learning</p>
6	<p>Assessment #5: Professional Disposition Assessment #3: Content Knowledge</p>
7	Internship edTPA submission Tasks 1-3 (Elementary – Tasks 4)
8	

**Cooperating Teacher's Suggested Assessment Schedule
(Second Placement)**

Intern's Name: _____ Grad ___ UG ___ School: _____

Grade _____ Subject: _____ Cooperating Teacher: _____

Week Dates:	
1	
2	
3	
4	<p>Five Days of Full Time Teaching – every subject – all duties and responsibilities</p> <p>Assessment #5: Professional Disposition Assessment #2: Lesson Plans</p>
5	<p>Five Days of Full Time Teaching – every subject – all duties and responsibilities</p> <p>Assessment #4: Pedagogical Content Knowledge Assessment #6: Impact on Student Learning Assessment #3: Content Knowledge</p>
6	
7	Assessment #7: Review with Intern the InTASC TWS Internship Portfolio
8	

**Cooperating Teacher's Suggested Assessment Schedule
(Single Placement)**

Intern's Name: _____ Grad _____ UG _____ School: _____

Grade _____ Subject: _____ Cooperating Teacher: _____

WEEK DATES:	
1	
2	
3	Assessment # 5: Professional Dispositions
4	Assessment #2: Planning for Instruction-Lesson Plans
5	
6	Five Days of Full Time Teaching – every subject – all duties and responsibilities Assessment #4: Pedagogical Skills and Content Knowledge Assessment #6: Impact on Student Learning
7	Five Days of Full Time Teaching – every subject – all duties and responsibilities edTPA submission Assessment #3: Content Knowledge
8	Five Days of Full Time Teaching – every subject – all duties and responsibilities
9	Five Days of Full Time Teaching – every subject – all duties and responsibilities Assessment #7: Review with Intern the InTASC TWS Internship Portfolio
10	
11	
12	
13	
14	
15	
16	

Evaluation of University Supervisor By Cooperating Teacher

Candidate's Name _____ GRAD ___ UG ___ Banner# _____

School: _____ Grade: _____

University Supervisor: _____ Semester: _____

Cooperating Teacher: _____

This instrument is designed to obtain feedback about the performance of your University Supervisor. Please rate each item below.

During the semester, the university supervisor:

	Yes	No
1. showed respect for my responsibilities as a cooperating teacher.....	_____	_____
2. showed interest in the intern's progress.....	_____	_____
3. communicated realistic expectations for the candidate's teaching performance.....	_____	_____
4. seemed to enjoy supervising the intern.....	_____	_____
5. provided useful feedback on lesson observations.....	_____	_____
6. discussed the intern's progress with me.....	_____	_____
7. observed often enough to evaluate the intern adequately.....	_____	_____
8. provided information when requested.....	_____	_____
9. sought my input in evaluating the intern's performance.....	_____	_____
10. was dependable.....	_____	_____
11. collected sufficient information to evaluate the candidate's teaching.....	_____	_____
12. demonstrated a professional attitude.....	_____	_____
13. pointed out strengths and weakness of the candidate.....	_____	_____
14. was fair and objective in evaluating the intern's performance.....	_____	_____
15. communicated with skill and effectiveness.....	_____	_____

Comments: _____

Name of Cooperating Teacher (print) _____ Date _____

Signature of Cooperating Teacher: _____ Date _____

Cooperating Teacher's Intern Report for Career Development Services

Candidate's Name _____ GRAD ___ UG ___ Program _____

Name of Cooperating Teacher _____ Date _____

As cooperating teacher of this candidate, you are requested to give your opinion as to his/her ability and merit as a prospective teacher. This document will be included in his/her permanent career development file. You may use this office for reference should you receive future requests for recommendations concerning this candidate's apprentice work.

Subject(s) Taught _____

Grade(s) Taught _____

School Assigned _____

School Address _____
City State Zip

	Superior	Good	Needs Improvement	Unacceptable
Knowledge of subject matter				
Organizational skills				
Understanding of candidates				
Ability to discipline				
Professional attitude				
Personal appearance				
Tact and courtesy				
Enthusiasm and creativity				
Demonstrated ability to teach				
Capacity for development				

Comments:

Signature _____ Name (printed or typed) _____

Position _____ Date _____

**Professional Data Sheet
Cooperating Teacher**

Cooperating Teacher's Name: _____

Ethnicity: _____ Caucasian _____ African American _____ Native American _____ Hispanic _____ Other;

Gender _____ Male _____ Female

School System: _____

School: _____

Candidate's Name: _____ Banner Number: _____

Ethnicity: _____ Caucasian _____ African American _____ Native American _____ Hispanic _____ Other;

Gender _____ Male _____ Female

EDUCATIONAL BACKGROUND

**University Attended
Major/Minor**

Degrees Awarded

Undergraduate _____

Graduate _____

Areas of Certification _____

Highest Level of Certification (i.e., Class B, A, AA) _____

Years' Experience in Present Position _____

Years' Experience in Public Schools _____

Have You Had Prior Experience as a Cooperating Teacher? _____

Have You Had Prior Experience as a Cooperating Teacher with Alabama A&M University? _____

Would you accept an intern from Alabama A&M University? _____

If no, please list reasons why. _____

AAMU Cooperating Teacher's Questionnaire

Cooperating Teacher: _____ School: _____

Subject Taught: _____ Grade Level: _____

Candidate's Name: _____ GRAD __ UG __ Banner #: _____

Directions: The following statements concern the Educator Preparation Program at Alabama A&M University. Please read each statement carefully, evaluate the degree of preparation, which you believe your candidate possessed and mark your response by placing a check (✓) in the appropriate column. **THE INFORMATION WILL BE USED TO STRENGTHEN THE EDUCATOR PREPARATION PROGRAM AT THE UNIVERSITY AND NOT AS AN EVALUATION OF THE CANDIDATE.** At the bottom of the questionnaire, please provide any ideas, suggestions, comments, etc., which you believe will assist us as we strive to prepare future teachers.

Use the following criteria for evaluating: 1=Developing, 2=Emerging, 3=Meets Expectations, 4= Exceeds Expectations

STATEMENT	Developing (1)	Emerging (2)	Meets Expectations (3)	Exceeds Expectations (4)	Total
1. Demonstrates the ability to select and use a variety of multimedia resources.					
2. Demonstrates an understanding of the organization, management and evaluation of the total school program.					
3. Demonstrates the ability to adapt instruction to meet the individual learning styles and needs of students.					
4. Demonstrates the ability to apply critical thinking and problem solving techniques to instructional activities.					
5. Demonstrates the ability to utilize a variety of teaching methods and materials.					
6. Demonstrates the ability to apply principles of learning to instructional activities.					
7. Demonstrates knowledge of national, state and local laws and regulations in relationship to teacher and student rights.					
8. Demonstrates the ability to promote and manage a positive classroom environment.					
9. Demonstrates the ability to use community resources to enhance the instructional program.					
10. Demonstrates knowledge of the relationship between teaching styles and learning styles and the need to modify teaching techniques to accommodate individual learners.					
11. Demonstrates the ability to design programs and plan instruction for a diverse population including students with special needs.					
12. Demonstrates the ability to provide an atmosphere conducive to learning by using a variety of effective classroom management techniques.					
13. Demonstrates the ability to communicate effectively with parents, colleagues, and administrators.					
14. Demonstrates the ability to use multiple methods of assessments appropriate to individual students, including interpretation of assessment results and integration of information gained from assessments for instruction.					
Total _____ out of 56 possible					

- 14-27 = Developing
- 28-41 = Emerging
- 42-55 = Meets Expectations
- 56 = Exceeds Expectations

Please provide any ideas, suggestions, comments, etc., which you believe, will assist in preparing future educators.

University Supervisors

(This section provides information for university supervisors and contains assessment instruments used to evaluate intern performance.)



Qualifications of the University Supervisor

1. The supervisor has recent P-12 experiences. Annually, the supervisor completes a minimum of 10 clock hours of ongoing, structured, real-world experiences in P-12 settings to complete and add to past educational experiences (if the supervisor has not been employed in P-12 schools within last five years), e.g., substitute teach, co-teach, guest teach, or teach methods courses in P-12 schools, at the levels of supervision.
2. The supervisor holds a minimum of a master's degree.
3. The supervisor has a history of systematic and regular collaboration with colleagues in P-12 setting.
4. The supervisor has been approved by the department chair and jointly agreed upon by the school partners.

Responsibilities of the University Supervisor

1. Meets with cooperating teacher and intern during the first week at the placement site.
2. Provides written and oral explanation to the cooperating teacher of the duties and expectations including:
 - Forms to be completed
 - Assessments to be completed
 - Conferencing with intern
 - Any data input (if applicable)
3. Meets with the principal (to introduce self) and provides a schedule of when he/she will be in the school.
4. For a split placement (one-half semester), visits the intern a minimum of four (4) times (every other week, with a final review and conference).
5. For a single placement (entire semester), visits the intern a minimum of seven (7) times (every other week, with a final review and conference).
6. Provides a schedule of expectations for the mandatory assessments and provides copies of required assessments to the Office of Field Experiences and School Partnerships.
7. Supervises experiences through regular, on-site visits with the cooperating school principal and teacher to allow for feedback on the experience placements and intern performance.
8. Makes regular evaluation visits and provides immediate feedback to the intern and the cooperating teacher (Constructive triad discussions lead the intern to become a self-evaluating professional.)
9. Evaluates candidate performance utilizing University-provided forms which address the competencies required for all beginning teachers in the State of Alabama including:
 1. Content Knowledge
 2. Teaching and Learning
 3. Literacy
 4. Diversity
 5. Professionalism
10. Conducts debriefing sessions with candidates for the purpose of discussing their experiences and understanding their written assessments.
11. Addresses any questions on needs for adjustment that may arise for immediate and effective resolution during site visits.
12. Ensures that data is "In" for all assessments in Watermark.

13. Compiles the End of Term Checklist and final report.
14. Conducts debriefing sessions with candidates for the purpose of discussing their experiences and understanding their written evaluations.
15. Addresses any questions or needs for adjustment that may require immediate and effective resolution during site visits.
16. Plans and conducts weekly seminars for assigned interns.
17. Interacts with public school personnel regarding the preparation of the candidate for internship experiences, evaluation of the candidate's performance, and enhancement of the University's relationship with school personnel.
18. Works in consonance with the Office of Field Experiences and School Partnerships Program (OFE & SPP) to meet the needs of teacher education candidates.
19. Ensures the candidate completes a minimum of 20 days of full-time teaching, 10 of which must be consecutive.
20. Completes site visit reports with travel forms each month as required by the OFESP.

Supervisor Checklist

- _____ Meet with cooperating teacher and intern during the first week at the placement site.
- _____ Provide written and oral explanation to the cooperating teacher of the duties and expectations including:
 - Forms to be completed
 - Assessments to be completed
 - Conferencing with intern
 - Any data input (if applicable)
- _____ Meet with the principal (to introduce self) and provide a schedule of when will be in the school.
- _____ For a split placement (one-half semester), visit the intern a minimum of four (4) times (every other week, with final review and conference).
- _____ For a single placement (entire semester), visit the intern a minimum of seven (7) times (every other week, with a final review and conference).
- _____ Provides a schedule of expectations for the mandatory assessment and submit copies to the Office of Field Experiences and School Partnerships.
- _____ Ensure that data is “In” for all assessments.
- _____ Compile the End of Term Checklist and final report
- _____ Conduct debriefing sessions with candidates for the purpose of discussing their experiences and understanding their written evaluations.
- _____ Address any questions or needs for adjustment that may arise and require immediate and effective resolution during site visits.
- _____ Plan and conduct weekly seminars for assigned interns (and keep weekly attendance sheets).
- _____ Interact with public school personnel regarding the preparation of the candidate for internship experiences, evaluation of the candidate’s performance, and enhancement of the University’s relationship with school personnel.
- _____ Work in consonance with the Office of Field Experiences and School Partnerships Program (OFE) to meet the needs of teacher candidates.
- _____ Ensure that the candidate complete a minimum of 20 days of full-time teaching, 10 of which are consecutive.
- _____ Complete travel each month and attach Site Visit Reports.
- _____ Complete Rubrics 2 – 6 in Watermark for first placement
- _____ Complete Rubrics 2 – 6 in Watermark for second placement
- _____ Complete Rubric 7 - InTASC TWS Internship Portfolio in Watermark
- _____ Submit edTPA scores from intern to OFESP
- _____ Meet with other supervisors and Director of Field Experiences to share final summations and submit written summaries and assessments to Office of Field Experiences and School Partnerships.
- _____ Complete the checklist, sign, date, and submit to Office of Field Experiences and School Partnerships.

Checklist submitted by _____

Date Submitted _____

**Professional Data Sheet
University Supervisor**

University Supervisor's Name: _____

Ethnicity: ___ Caucasian ___ African American ___ Native American ___ Hispanic ___ Other
Gender: ___ Male ___ Female

Work Phone _____ Cell _____ email _____

Mailing Address: _____

Educational Background

Name of University: _____

Type of Degree: _____

Major/Minor: _____

Undergraduate	_____	_____
Graduate	_____	_____
	_____	_____
	_____	_____

Areas of Certification _____

Highest Level of Certification _____

Current Position and Years of Experience in Present Position:

Years of Experience in Public Schools _____

**Evaluation of Cooperating Teacher
By University Supervisor**

Cooperating Teacher: _____ Semester: _____

School: _____ System: _____ Teaching Area: _____

This instrument is designed to obtain feedback about the performance of the cooperating teacher.

Please rate each item below. During the semester, the cooperating teacher:

	Yes	No
1. was understanding of my candidate as a beginning teacher.....	_____	_____
2. showed respect for the beginning teacher.....	_____	_____
3. conducted regular conferences and sessions.....	_____	_____
4. shared ideas and methods about teaching, discipline, and other areas of the intern's responsibilities.....	_____	_____
5. communicated realistic expectations about duties of the intern.....	_____	_____
6. provided constructive feedback.....	_____	_____
7. let the candidate take responsibility with necessary guidance and support.....	_____	_____
8. was patient with the intern.....	_____	_____
9. treated the intern as a professional.....	_____	_____
10. collected sufficient information to adequately evaluate the intern's performance.....	_____	_____
11. showed genuine interest in the teacher candidate's progress.....	_____	_____
12. demonstrated a professional attitude.....	_____	_____
13. pointed out strengths and weakness of the candidate.....	_____	_____
14. was fair and objective in evaluating performance.....	_____	_____
15. communicated with skill and effectiveness.....	_____	_____

Comments: _____

 University Supervisor's Signature

 Date

Procedures for Reimbursement of Travel Costs

University Supervisors are reimbursed for all transportation expenses incurred while visiting interns. The State of Alabama mileage rate is used to determine reimbursement. Reimbursement will be provided only for those visits that are documented in the Office of Field Experiences and School Partnerships. Copies of the site visit evaluation reports/agenda submitted after each visit to the Office of Field Experiences are the official documentation of observations and will be used to determine whether requested reimbursement is allowable. Documented reimbursements for actual mileage will be paid.

Documentation should be sent to the Office of Field Experience and School Partnerships by the 20th of each month. Requisitions are processed through the Office of Financial Services as soon as all reimbursement requests and appropriate documentations have been submitted. Please adhere to the university policy that the home base, when calculating travel mileage, is Alabama A & M University. When calculating mileage to the schools when supervising interns, please let the original point of travel be from Alabama A & M University. Attach all school site visit name badges and provide the signature of an administrator, office staff, or teacher.

Alabama Agricultural and Mechanical University
College of Education, Humanities, and Behavioral Science
Educator Preparation Provider

Office of Field Experiences and School Partnerships
School Site Observation Form

Month _____

1. Date: _____ Candidate: _____

Point of Departure: _____

School Visited: _____

Agenda for continuous supervision and monitoring of candidate's in the field

1. Conference w/Mentor Teacher _____ Candidate _____ Principal ____
Administrator _____ Parent _____ Other: _____

2. Lesson Observation _____

Lesson Time: Start: _____ End: _____ Time at Site: _____

Notes:

2. Date: _____ Candidate: _____

Point of Departure: _____

School Visited: _____

Agenda for continuous supervision and monitoring of candidate's in the field

1. Conference w/Mentor Teacher _____ Candidate _____ Principal ____
Administrator _____ Parent _____ Other: _____

2. Lesson Observation _____

Lesson Time: Start: _____ End: _____ Time at Site: _____

Notes:

3. Date: _____ Candidate: _____

Point of Departure: _____

School Visited: _____

Agenda for continuous supervision and monitoring of candidate's in the field

1. Conference w/Mentor Teacher _____ Candidate _____ Principal _____
Administrator _____ Parent _____ Other: _____

2. Lesson Observation _____

Lesson Time: Start: _____ End: _____ Time at Site: _____

Notes:

4. Date: _____ Candidate: _____

Point of Departure: _____

School Visited: _____

Agenda for continuous supervision and monitoring of candidate's in the field

1. Conference w/Mentor Teacher _____ Candidate _____ Principal _____
Administrator _____ Parent _____ Other: _____

2. Lesson Observation _____

Lesson Time: Start: _____ End: _____ Time at Site: _____

Notes:

Office of Field Experiences and School Partnerships
School Visit Documentation Form

University Field Experience Visit _____

University Internship Visit _____

Partnership Visit _____

Submission Date: _____

Semester: _____

School One	School Two
School Three	School Four
School Five	School Six

School Seven

School Eight

School Nine

School Ten

School Eleven

School Twelve

School Thirteen

School Fourteen

Administrator/Staff/Teacher Signature: _____

Total Number of Pages _____

Supervisor's Initial: _____

Final Grade Determination Sheet
Use the following formula when calculating the final grade.

Grades from the following	Co-op Teacher	University Supervisor	Intern Portfolio/edTPA	Grade
	2/5	2/5	1/5	5/5

**Submit this form to the OFFICE OF FIELD EXPERIENCES & SCHOOL PARTNERSHIPS during the last week of the internship.

Candidate's Name	Banner Number	Cooperating Teacher 1	Cooperating Teacher 2	University Supervisor	Portfolio Grade	Final Grade

Signature/ University Supervisor

Date

Internship Intervention Plan Policy on Intervention and/or Removal during Internship/Clinical

The purpose of the Internship/Clinical Intervention Plan is to provide structured support for a candidate during enrollment in the internship. The plan is focused on the areas of professional practice (planning, implementing, assessing) needing improvement. The plan is developed on a case by case basis, specifically for the individual internship candidate. The intern must adhere to the plan. If the Intervention Plan is completed satisfactorily during the internship, the candidate will receive a passing grade for the internship course. If implementation of the intervention plan is unsuccessful in helping the internship candidate to deliver effective instruction and in assuming the full responsibility of the classroom teacher, during the twenty days of full time teaching, the internship may be extended or repeated in its entirety. The internship may not be repeated more than three times. If the internship is not successfully completed at the end of the third internship, the candidate will be permanently removed from the Educator Preparation Program.

Steps to Follow in Developing the Intervention Plan:

1. University Supervisor and/or cooperating teacher identify, as early in the internship as possible, areas for improvement.
2. University Supervisor and cooperating teacher provide informal support to the intern.
3. Office of Field Experiences and School Partnerships is informed of the need for intervention.
4. The team, composed of university supervisor, cooperating teacher, director of field experiences and in some cases, the principal, meet to formalize the support and develop the intervention plan.
5. The intervention includes the following:
 - Current status of the intern's progress
 - Strengths
 - Specific Concerns
 - Plan of Action
 - Support Needed
 - Timeline for Implementation of the Plan
 - Recommended Support for the Internship Candidate
6. The intern meets with the team to discuss the plan and recommendations
7. The intern and all members of the team (the university supervisor, cooperating teacher, intern, Director of Field Experiences and School Partnerships) sign the plan
8. The plan includes the next date to reconvene and review the progress
9. A copy of the plan is kept in The Office of Field Experiences and School Partnerships
10. Once the plan is implemented, the university supervisor monitors frequently (weekly is recommended) to ensure that the intern is making sufficient progress in strengthening performance and in demonstrating sufficient mastery of skills and professional attitudes necessary for taking full classroom responsibility.

Policy for Extending, Repeating, or Removing from the Internship:

If extending the internship is necessary, it is specified and included in the intervention plan. If the intern exhibits sufficient mastery of skills and professional attitudes necessary for the full takeover of the classroom during the twenty days of full time teaching, the intern may continue in the current placement, extending the time in fulltime teaching responsibilities to meet internship requirements.

If, at that point, prior to, during, or after the implementation of the intervention plan, appropriate skills and professional attitudes are not present, the team may recommend that the intern be removed from the internship, and assigned an incomplete grade for the internship.

If an intern is removed, the review team meets to determine if the internship should be repeated. The review team consists of the university supervisor, Director of Field Experiences and School Partnerships and department chair.

If it is recommended that the internship be repeated, another intervention plan will be developed with an appropriate plan of action and timelines.

The internship will not be repeated at the same school site if the intern is removed from the internship. A new placement, at a different school, will be assigned.

Intervention Plan – Clinical/Internship

Name of Intern _____ **Major** _____ **Date** _____

Current status of the intern's progress:
Strengths:
Specific Concerns:
Plan of Action:

Support Needed:

Timeline for Implementation of the Plan:

Recommended Support for the Internship Candidate:

Signatures:

_____ **University Supervisor** _____ **Date**

_____ **Cooperating Teacher** _____ **Date**

_____ **Intern** _____ **Date**

_____ **Director of OFE & SP** _____ **Date**

_____ **Principal (optional)**

*Include artifacts of candidates work (e.g., lesson plans) during the internship – before the intervention plan and after the intervention plan. Include copies of assessments by cooperating teacher and university supervisors.

**Intern Continuing Status Assessment
Midterm Recommendation**

Intern _____

Cooperating School: _____

Semester/Year: _____ Grade Level _____

Subject Matter: _____

Cooperating Teacher: _____

Directions: Select the appropriate status recommendation for the intern.

_____ Recommend the candidate to continue with the Internship/Clinical Experience

_____ Recommend the candidate to continue the Internship/Clinical Experience with an Intervention Plan

_____ Recommend the candidate be removed from the Internship/Clinical Experience and be placed in a Remediation Program

_____ Midterm Grade

Narrative Description:

Name of Supervisor _____ Date _____

**Intern Continuing Status Assessment
Final Recommendation**

Intern _____

Cooperating School _____

Semester/Year _____ Grade Level _____

Subject Matter _____

Directions: Select the appropriate status recommendation for the intern.

_____ Candidate successfully completed the Internship/Clinical Experience

_____ Candidate was placed in an intervention program
(see attached intervention plan)

_____ Candidate failed the Internship/Clinical Experience

_____ Final Grade

Narrative Description:

University Supervisor's Signature _____ Date _____

***Supervisor's Suggested Assessment Schedule
(First Placement)***

Intern's Name: _____ Grad ___ UG ___ School: _____

Cooperating Teacher: _____ Grade/Subject: _____

Week Dates:	• Attend all edTPA seminars 1:00 – 4:00 P.M.
1	Conference with the intern during the Thursday seminar session from 4-5 PM
2	Visit #1 Initial visit to meet principal, cooperating teacher, and check placement Complete Site Visit Evaluation Form
3	Conference with the intern during the Thursday seminar session from 4-5 PM
4	Five Days of Full Time Teaching Visit #2 Assessment #2 Assessment #3 Complete Site Visit Evaluation Form
5	Five Days of Full Time Teaching Visit #3 Assessment # 4 Assessment # 5 Assessment # 6 Complete Site Visit Evaluation Form
6	Conference with candidate(s) on Thursday from 4-5:00 P.M. Discuss Assessment # 7 InTASC TWS Internship Portfolio
7	Visit 4 edTPA Discussion Complete Site Visit Evaluation Form
8	Conference with candidate(s) on Thursday from 4-5:00 P.M.

**Suggested Assessment Schedule
(Second Placement)**

Intern's Name: _____ **Grad** ___ **UG** ___ **School:** _____

Cooperating Teacher: _____ **Grade/Subject:** _____

Week Dates:	• Attend edTPA seminars from 1:00 – 4:00 P.M.
1	Conference with candidate(s) on Thursday from 4-5:00 P.M.
2	Visit #1 Initial visit to meet principal, cooperating teacher, and check placement Complete Site Visit Evaluation Form
3	Conference with candidate(s) on Thursday from 4-5:00 P.M.
4	Five Days of Full Time Visit #2 Assessment # 2 Assessment # 3 Complete Site Visit Evaluation Form
5	Five Days of Full Time Teaching Visit #3 Assessment # 4 Assessment # 5 Assessment # 6 Complete Site Visit Evaluation Form
6	Conference with candidate(s) on Thursday from 4-5:00 P.M.
7	Visit # 4 Assessment #7 InTASC TWS Internship Portfolio
8	Conference with candidate(s) on Thursday from 4-5:00 P.M. to complete Exit Interview

**Supervisor's Suggested Assessment Schedule
(Single Placement)**

Name: _____ Grad ___UG___ School: _____

Cooperating Teacher: _____ Grade/Subject: _____

Week Dates:	• Attend edTPA seminars from 1:00 – 4:00 P.M.
1	Drop in visit Week 1 or 2 Initial visit to meet principal, cooperating teacher, and check placement Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M. Complete Site Visit Evaluation Form
2	Visit #1 Initial visit to meet principal, cooperating teacher, and check placement Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M. Complete Site Visit Evaluation Form
3	Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M.
4	Visit #2 Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M.
5	Five Days of Full Time Teaching Visit #3 or next week Assessment # 4 Assessment # 5 Assessment # 6 Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M. Complete Site Visit Evaluation Form
6	Five Days of Full Time Teaching Visit #3 Internship Midpoint Assessment – edTPA Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M. Complete Site Visit Evaluation Form
7	Five days of full time teaching Visit #4 Discuss edTPA Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M. Complete Site Visit Evaluation Form
8	Assessment # 7 Discuss InTASC TWS Internship Portfolio Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M.

9	Visit #5 Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M.
10	Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M.
11	Visit #6 Assessment # 7: Discuss InTASC TWS Internship Portfolio Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M. Complete Site Visit Evaluation Form
12	Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M.
13	Visit #7 Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M. Complete Site Visit Evaluation Form Start conducting exit/Interview with department or Clinical Supervisor
14	Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M.
15	Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M. Visit #8 Complete Site Visit Evaluation Form
16	Meet with candidate (s) on Thursday for seminar from 4-5:00 P.M.

Watermark Guide for Internship Assignments

Assessment or Assignment Title	Scoring Team	Location of Assessment	Comments
Planning for Instruction Content Knowledge Impact on Student Learning Professional Dispositions Pedagogical Skills and Content Knowledge	University Clinical Faculty and Cooperating Teacher	Watermark	Cooperating teachers are trained to use Watermark during the Internship Orientation. Teachers missing the training will use an online webinar to receive the training. Questions about Watermark can be answered by the Watermark Manager and the Clinical Faculty. An email is sent with Log-in information to the Cooperating teacher from the Watermark Company. The teacher must then log-in and activate their account. All rubrics in this block should be scored by the Cooperating teacher and University Clinical Faculty during both of the candidates' placements.
InTASC/TWS Portfolio	University Clinical Faculty	Watermark	University Clinical Faculty will assist candidates with the understanding of the Standards. Candidates will upload portfolio into Watermark.
Local edTPA	University Clinical Faculty	Watermark	University Clinical Faculty will score the local assessment after the ETS report is received. Request for candidates to email a copy of their report to you immediately after they receive it. University Clinical Faculty should email a copy to the Director and Specialist in the OFESP.
Final edTPA	Pearson	Watermark/Pearson	Scoring completed by Pearson, Clinical Faculty should not score or open at any time.
Lesson plans	University Clinical Faculty	Watermark	Candidates will upload all required lesson plans into Watermark including those for their consecutive days of teaching.
Weekly Internship Reflective Journal	University Clinical Faculty	Watermark	Candidates will upload a reflection journal entry into Watermark for every week of the internship.
Internship Attendance Documentation Form	Office of Field Experiences and School Partnerships	Watermark	Candidates will upload a hard copy of the internship attendance documentation form into Watermark.

Intern's Daily Schedule	University Clinical Faculty	Watermark	Candidates will upload a hard copy of their Daily Schedule into Watermark.
Evaluation of University Supervisor by Intern	Office of Field Experiences and School Partnerships	Hard Copy Submitted to the Office of Field Experiences and School Partnerships	Candidates will submit hard copy to the Office of Field Experiences and School Partnerships.
Evaluation of Cooperating Teacher by Intern	Office of Field Experiences and School Partnerships	Hard Copy Submitted to the Office of Field Experiences and School Partnerships	Candidates will submit hard copy to the Office of Field Experiences and School Partnerships.
Completer's Survey	N/A	Survey Monkey	Candidates will receive an email from the Center for Educator Preparation and Certification Office two weeks before graduation which must be completed in Survey Monkey.
University Supervisor Professional Data Sheet	Office of Field Experiences and School Partnerships	Hard Copy Submitted to the Office of Field Experiences and School Partnerships	Clinical Faculty will submit hard copy to the Office of Field Experiences and School Partnerships.
Evaluation of Cooperating Teacher by University Supervisor	Office of Field Experiences and School Partnerships	Hard Copy Submitted to the Office of Field Experiences and School Partnerships	Clinical Faculty will submit hard copy to the Office of Field Experiences and School Partnerships.
School Site Observation Form	N/A	Hard Copy Submitted to the Office of Field Experiences and School Partnerships	Clinical Faculty will submit hard copy to the Office of Field Experiences and School Partnerships.
School Visit Documentation Form	N/A	Hard Copy Submitted to the Office of Field Experiences and School Partnerships	Clinical Faculty will submit hard copy to the Office of Field Experiences and School Partnerships.
Final Grade Determination Sheet	University Clinical Faculty	Hard Copy Submitted to the Office of Field Experiences and School Partnerships	Clinical Faculty will submit hard copy to the Office of Field Experiences and School Partnerships.
Clinical/Internship Intervention Plan	University Clinical Faculty	Hard Copy Submitted to the Office of Field Experiences and School Partnerships	If an intervention plan is needed the University Supervisor will submit signed copies to the Office of Field Experiences and School Partnerships.
Midterm Recommendation Sheet	University Clinical Faculty	Hard Copy Submitted to the Office of Field Experiences and School Partnerships	Clinical Faculty will submit hard copy to the Office of Field Experiences and School Partnerships.
Final Grade Recommendation Sheet	University Clinical Faculty	Hard Copy Submitted to the Office of Field Experiences and School Partnerships	Clinical Faculty will submit hard copy to the Office of Field Experiences and School Partnerships.
AMSTI Certificate	N/A	Watermark	Candidates will upload copy of the AMSTI certificate into Watermark.

Lee vs. Macon Assignment and Certificate	University Clinical Faculty	Watermark	Candidates will upload assignment and copy of the certificate into Watermark.
Career Development Services Resume	N/A	Career Development Services/Watermark	Candidates will use a computerized, internet-based database to register with Career Development Service and to submit their resume. The candidate will also upload their resume into Watermark.
Philosophy of Education Paper	N/A	Watermark	Candidates will upload philosophy of education paper into Watermark.
ARI Certificate	N/A	Watermark	Candidates will upload copy of the ARI certificate into Watermark.
Alabama Educator Code Ethics Certificate	N/A	Watermark	Candidate will upload copy of the Alabama Educator Code of Ethics certificate into Watermark.