

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



**Initial Graduate - Alternative 5th Year Masters
Field Experiences Guide**

"The Educator As a Service Professional"

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The AAMU Phases of Field Experiences Model

Phase 1 - Diversity Field Experiences to Enable Candidates to Make Career Decisions

(50 hours minimum experiences while enrolled in pre-entry courses)
 (Candidates initiate and complete an additional 14 hours of experiences at the beginning and closing of the school year)

All courses will discuss the Alabama Code of Ethics.

FED 521 Multi-Cultural Education
 (a day of service, a minimum of 7 hours, at a community center, homeless shelter, or other non-profit agency)

SPE 501 Introduction to Exceptional Children
 (43 hours of experiences with exceptional learners)

Self- Initiated Experiences- at the Opening and the Closing of the School Year
 (minimum of 7 hours each at opening and closing)

Assignments
 FED 529 Computer-Based Instructional Technology
 (Technology Survey and Website Critique)

FED 501 Foundations of Education
 (Attend a PTA or Board Meeting and Ethics Test)

FED 504 Assessments and Evaluation
 (Impact on Student Learning)

Phase 2 – Pre-Clinical Field Experiences to Develop High-leverage Instructional Practices Attached to Methods Courses in Area of Specialization

(minimum of 155 clock hours that span the grade levels of certification with 100 Clock Hours of Diversity)

Program Area/Methods of Teaching Courses
 (Beginning of modified year-long internship)

Certificates for professional training seminars and workshops will be provided by the instructor of the course.

Assignments
 SED 515 Reading in the Content Area
 (Methods Ethics & Law Test and Technology Survey)

Phase 3 – The Clinical Internship/ Student Teaching Focus on teaching effectiveness and impact on P-12 Learning

Full Responsibility for Instruction in Major Area of Specialization
 (Full semester – 600- 640 clock hours)

Assessments:

1. edTPA
2. Content Knowledge
3. Pedagogical Content Knowledge
4. Professional Disposition
5. Planning for Instruction
6. Impact on Student Learning
7. InTASC TWS Portfolio

Definitions

Candidate - an individual engaged in the preparation process for professional education certification with an educator preparation provider (EPP).

Cooperating Teacher/Mentor Teacher - the P-12 teacher directly responsible for the day-to-day supervision of the candidate at the school site.

Internship/Student Teaching – full time experiences of a teacher education candidate in the schools, culminating in the exercise of responsibility for the teaching role for which the candidate is preparing under the supervision of personnel from a public-school system or regionally accredited private school and the institution of higher education in which the teacher candidate is enrolled.

Director of Field Experiences – the University faculty/staff member responsible for directing all phases of the Field Experiences Program.

Diversity - (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background).

Educator Preparation Provider (EPP)

the entity responsible for the preparation of educators including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

Field Experiences - early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions.

Practicum – a unit of instruction in the candidate’s teaching field which combines formal study and instruction with practical experience in the classroom in the area of specialization.

Student - a learner in a school setting or other structured learning environment. CAEP uses “student” to identify learners in P-12 schools.

University Supervisor – the person assigned by the University to supervise the internship candidate during the clinical experiences. For the purposes of pre-entry, pre-clinical, and clinical experiences of the Field Experiences Program (FEP), the University Supervisor is the course instructor.

General Information

The purpose of the Field Experiences Program (FEP) in the Educator Preparation Program is to allow candidates to become familiar with and participate in a continuum of a variety of instructional situations beginning with the first pre-entry-level education course and extending through the program with the culminating activity of the internship. Candidates are provided opportunities to become more involved in classroom settings until they assume full internship responsibilities and manage entire classrooms. The comprehensive set of field experiences in the professional education program enables candidates to make practical applications of content knowledge, learning principles, teaching techniques, and instructional materials in a supportive classroom environment with monitoring and specific feedback from school-based personnel and University Supervisors.

Prospective teachers at Alabama A&M University earn either a baccalaureate degree through the undergraduate educator preparation program or a master's degree through the nontraditional educator preparation program offered through the College of Education, Humanities, and Behavioral Sciences. The FEP is an integral component of the preparation program for prospective teachers and is a requirement of selected courses in the various curricula. It provides systematic and sequential experiences in a variety of settings (e.g., P-12 school settings, community-based centers, homeless shelters, simulations, video and virtual opportunities) which allow candidates to integrate knowledge acquired in coursework with professional teaching skills. The FEP is designed to provide a continuum of experiences that enable candidates to acquire the dispositions, knowledge, skills, and competencies essential to their growth as professionals. The experiences allow candidates to apply theories of learning studied in pedagogical methods courses and to reflect upon the clinical components as they relate to the theories.

Diversity

It is the goal of the College of Education, Humanities, and Behavioral Sciences that a concerted effort be made to provide candidates with diverse experiences that expose them to schools that are from the different categories listed below:

Category	Diversity	Description
1	English Language Learners	school district that includes English Language Learner populations
2	Exceptionalities	school where students have been identified as: needing physical, cognitive, or emotional assistance, having a speech and/or communication disorder, and/or gifted/talented
3	Gender	classroom both male and female students and transgender
4	Race/Ethnicity	diverse group of students in classroom
5	Social Economical Status	students in school qualify for free/reduced lunch (Title I)
6	Demographic Location	urban, suburban, or rural schools
7	School Levels	Readiness Program, Day Care, HeadStart, elementary, middle, or high
8	Grade Levels	P-12
9	Technology	one-on-one initiative/Systemwide initiative
10	School Size	Less than 300 or more than 600 students
11	School Day Schedules	early school or late school

Field Experiences and the Clinical Practice Internship are carefully crafted to provide the best professional experience for candidates. All internships occur in public schools. Candidates will be placed in diverse school settings: a variety of socio-economic settings--such as rural, suburban, or urban schools--and experiences with a diverse group of students. Previous clinical/field experiences will be considered when determining the internship placement.

The FEP is designed to provide the prospective teacher with a sequentially-designed, performance-based experience that will derive four major benefits:

- an opportunity to make career decisions, based on classroom interaction with students, whether he or she honestly desires to become a classroom teacher;
- an opportunity to develop an understanding of the role of a classroom teacher as perceived from a teacher's standpoint;
- an opportunity to become more cognizant of the relevancy of what is being taught in the college courses and be able to relate the subject matter to the public-school setting; and
- an opportunity to develop teaching competencies through application and usage in a classroom.

Policies and Procedures

1. Candidates participating in the field experiences program (FEP) will be under the direct supervision of the cooperating teachers at the P-12 schools during the period of assignment in the schools.
2. Assignment of candidates to school settings will be made by the Director of Field Experiences and School Partnerships, in collaboration with University methods course instructors, in collaboration with and subject to the approval of the cooperating principals and teachers at the P-12 schools.
3. Attendance is mandatory. Candidates must notify the school or contact the cooperating teacher by 7:15 A.M. if an illness or emergency necessitates an absence or tardiness.
4. Candidates must immediately contact the University course instructor and the Director of Field Experiences and School Partnerships in the event of an absence from the field experiences assignment (school).
5. Arrangements for make-up sessions will generally not be made, except in extenuating circumstances. Such make-up arrangements must be coordinated through the Director of Field Experiences and School Partnerships. The Director will collaborate with the university instructor, the school principal, and the cooperating teacher to determine if an additional placement will be arranged.
6. Candidates must be punctual and should make every effort to complete classroom obligations and assignments in a professional manner.
7. Attire of candidates participating in the FEP should reflect professional standards and should be within the College of Education, Humanities, and Behavioral Sciences dress code guidelines (e.g., no jeans, revealing attire, caps, flip flops).
8. Relationships with students, colleagues, or other community residents should remain on a professional level at all times to insure effectiveness as teacher candidates.
9. The College reserves the right to withdraw candidates engaged in the FEP from a school and if the school requests the same when, in the opinion of the principal, cooperating teacher, and the Director of Field Experiences and School Partnerships, it is in the best interest of the candidate, the school system, and the University and students.
10. Candidates who do not complete the required field experiences will receive a grade of "I" or "F" until the experiences are fulfilled.
11. Field Experience assignments must be posted in Watermark unless directed by the instructor of the course or by the Director of Field Experiences and School Partnerships.

12. Field Experience assignments must be completed when enrolled in a course where the assignments are required.
13. Candidates transferring from other colleges or universities must complete all field experience hours as required by the major at the EPP. If Field Experience hours are transferred from another college/university, it is the responsibility of the candidate to make the request within the semester of enrolling at AAMU. If field experience hours are not transferred within the first semester of enrollment at the University, the hours will not be accepted, and all field experiences required at AAMU must be completed.

FED 521 Multi-Cultural Education (Awareness)
FED 501: Foundations of Education (Alabama Code of Ethics Test)
Methods Courses – Ethics and Law Test
Internship – Ethics Test

ALABAMA EDUCATOR CODE OF ETHICS

Retrieved from alsde.edu

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.

InTASC Core Teaching Standards (2013)

The standards have been grouped into four general categories to help organize your thinking about the standards:

The Learner and Learning Teaching begins with the learner

To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative 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.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

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.

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 practice 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.

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.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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

ALABAMA CODE: SUPP. NO. 15-3 EDUCATOR PREPARATION 290-3-3-.03 290-3-3-.03(1)(k)

290-3-3-.03 Alabama Core Teaching Standards.

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the following standards based on the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

(1) Learner Development. The candidate 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.

(a) The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

(b) The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

(c) The candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

(d) The candidate understands how learning occurs—how learners construct knowledge, acquire skills, and develop discipline thinking processes—and knows how to use instructional strategies that promote student learning.

(e) The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

(f) The candidate identifies readiness for learning and understands how development in any one area may affect performance in other areas.

(g) The candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

(h) The candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

(i) The candidate is committed to using learners' strengths as a basis for growth and their misconceptions as opportunities for learning.

(j) The candidate takes responsibility for promoting learners' growth and development.

(k) The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

(2) Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

(a) The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) The candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

(c) The candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) The candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

(e) The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) The candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

(h) The candidate understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) The candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) The candidate understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

(k) The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

(l) The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

(m) The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

(n) The candidate makes learners feel valued and helps them learn to value each other.

(o) The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

(3) Learning Environments. The candidate 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.

(a) The candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(b) The candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(c) The candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

- (d) The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- (e) The candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- (f) The candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- (g) The candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- (h) The candidate intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
- (i) The candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- (j) The candidate knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- (k) The candidate knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- (l) The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- (m) The candidate knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
- (n) The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- (o) The candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- (p) The candidate is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- (q) The candidate seeks to foster respectful communication among all members of the learning community.
- (r) The candidate is a thoughtful and responsive listener and observer.

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

- (a) The candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- (b) The candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- (c) The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- (d) The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- (e) The candidate recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

(f) The candidate evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

(g) The candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

(h) The candidate creates opportunities for students to learn, practice, and master academic language in their content.

(i) The candidate accesses school and/or district-based resources to evaluate the learner's content knowledge in the learner's primary language.

(j) The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) she/he teaches.

(k) The candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(l) The candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners.

(m) The candidate knows how to integrate culturally relevant content to build on learners' background knowledge.

(n) The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) she or he teaches.

(o) The candidate has deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and RTI (Response to Instruction) and their relationship to student achievement.

(p) The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She or he keeps abreast of new ideas and understanding in the field.

(q) The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

(r) The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

(s) The candidate is committed to work toward each learner's mastery of disciplinary content and skills.

(5) Application of Content. The candidate 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.

(a) The candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

(b) The candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

(c) The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

(d) The candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

- (e) The candidate develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- (f) The candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- (g) The candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- (h) The candidate develops and implements supports for learner literacy development across content areas.
- (i) The candidate understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (j) The candidate understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- (k) The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- (l) The candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- (m) The candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- (n) The candidate understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- (o) The candidate understands creative thinking processes and how to engage learners in producing original work.
- (p) The candidate knows when and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
- (q) The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- (r) The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.
- (s) The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

(6) Assessment. The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

- (a) The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- (b) The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- (c) The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- (d) The candidate engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

- (e) The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- (f) The candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- (g) The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- (h) The candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- (i) The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
- (j) The candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.
- (k) The candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- (l) The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- (m) The candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- (n) The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- (o) The candidate knows when and how to evaluate and report learner progress against standards.
- (p) The candidate understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- (q) The candidate possesses knowledge of Alabama's assessment requirements and processes.
- (r) The candidate is committed to engaging learners actively in assessment processes and to develop each learner's capacity to review and communicate about their own progress and learning.
- (s) The candidate takes responsibility for aligning instruction and assessment with learning goals.
- (t) The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.
- (u) The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.
- (v) The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- (w) The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

(7) Planning for Instruction. The candidate 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.

- (a) The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

- (b) The candidate plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- (c) The candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- (d) The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- (e) The candidate plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.
- (f) The candidate evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.
- (g) The candidate integrates Alabama-wide programs and initiatives into the curriculum and instructional processes.
- (h) The candidate communicates with students, parents, and the public about Alabama’s assessment system and major Alabama educational improvement initiatives.
- (i) The candidate understands content and content standards and how these are organized in the curriculum.
- (j) The candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- (k) The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- (l) The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- (m) The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- (n) The candidate knows when and how to adjust plans based on assessment information and learner responses.
- (o) The candidate knows when and how to access resources and collaborates with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).
- (p) The candidate respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.
- (q) The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- (r) The candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- (s) The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

(8) Instructional Strategies. The candidate 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.

- (a) The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

- (b) The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- (c) The candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- (d) The candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- (e) The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- (f) The candidate engages all learners in developing higher order questioning skills and metacognitive processes.
- (g) The candidate engages all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- (h) The candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- (i) The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
- (j) The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- (k) The candidate knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- (l) The candidate knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- (m) The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- (n) The candidate knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- (o) The candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- (p) The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction
- (q) The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- (r) The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- (s) The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

(9) Professional Learning and Ethical Practice. The candidate 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.

- (a) The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

- (b) The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- (c) The candidate, independently and in collaboration with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- (d) The candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.
- (e) The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- (f) The candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
- (g) The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- (h) The candidate knows how to use learner data to analyze practice and differentiate instruction accordingly.
- (i) The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- (j) The candidate understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- (k) The candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from candidate evaluations and observations, data on learner performance, and school- and system-wide priorities.
- (l) The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- (m) The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- (n) The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- (o) The candidate understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model Code of Ethics for Educators, (MCEE), professional standards of practice, and relevant law and policy.

(10) Leadership and Collaboration. The candidate 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.

- (a) The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- (b) The candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

- (c) The candidate engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- (d) The candidate works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- (e) The candidate, working with school colleagues, builds ongoing connections with community resources to enhance student learning and wellbeing.
- (f) The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- (g) The candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- (h) The candidate uses and generates meaningful research on education issues and policies.
- (i) The candidate seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- (j) The candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- (k) The candidate takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.
- (l) The candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- (m) The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- (n) The candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- (o) The candidate knows how to contribute to a common culture that supports high expectations for student learning.
- (p) The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- (q) The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- (r) The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- (s) The candidate takes responsibility for contributing to and advancing the profession.
- (t) The candidate embraces the challenge of continuous improvement and change.

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Responsibilities of University Candidates Participating in the Field Experiences Program (FEP)

University candidates participating in all phases of the Field Experiences Program (FEP) are expected to comply with all academic regulations and course requirements specified in the course syllabi. In addition to following Alabama A & M University policies and procedures, candidates must comply with regulations found in the State of Alabama Teacher Education Code. This includes providing documentation of background clearance. Candidates will not be allowed to participate in field experiences, without documentation of a background clearance.

At the school sites, candidates are expected to complete the following:

- A. be punctual, courteous, cooperative, receptive and responsible while at the placement site.
- B. convey a professional demeanor in behavior and appearance.
- C. be understanding and be willing to fulfill the responsibilities as outlined in the field experience guide/handbook and the local school handbook and/or guidelines.
- D. respect and protect the confidentiality of students and of the school.
- E. notify the school, cooperating teacher, the university instructor and The Director of Field Experiences and School Partnerships if an emergency arises which prevents the candidate from fulfilling the total requirements of the field experiences.
- F. arrange for transportation to and from the placement site.
- G. participate in seminars and discussions with the university instructor.
- H. meet with the cooperating teacher to discuss the performance assessment.
- I. complete written reflective journals of the field experiences, complete assignments for working with English Language Learners and other assignments required by the university instructor.
- J. keep an attendance sheet for all field experiences.
- K. maintain assignments in Watermark.

Responsibilities of the Course Instructors Participating in the Field Experiences Program (FEP)

The course instructors for the teaching field education methods courses are involved in the orientation, supervision, and evaluation activities required by the field experiences program. They maintain continual contact with the Office of Field Experiences and School Partnerships.

Specific responsibilities of the course instructors are to:

- A. assist the Director of Field Experiences and School Partnerships in determining candidate needs and areas of interest in arranging placements.
- B. monitor the placement site selection process and make decisions about individual candidate problems in scheduling the field experiences.
- C. instruct candidates concerning behavioral expectations while at the school site.
- D. distribute site observation/assessment forms, timesheets, and other materials for candidates to complete.
- E. instruct candidates on the use of the Watermark Management System.
- F. supervise field experiences through on-site visits, classroom co-teaching assignments, regular email/telephone contact with the cooperating school principal and teacher to allow for feedback concerning the candidate's performance.
- G. conduct debriefing sessions with candidates for the purpose of discussing their experiences, reflecting upon the experiences, and obtaining assessments related to the experiences.
- H. address any questions or needs for adjustment that may arise for immediate and effective resolution.
- I. collaborate with the Office of Field Experiences and School Partnerships in developing and implementing an effective Field Experiences Program (FEP) to meet the needs of teacher education candidates.
- J. Complete assessments in Watermark and verify all documents are complete for all candidates in a course.

Responsibilities of Cooperating Schools and Teachers Participating in the Field Experiences Program (FEP)

The selection of cooperating schools and teachers for the Field Experiences Program (FEP) is based on the acceptance of the vital role the teachers play in the University's educator preparation program, the willingness to assist in preparing high-caliber teachers, and the desire to influence the quality of teachers entering the profession. Every effort is made to place University candidates with cooperating teachers who have demonstrated outstanding mentoring and leadership skills and who have been recommended by their school administrators as qualified for the service, and who are enthusiastic about assisting candidates in the transition from knowledge of theory to application of skills. National Board-Certified Teachers are preferred, or teachers identified as having a positive impact on student learning.

Specific responsibilities of the cooperating schools and teachers include the following:

- A. welcoming and orienting the candidate to the school site.
- B. allowing the candidate to participate in classroom activities.
- C. assisting the candidate in developing and implementing appropriate instructional techniques and activities to meet the needs of the classroom.
- D. monitoring candidate progress and providing appropriate feedback to the candidate and University Supervisor/Faculty.
- E. evaluating candidate performance while utilizing University-provided forms that address the standards/competencies required of all beginning teachers in the State of Alabama:
 - 1. content knowledge
 - 2. teaching and learning
 - 3. literacy
 - 4. diversity
 - 5. professionalism
- F. providing feedback to the Office of Field Experiences and School Partnerships and University Supervisors/Faculty on pertinent knowledge and skills necessary for candidates to become effective teachers.
- G. reporting any difficulties experienced in working with the candidate to the Director of Field Experiences and School Partnerships.

Assessment Procedures – Field Experiences Program (FEP)

Successful completion and accomplishment of required competencies must be documented to facilitate the candidate's admission to the Educator Preparation Program, progression through the program from the Field Experiences Module Phases of pre-entry (Diversity and Making Career Decisions), to pre-clinical and to the final clinical/internship. Field experiences assessment forms are to be completed by the cooperating teacher and the course instructor. All assessment forms are discussed with the candidate, given to the candidate, who submits to the course instructor for review through the Watermark Assessment System. After review, and entering the information into Watermark, the course instructor submits a copy of the form to The Office of Field Experiences and School Partnerships after the completion of each field experience assignment.

Field experiences are integral components of the course requirements and curricula. Failure to successfully complete field experiences results in incomplete grades and/or course failure. Failure to successfully complete the required field experiences will delay the candidate's eligibility for admission to the Educator Preparation Program, clinical/internship, and subsequently graduation.

PHASE ONE OF THE FIELD EXPERIENCES MODEL

(Pre-Entry (Diversity and Making Career Decisions) Phase I)





To: Educators and Service Providers

From: The Office of Field Experiences and School Partnerships

Re: Candidate Assignments for Field Experiences Model Phase I

Alabama A&M University would like to thank you for agreeing to share your knowledge, skills, experiences, and expertise with our pre-service teacher candidates. As our candidates prepare for careers as teachers, they are required to participate in continuums of various field experiences and activities prior to the internship. Phase 1 of the Field Experiences Program is associated with four courses, FED 521 Multi-Cultural Education, SPE 501 Introduction to the Study of Exceptional Children, FED 529 Computer-Based Instructional Technology, and FED 504 Assessments and Evaluations. The following are activities that are appropriate for candidates while in classrooms:

1. read to small groups of students;
2. tutor individual students;
3. assist with monitoring playground and gym activities;
4. assist with small groups of students and project constructions;
5. assist with monitoring in the cafeteria;
6. operate media and other technology equipment;
7. observe and assist with classroom management techniques;
8. assist with classroom instruction;
9. assist with homework assignments; and
10. grade assignment papers

To be effective during the field experiences, pre-service candidates must exhibit traits, such as punctuality, preparation, organization, attendance, rapport with cooperating teachers and students, and willingness to help. Candidates are to be punctual, personable, and ready-to-work when they arrive. They are to dress appropriately and to attend each scheduled day. In the event of extreme emergencies, candidates are to notify the school office prior to the scheduled arrival times.

To determine the effectiveness of the field experiences and impact upon learning, The Office of Field Experiences and School Partnerships solicits assistance by asking the cooperating teachers

to complete hardcopies of the assessment rubrics for the days the candidates are in the classrooms. The evaluations will enable the course instructors to determine the strengths and needs of the candidates and to provide activities to assist the candidates in becoming effective teachers.

At the end of the field experiences period, the completed hardcopies of the assessment rubrics and time sheets are to be placed in sealed envelopes and returned to the candidates. The candidates are to return the forms (in sealed envelopes) to the course instructors, who, after reviewing the assessments and time sheets, are to submit the documents to the Director of The Office of Field Experiences and School Partnerships.

Purpose:

Field experiences during the phase 1 field experience model are designed for three purposes: (1) enable candidates to make career decisions, (2) generate broad experiences with diverse populations, and (3) allow the university and school partner to determine and assess candidate readiness characteristics for admission to the Educator Preparation Program.

Course enrollment prerequisites:

Before enrolling in pre-entry level courses, candidate must have fulfilled the following: purchased a subscription to Watermark, provided a clear fingerprint and background check, and complete an application for admission to the Educator Preparation Program.

Field Experiences and Assignments Attached to Pre-Entry Courses:**1. Pre-Entry Level Courses with Field Experience Requirements****FED 521 Multi-Cultural Education (Service Learning Project)**

Service Project Purpose: Candidates engage in service projects at various non-profit sites or centers to learn about the community and the diverse population of people in the community.

Directions: Candidates complete a minimum of 7 hours of service while enrolled in FED 521 Multi-Cultural Education. The service learning project is at a nonprofit location where children are being serviced. Service learning projects may **not** be completed at any churches or the like, schools, and Libraries (No credit will be awarded). Arrangements are made by the candidate in collaboration with the course instructor.

Documentation of Service: Candidates submit “Early Field Experiences for Making Career Decisions – Service Report” to provide documentation of completion of the service.

Assignment: #1: Write a two to three-page double spaced paper explaining your Philosophy of Teaching by discussing the role of the school, student, teacher, curriculum and instruction, and your influence on educating diverse families. Include your personal framework of how you will provide customized learning for learners with a range of individual differences. These differences include students who have disabilities and students who perform above grade level and deserve opportunities to accelerate. Differences also include cultural and linguistic diversity and the specific needs of students for whom English is a new language. (Specific Content Areas include: 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 Times New Roman and one-inch margins on all sides. Include a Title page. Use the APA format for the title page, citations, and references. While writing this paper think critically about teaching, appropriate structures for communicating and use appropriate conventions. The instructor will complete the Philosophy of Education rubric.

- *Diversity*

Assignment #2: Complete and participate in a service learning project for 7 hours or a full day. Manage your services learning project by keeping an electronic journal (candidate selects the software or app for managing and presenting the journal information). Write a commentary describing how the project was selected, the need for the service and how the service can be integrated into the curriculum for your

specific content area, how can P-12 students use the same non-profit project with limits as students and learn information about the community and the services? Explain how the services provide for diversity in the community. Provide photographs of the completed service that includes no pictures of P-12 students. Use any Web 2.0 tool to share your experiences with the instructor and class.

- *Manage using Technology*

Artifacts: Turn all documents in to the instructor/Watermark.

FED 501 Foundations of Education

Attend a school board meeting or a PTA meeting for a Field Experience:

Purpose: Candidates gain knowledge and understanding of the entire school process by attending a School Board Meeting or a PTA meeting.

Documentation: Candidates document the attendance at a school board meeting by completing the “Entry-Level Early Field Experiences for Making Career Decisions School Board Meeting/PTA Meeting” documentation form while enrolled in FED 212: Human Growth and Development.

Assignment #1: Attend a school board meeting or a PTA meeting.

Artifacts: Submit the School Board Meeting/PTA Meeting form and agenda into Watermark

FED 529: Computer-Based Instructional Technology

Purpose: For candidate to take a self-assessment survey that relate to their technology skills and understanding of integrating technology across the curriculum. The survey will also help candidates gain a better understanding of technology skills and knowledge as a field experience candidate.

Documentation: Pre-Service Teacher Technology Survey

Directions: **This survey will address three areas: (1) personal technology skills, (2) technology usage, and (3) technology integration. Rate how adequately you are prepared as a Phase1-Candidate. Please complete the demographic information prior to completing the survey.**

Assignment #1: Complete the technology survey in Watermark.

Assignment #2: Complete the website critique assignment in Watermark.

- *Technology*

SPE 501 Introduction to the Study of Exceptional Children

Purpose: Candidates develop an understanding and appreciation for diversity (e.g., exceptionality, language, socioeconomic, etc.)

Documentation of Service: “Pre-Entry Professional Characteristics and Diversity Readiness Assessment Rubric” designed to assess readiness characteristics for admission to teacher education and the teaching profession.

Directions: A time sheet verifies the actual clock hours completed. Candidates are required to complete 43 clock hours at the school. The assessment rubric is completed by the cooperating teacher at the school site, and the time sheet is verified with the cooperating teacher’s signature. Arrangements are made with the Huntsville Achievement and the instructor of the course.

Assignment #1: Complete the Pre-Entry Professional Characteristics and Diversity Readiness Assessment Rubric while completing the field experience hours. The rubric is completed and signed by the cooperating teacher and the University course Instructor

Assignment 2: The Pre-Entry Candidate’s Self-Assessment/Reflection is completed by the candidate and submitted into Watermark as an artifact for SPE 501.

Assignment #3: A field experience of 43 clock hours: Pre-Entry English Language Learner Assignment. Hours and assignment must be submitted into Watermark

- *Diversity*

Opening and Closing of the School Year Self-Initiated Field Experiences:

Candidates are informed about the “opening and closing of the school year requirements” while enrolled in pre-entry courses. Verification forms and assessment rubrics for the “opening and closing of the school year experiences” are distributed in the pre-entry course, FED 521 Multi-Cultural Education. Candidates initiate experiences at the next closing (May) and opening (August) of the school year. The Office of Field Experiences and School Partnerships does not initiate and secure the placements for the candidates. Candidates may select the schools, but must receive prior approval to visit the school from the building principal at least three weeks in advance of the visit. Provide the principal with a copy of your background check and the letter from the Field Experiences Director.

Purpose: Candidates submit “opening” and “closing” forms and assignments to the Office of Field Experiences and School Partnerships. Forms document the “full day” that equals 7 hours spent at the site, and documentation is signed by the building principal or cooperating teacher.

**(Pre-Entry) Early Field Experiences for Making Career Decisions
Service Report**

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

**Field Experience Career Decisions Summary Completed by Pre-Service Candidates Enrolled
in Pre-Entry Courses**

While the candidate is enrolled in a pre-entry course, the candidate in collaboration with the course instructor, selects a community organization serving P-12 students, and completes at least one full day or the equivalent (7 hours) of service. The candidate completes the report below and submits into Watermark. Submission of assignment is for partial fulfillment of Admission to the Educator Preparation Program.

Candidate's Name: _____ Major _____ Banner Number _____

Name of Course Enrolled: _____ Course Number _____ GRAD ___ UG ___

Name of Instructor of Course _____

Name of Service Organization (e.g., Boys and Girls Club, etc.) _____

Address of Organization _____

Date and Time of Service Completed _____

Total Hours and Minutes Spent _____

Name of Supervisor at Service Organization _____
(PLEASE PRINT)

Signature of Supervisor at Service Organization _____

Summary and Reflection of Service completed: Attach a 2-page report using the questions below to reflect upon your experiences:

What did you learn by completing the service?

How did completing the service impact your continuation in a teacher education program?

Was this the first service with P-12 students that you have completed as a pre-service candidate?

How is your perspective different, now as a pre-service teacher than it was before you completed the service?

Do you have any additional comments or thoughts about the meeting or the education profession?

Diversity Assignment

Philosophy of Education Rubric Performance Assessment

Directions: Write a four-page double spaced paper explaining your Philosophy of Teaching by discussing the role of the school, student, teacher, curriculum and instruction, and your influence on educating diverse families. Include your personal framework of how you will provide customize learning for learners with a range of individual differences. These differences include students who have disabilities and students who perform above grade level and deserve opportunities to accelerate. Differences also include cultural and linguistic diversity and the specific needs of students for whom English is a new language. (Specific Content Areas: 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 Times New Roman and one-inch margins on all sides. Include a Title page. Use the APA format for the title page, citations, and references. While writing this paper think critically about teaching, appropriate structures for communicating and use appropriate conventions. Attach this assignment in blackboard for this class and Watermark.

Use of Information: To help gain an interest in perception about teaching, overall belief about the teaching field as they apply and progress through the program to completion.

InTASC & Alabama Core Teaching Standards (ACTS): Standards 1,2, 3, 5, 7, 8, 9, & 10

Alabama A&M University Beliefs and Values: Conceptual Framework

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

	Developing (1 pt)	Emerging (2 pts)	Meets Expectation (3 pts)	Exceeds Expectation (4 pts)
The role of school in society <i>InTASC/ACTS</i> <i>3(n), 3(o), 10(c), 10(p)</i>	Candidate demonstrates no understanding of the role of the school in society.	Candidate's understanding of the role of the school in society is not very clear.	Candidate demonstrates an acceptable clarity of expression, focus and organization, and use of effective examples when describing the role of the school in society.	Candidate demonstrates an exemplary clarity of expression, focus and organization, use of effective examples, and indication of experiences when describing the role of the school in society.
The role of the student <i>InTASC/ACTS</i> <i>3(b), 3(c), 3(p), 8(b), 8(c)</i>	Candidate demonstrates no understanding of the role of the student in their education.	Candidate's understanding of the role of the student in their education is not very clear.	Candidate demonstrates an acceptable clarity of expression, focus and organization, and use of effective examples when describing the role of the student in their education.	Candidate demonstrates an exemplary clarity of expression, focus and organization, use of effective examples, and indication of some experience when describing the role of the student in their education.
The role of the teacher <i>InTASC/ACTS</i> <i>1(j), 2(c), 5(h), 7(p), 9(l), 9(m)</i>	Candidate demonstrates no understanding of the role of the teacher in the education process.	Candidate's understanding of the role of the teacher in the education process is not very clear.	Candidate demonstrates an acceptable clarity of expression, focus and organization, and use of effective examples when describing the role of the teacher in the education process.	Candidate demonstrates an exemplary clarity of expression, focus and organization, use of effective examples, and indication of some experience when describing the role of the teacher in the education process.

	Developing (1 pt)	Emerging (2 pts)	Meets Expectation (3 pts)	Exceeds Expectation (4 pts)
Curriculum design, instruction and classroom management <i>InTASC/ACTS</i> 7(b), 7(j), 8(p), 8(s)	Candidate demonstrates no understanding of any of these issues.	Candidate's understanding of how the design of curriculum, instruction and classroom management influences the process of education is not very clear.	Candidate demonstrates an acceptable clarity of expression, focus and organization, and use of effective examples when describing how the design of curriculum, instruction and classroom management influences the process of education.	Candidate demonstrates an exemplary clarity of expression, focus and organization, use of effective examples, and indication of some experience when describing how the design of curriculum, instruction and classroom management influences the process of education.
The influence on education by diverse families <i>InTASC/ACTS</i> 1(c), 1(k), 2(d), 2(j), 2(k), 3(a), 3(n), 9(m), 10(q)	Candidate demonstrates no understanding of how diverse families influence the process of education.	Candidate's understanding of how diverse families influence the process of education is not very clear.	Candidate demonstrates an acceptable clarity of expression, focus and organization, and use of effective examples when describing how diverse families influence the process of education.	Candidate demonstrates an exemplary clarity of expression, focus and organization, use of effective examples, and indication of some experience when describing how diverse families influence the process of education.
This paper engages the reader, stimulating thinking about teaching. <i>InTASC/ACTS</i> 9(b), 9(l)	Paper is interesting but offers no new ideas; or, paper does not hold the reader's interest at all.	Reader maintains interest but is exposed to no new ideas.	Holds readers' interest to the end, leaving reader with several new ideas.	Most interesting reading, beginning to end; the reader converses with the paper.
This paper uses appropriate structures for communicating its ideas. <i>InTASC/ACTS</i> 3(f), 3(l)	Paper has structural irregularities that interfere with clear communication of ideas; writing ability significantly interferes with clear communication of ideas.	Paper has structures that make the communication of ideas less clear.	Paper is well written, with paragraphing, sentence structures and transitions supporting effective communication of ideas.	Paper is well written, with paragraphing, sentence structures and transitions supporting effective communication of ideas.
This paper uses appropriate conventions, including those specified for use in this assignment. <i>AAMU Beliefs and Values: Conceptual Framework</i>	Paper has errors that interfere with clear communication of ideas; or, ideas cannot be discussed because errors in the use of conventions impede communication.	Paper has errors in the use of conventions that make the communication of ideas less clear.	Paper is well written, with spelling, punctuation and formatting for the most part supporting effective communication of ideas.	Paper is well written, with spelling, punctuation and formatting supporting effective communication of ideas.

Explanation 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– Sufficient evidence of addressing this standard/element at least at the minimum acceptable level.
4. Exceeds Expectations – Excellent example of addressing this standard/element.

InTASC and Alabama Core Teaching Standards(ACTS) description that are embedded in the assignment.

- 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
- 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 5(h) The teacher develops and implements supports for learner literacy development across content areas.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goal.

**Early Field Experiences for Making Career Decisions
School Board Meeting / PTA Meeting**

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

Field Experience Career Decisions Summary Completed by Pre-Service Candidates Enrolled in a Pre-Entry Course

While the candidate is enrolled in a pre-entry course, the candidate in collaboration with the course instructor, selects a school board meeting or a PTA meeting to attend. The candidate completes the attached report and submits the report along with the agenda from the meeting into Watermark. The instructor completes the scoring rubric in Watermark.

Candidate's Name: _____ Major _____ Banner Number _____

Name of Course Enrolled: _____ Course Number _____ GRAD _____ UG _____

Name of Instructor of Course _____

Name of School (if PTA Meeting) or District (if School Board Meeting) _____

Address Where Meeting Was Held _____

Date and Time of Meeting _____

Total Hours and Minutes Spent Attending Meeting _____

Summary of Agenda and Events Discussed at Meeting:

Reflections:

1. What did you learn by attending the meeting?
2. How will attending this meeting impact your continuation in a teacher education program?
3. Was this the first school board/PTA meeting that you have attended as a pre-service candidate?
4. How is your perspective different, now as a pre-service teacher than it was when you were a student attending a board meeting or PTA meeting?

Add additional comments or thoughts you have about the meeting or the education profession.

Early Field Experiences for Making Career Decisions Rubric School Board Meeting or /a PTA Meeting

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

**Field Experience Career Decisions Summary Completed by Pre-Service Candidates Enrolled in a Pre-Entry Course
(Rubric Completed by Course Instructor)**

While the candidate is enrolled in a Pre-entry course, the candidate in collaboration with the course instructor, selects a school board meeting or a PTA meeting to attend. The candidate completes the attached report and submits the report along with the agenda from the meeting into Watermark. The instructor completes the scoring rubric in Watermark.

Candidate’s Name: _____ Major _____ Banner Number _____

Name of Course Enrolled: _____ Course Number _____ GRAD ___ UG ___

Name of Instructor of Course _____

Signature of Instructor of Course: _____ Date: _____

Directions: Rate the candidate in terms of how adequately the candidate addressed each area listed below.

Rating Scale:

- | | |
|--------------------------|--|
| 1 = Developing | This indicates the clinical field experiences candidate’s performance is not acceptable. Improvement activities must be undertaken immediately. |
| 2 = Emerging | This indicates the clinical field experiences candidate’s performance needs improvements and are required for performance to consistently meet standards. |
| 3 = Meets Expectations | This indicates the clinical field experiences candidate’s performance meets expectations for performance. Performance can be improved area(s) indicated, but current practices are clearly acceptable. |
| 4 = Exceeds Expectations | This indicates the field experiences candidate does outstanding job. No area for improvement is readily identifiable. |

Expected Level of Performance is “Meets Expectations” or above.

The pre-service candidate demonstrates the ability to perform the following:	Rating Scale			
Competence Indicator	1	2	3	4
1. Candidate completed the form neatly and thoroughly, including all requested information. <i>Conceptual Framework: Tenant 1 - Planning</i>				
2. Candidate provided a thorough summary, with no grammatical errors or spelling errors. <i>Conceptual Framework: Tenant 1 - Planning</i>				
3. Candidate provided a thorough summary, in terms of content, describing the agenda and events discussed. Attach a copy of the agenda. <i>Conceptual Framework: Tenant 1 - Planning</i>				
4. Candidate provided detailed reflection and answered all questions thoroughly and completely. <i>Conceptual Framework: Tenant 1 - Planning</i>				
Total Score Possible for Rubric	(Possible Points 16)			

College of Education, Humanities, and Behavioral Sciences
Phase I - Technology Survey

Semester: Fall Spring Summer

Instructor: _____

Academic School Year: _____

Student Name: _____

INTASC Standard #9/ACTS – 9 - Directions: The purpose of this survey is to gain a better understanding of technology skills and knowledge as a Phase I-Field Experiences Model candidate. This survey will address three areas: (1) personal technology skills, (2) technology usage, and (3) technology integration. Rate how adequately you are prepared as a Phase I-Candidate. Please complete the demographic information prior to completing the survey.

Demographic Information (optional)

1. Gender:
 - a. Female
 - b. Male
 - c. No Preference
2. Race/Ethnicity:
 - a. Black/African American
 - b. White/Caucasian
 - c. Native Hawaiian/Pacific Islander
 - d. American Indian/Alaska Native
 - e. Asian
 - f. Other
3. Classification:
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
4. Major:
 - a. Art Education
 - b. Biology Secondary
 - c. Chemistry Secondary
 - d. Collaborative K-6
 - e. Collaborative 6-12
 - f. Early Childhood
 - g. Elementary Education
 - h. English Language Arts
 - i. Mathematics Secondary
 - j. Music Education
 - k. Physical Education
 - l. Physics Secondary
 - m. Science Secondary
 - n. General Social Science Secondary

Rating Scale: Strongly Disagree – 1, Disagree – 2, Agree – 3, and Strongly Agree – 4

As a Phase 1 Pre-Service Teacher I	Strongly Disagree - 1	Disagree - 2	Agree - 3	Strongly Agree - 4
Personal Technology Skills <i>ISTE Standard 1-Learner and Standard 2-Leader</i>				
1. Frequently utilize a laptop/desktop computer at home				
2. Access the internet frequently				
3. Understand how to use digital (laptops, iPod, handheld, etc.) and interactive (whiteboards, software programs, etc.) technology				
4. Use AAMU's facilities frequently for my computer needs				
5. Understand and know how to connect a projector to a computer				
Technology Usage <i>ISTE Standard 3-Citizen and Standard 4-Collaborator</i>				
6. Use collaborative tools to expand real-world learning				
7. Use my computer to surf the internet				
8. Complete all of my school assignments with my computer				
9. Explore how to use new and emerging technology				
10. Understand the safety, legal and ethical use of information using technology				
Technology Integration <i>ISTE Standard 6-Facilitator and Standard 7-Analyst</i>				
11. Integrate technology in my presentations to my instructors				
12. Understand that technology can be integrated into teaching of all content areas				
13. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.				
Total Points				

Taken from: International Society for Technology in Education (ISTE)

FED 529: Computer-Based Instructional Technology Website Critique

Candidate's Name: _____ **Program:** _____

When someone visits the school website, it can reflect positively on the school? What kind of image would someone form if he or she could base it solely on their experience with your classroom website? Image counts, especially when it comes to websites. It's what the public sees that drives perception, and your website design plays a big role in how your school and your classroom is perceived.

Overview

For this assignment, you will critique an existing website in terms of its effectiveness. The purpose of the assignment is to rhetorically analyze various aspects of web design applied in a specific case.

Identifying a Site

Select a P-12 public-school districts, schools, or classroom teacher's website. Pick a website in your field (Readiness program, elementary, middle, or high school).

Aspects of Your Critique

The overall emphasis of your critique/analysis is the effectiveness of the design: content, format, navigation, etc. In critiquing/analyzing the website, be sure to justify your assessment. More specifically, your critique should cover at least the following:

Users

What users is the site intended for? Who are these users? Are there different groups of users for the site? What kind of (different) needs do they have? Are there any special circumstances under which certain users access the website? How well does the site satisfy the users' needs?

Purposes

What are the intended purposes of the website? Does it aim to inform people about the school or organization, to recruit new students/parent volunteers, or to convince people of a particular cause? Most websites are designed with more than one purpose in mind. Which of these purposes are primary or more important? Which purposes are secondary and less important? How well does the site accomplish its intended purposes? Is the content of the website informative and persuasive? Is it adequate, accurate, and credible? Does it have the kind of information users would need?

Format Design

Is the site visually appealing? Is it easy to read? Are the graphics meaningful and well presented? Is there a good balance between text and graphics? Does it make good use of white space? When we talk about format, there're at least four aspects you need to consider:

layout--Are different elements placed at meaningful places on the screen? Is there a good, clear focal point on the page? Does the page look balanced? Is the page too wide, too narrow, unbalanced, not print friendly?

Typography--Is the text readable? Is the typeface effective? Is it too big, too small? Is there a clear visual hierarchy on the page? Are headings formatted effectively?

Colors--Are there too many colors used on the site? Do colors go well together? Does color use complement the content, or is it more a distraction? Is it visually appealing?

Graphics--Are the graphics meaningful? Is there a clear rationale behind the use of every graphic on the site? Do the graphics enhance the content instead of distracting the reader? Are graphics of good quality? Are they too big or too small?

Navigation

Is it easy to navigate the site? Is the site well-structured to provide easy navigation? Are navigational devices easy to identify and locate?

Technology

Is the technology used for building the site appropriate? Is it adequate? Would the design have been more effective if it used some other technology?

Miscellaneous

Depending on what site you're critiquing, there might be special issues to consider.

Format of Your Critique

Use the following:

12-point font size

Use informative headings

2-3 pages in length

An overview and a conclusion

Signatures Verify that the technology website critique is complete and has been submitted into Watermark:

Signature of Candidate: _____ Date: _____

Signature of Instructor: _____ Date: _____

(Pre-Entry) Professional Characteristics and Diversity Readiness Assessment Rubric

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

Assessment Completed by Cooperating Teacher and AAMU Field Experiences Course Instructor

The rubric assesses three proficiencies that the AAMU professional teacher educators and school professionals agree represent the content knowledge and core concepts of the initial programs. The rubric is to be completed by the team, consisting of the cooperating teacher and the AAMU Instructor/Supervisor. The team members complete the rubric independently of each other.

Candidate's Name: _____ Major _____ Banner Number _____

Name of Course Enrolled: _____ Course Number _____ GRAD ___ UG ___

Name of School: _____ Grade level: _____

Subject Areas Observed _____ Name of Cooperating Teacher _____

Name of AAMU Clinical Instructor/Supervisor _____

Name of Person Completing the Assessment and Title _____ Date _____

(PLEASE PRINT)

Signature of Person Completing the Assessment _____

Directions: Rate the candidate in terms of how adequately the candidate is prepared to deal with each area listed below.

Rating Scale:

- | | |
|--------------------------|---|
| 1 = Developing | This indicates the clinical field experiences candidate's performance is not acceptable. Improvement activities must be undertaken immediately. |
| 2 = Emerging | This indicates the clinical field experiences candidate's performance needs improvements and are required for performance to consistently meet standards. |
| 3 = Meets Expectations | This indicates the clinical field experiences candidate's performance meets expectations for performance. Performance can be improved in area(s) indicated, but current practices are clearly acceptable. |
| 4 = Exceeds Expectations | This indicates the field experiences candidate does an outstanding job. No area for improvement is readily identifiable. |

(Pre-Entry) Professional Characteristics and Diversity Readiness Assessment Rubric

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

Professional Development: The Candidate...	Comments from Cooperating Teacher and University Faculty (Please explain or attach a document)	Developing 1	Emerging 2	Meets Expectations 3	Exceeds Expectations 4
1. meets obligations and deadlines					
2. prepares for class					
3. meets expectations for attendance					
4. presents a professional image appropriate to the setting					
5. reflects commitment to the profession					
6. shows evidence of thought and care in the preparation of materials					
Affective Development: The Candidate . . .					
7. approaches and responds to challenges in a positive manner					
8. addresses academic and personal issues in a productive manner					
9. analyzes and takes responsibility for own behavior					
10. demonstrates awareness of social conventions and expectations					
11. demonstrates ethical and honest behavior					
Interpersonal Development: The Candidate...					
12. uses conventions of standard English in writing and speaking					
13. respects the values and opinions of others					
14. accepts and uses constructive criticism					
15. values and appreciates human diversity					
16. functions effectively in a variety of group roles					
Diversity Readiness: The Candidate.....					
17. demonstrates a willingness to support a diverse population of students					
18. shows a commitment to working with English Language Learners and at-risk students					

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

Signature of Person Completing the Assessment: _____ Date: _____

Candidate's Self-Assessment/Reflection Pre-Entry Level

Please circle your response to the following questions:

1. What's the biggest draw to becoming a teacher?
 - The benefits
 - The students
 - Helping the community
 - Summers off

2. Do you like working with children?
 - I live for it
 - It's great in small doses
 - I find it stressful

3. How comfortable are you with children?
 - I have a lot of experience
 - I am comfortable
 - They make me a little nervous

4. How do you handle unexpected changes?
 - Like a pro
 - Once I get my bearings, I am fine
 - I don't like a lot of change

5. When things get difficult are you a quitter?
 - Never, I always do my job
 - I almost always see things through
 - I quit when things get tough

6. When people have conflict, I often:
 - Stay out of it
 - Make things worse
 - Am able to resolve the conflict

7. How do you react under pressure?
 - Calm, I am un-rattled
 - I feel tense but can function fine
 - Not well

8. Is it easy to follow a chain of command?
 - Yes, discipline is important
 - I follow orders when they make sense
 - I've got to be true to myself

9. Teamwork is:
 - Vital
 - Useful
 - Difficult

10. Learning is:
 - For school
 - For life

11. I would rate my speaking skills as:
 - Excellent
 - Average
 - In progress, but still need work

12. What really gets you motivated?
 - Something inside me
 - Not wanting to look bad
 - Avoiding criticism

In a short paragraph please explain each answer (Please attach additional pages to this form.)

13. Do you genuinely have a passion for an academic subject? If so which one and why are you passionate about that subject?

14. Is working with children and talking about a subject you like all day worth four years of college? Please explain

15. How do you feel about regimenting your life? Are you okay with being on a strict schedule before and after the work day? Are you an organized person? Please Explain

Pre-Entry Limited Language or English Language Learners (ELL) Assignment

(The assignment is completed during the pre-entry field experiences and submitted into Watermark.)

Directions: Candidates are to identify (with the help of the cooperating teacher) a student with limited language ability (e.g., autism) or an English Language Learner (ELL). The following is to be completed during the field experiences with exceptional learners or English Language Learners. Attach a 3-page double spaced commentary reflecting upon the following questions. (Use the most current APA format)

1. Describe the demographics of the classroom (i.e., number of students, ethnicity and gender of each, gender of teacher, linguistic diversity (ELL)).
2. Describe a limited language learner (e.g., autism) or English Language Learner (age, grade, ethnicity).
3. Observe the student interacting with the other students. What barriers do you observe? Does language present a barrier?
4. Observe a lesson in a subject area. Describe the lesson. What is the subject area?
5. What strategies does the teacher use to facilitate understanding?
6. Reflect upon the lesson. What difficulties did the student have with understanding the teacher and the content?
7. What strategies were successful? How would you have taught the lesson and facilitated understanding if you were the teacher?

**Field Experience Model Phase 1 - SPE 501
Rubric – Pre-Entry Limited Language or English Language Learners (ELL) Assignment**

Name of Candidate _____ Banner # _____

Program Area _____ Course and # _____

Name of Instructor Rating the Assignment _____

Semester _____ Date _____

Rating Scale: 1 = Developing, 2 = Emerging, 3 = Meets Expectation, 4 = Exceeds Expectations

Expected level of performance is “Meeting Expectations” or Above.

Criteria	Developing 1	Emerging 2	Meets Expectations 3	Exceeds Expectations 4	Total
1. Describe the demographics of the classroom (i.e., number of students, ethnicity and gender of each, gender of teacher, linguistic diversity (autism/ELL) <i>InTASC Standard 1</i>	There are no descriptions provided for the demographics.	Description is vague with the following: number, ethnicity, gender, or linguistic.	Description is partial and missing an element of the following: number, ethnicity, gender, or linguistic.	Description is well-written, grammatically correct, and is complete and includes number, ethnicity, gender, and linguistic diversity.	
2. Describe a limited language (autism)/ English Language Learner (age, grade, ethnicity). <i>InTASC Standard 1</i>	Description is missing or omits important variables.	Description is vague and missing the following: age, grade, or ethnicity.	Description is partial of the following: age, grade, or ethnicity.	Description is well written, grammatically correct, and is complete with age, grade, and ethnicity.	
3. Observe the limited language English Language Learner interacting with the other students. What barriers to you observe? Does language present a barrier? <i>InTASC Standard 3</i>	Description is missing or omits important variable.	Description is vague and does not discuss language barriers.	Observation is partial and omits a description of the barriers.	Observation is well-written, grammatically correct, and is complete with barriers.	
4. Observe a lesson in a subject area. Describe the lesson. What is the subject area? <i>InTASC Standard 4</i>	Description is missing or omits important information.	Observation is vague and does not accurately describe the lesson.	Observation is partial and does not describe the lesson.	Observation is well-written, grammatically correct, and is complete subject area and describes the lesson.	
5. What strategies does the teacher use to facilitate understanding? <i>InTASC Standard 8</i>	Observation is missing or omits important information about the strategies.	Description is vague and does not describe a variety of strategies.	Description is partial and does not sufficiently describe a variety strategies.	Description is well-written, grammatically correct, and is complete with a variety of instructional strategies.	
6. Reflect upon the lesson. What difficulties did the limited language/English Language Learner have with understanding the teacher and the content? <i>InTASC Standard 6</i>	Description is missing or omits necessary information in the reflection.	Reflection is vague and does not describe the difficulties.	Reflection is partial and does not sufficiently describe the difficulties.	Reflection is well-written, grammatically correct, and describes the difficulties of using assessments to engage learners in their own growth, to monitor progress, and guide decisions.	
7. What strategies were successful? How would the candidate have taught the lesson and facilitated understanding if he/she were the teacher? <i>InTASC Standard 9</i>	Reflection is missing or omits difficulties that the teacher encounters.	Description is vague and does not describe what strategies were successful or what the candidate would have used to meet the needs of the learner.	Description is partial and does not explain how the candidate would have taught the lesson to meet the needs of each learner.	Description is well-written, grammatically correct, and describes how the candidate would have taught the lesson to meet the needs of each learner.	
					Total out of 28

Field Experiences Module Pre-Entry Phase 1: FED 521, SPE 501, FED 501, FED 504

To: School Administrator
From: Dr. Lydia Davenport, Director
Alabama A&M University Office of Field Experiences and School Partnerships
Re: Self-Initiated Opening and Closing of School Year for a Field Experience

Dear PK, Elementary, Middle, or High School Principal,

This letter is to inform principals that Alabama Agricultural and Mechanical University requires all candidates wishing to be teachers to participate in an opening and closing of school to help them make a career decision about being accepted into the Educator Preparation Program to become a teacher. Each candidate should request permission to attend a seven-hour school day (full day) for either the opening of school or at the closing of the school year. Most school districts end the year in late May or June, after the end of the Spring Semester at Alabama A&M University. Candidates may not be in Huntsville, Alabama during that time. Therefore, candidates make arrangements prior to showing up at the school with principals, in their hometowns, or in the Huntsville area, to spend the first days of the school year (opening) and the last days of the school year (closing), at schools selected by the candidate. As the principal of the school, please place the candidate with a National Board-Certified teacher in their specific content area or a highly qualified teacher who is having an impact on student learning and achievement. The candidate is there to observe, but can support the school in any way that you feel will help the teacher candidate make a decision about his/her career.

Opening of School Assignment: The candidate should interview one teacher and relate the questions to the rules and routines for opening school for the academic year. The candidate will attach a two-page commentary describing the interview session and will include in the commentary the questions with the answers from the teacher. In the last paragraph the candidate will provide an opinion of the experience. Use the Context Factors Form to write the demographic information about the district, system, and school.

Closing of School Assignment: The candidate should interview one teacher and relate the questions to the rules and routines of closing school for the academic year. The candidate will attach a two-page commentary describing the interview session and will include in the commentary the questions with the answers from the teacher. In the last paragraph the candidate will provide an opinion of the experience. Use the Context Factors Form to write the demographic information about the district, system, and school.

The candidate will complete the top of the Opening and Closing of School Verification form with all required information. The cooperating teacher will assess and document the experiences as “Meets Expectations” or “Developing”. The teacher will sign and verify the information and give to the candidate the completed form after the experiences. The candidate will submit the form into Watermark for approval of requirements met.

Our candidates are to be punctual, personable, and ready to work when they arrive. They are to dress professionally and to attend all scheduled days, planned with the school. In the event of an extreme emergency, the candidate should notify the school office of any absences or delays, prior to the scheduled arrival time.

Thank you for working with our teacher candidates attending Alabama A & M University. If I can be of assistance to you, please contact me at The Office of Field Experiences and School Partnerships at (256) 372-8221. If you have comments or concerns that you believe will strengthen the program, please share them with our office.

Opening and Closing of the School Year Assessment Rubrics and Verification Forms

All candidates, prior to completing the internship, completes field experiences that include the opening and closing of the school year (at least one full day (7 hours) at the opening and one full day (7 hours) at the closing). Many school districts start the year early in August, before the beginning of Alabama A & M’s fall semester. Most school districts end the year in late May or June, after the end of the spring semester at Alabama A&M University. Candidates may not be in Huntsville, Alabama during that time. Therefore, candidates make arrangements with principals, in their hometowns, or in the Huntsville area, to spend the first day of the school year and the last day of the school year, at schools selected by the candidate.

Directions: Assignment #1: The candidate completes the top of the form with all required information. The cooperating teacher assesses and documents the experiences as “Meets Expectations” or “Developing”, signs and verifies the information and gives to the candidate who submits the completed form after the experiences are completed to The Office of Field Experiences and School Partnerships.

Assignment #2: Five of the diversity categories must be met with the Opening and Closing of School Visit. Circle all categories below that apply and complete the context factor information.

Category	Diversity	Description
1	English Language Learners	school district that includes English Language Learner populations
2	Exceptionalities	school where students have been identified as: needing physical, cognitive, or emotional assistance, having a speech and/or communication disorder, and/or gifted/talented
3	Gender	classroom with male and female students and transgender
4	Race/Ethnicity	diverse group of students in classroom
5	Social Economical Status	students in school qualify for free/reduced lunch (Title I)
6	Demographic Location	urban, suburban, or rural schools
7	School Levels	Head-start, elementary, middle, or high
8	Grade Levels	P-12
9	Technology	one-on-one initiative
10	School Size	Less than 300 or more than 600 students
11	School Day Schedules	early school or late school

Assignment #3: Interview one teacher and relate your questions to the rules and routines for opening school for the academic year. Attach a two-page commentary describing the interview session. Include in the commentary the questions with the answers from the teacher. In the last paragraph provide your opinion of the experience.

Opening of the School Year (7 hours)

Field Experiences Assessment and Time Sheet

Name: _____ Date: _____

Banner#: _____ Major: _____

Address: _____ Home#: _____

Cell#: _____ Email: _____

Name of School: _____ Grade: _____ Subject: _____

Address of School: _____

Name of Cooperating Teacher: _____

DATE	TIME IN	TIME OUT

Description of activity in which candidate observed/engaged/participated:

Activities Observed (Check as many boxes as applicable.)

- Rules and Routines
- Organizational Skills
- Time Management
- Collaboration of Students and Teachers
- Lesson Plans
- Informal/Formal Assessments (ask questions about the Alabama’s assessment requirements and processes)
- Distribution of textbooks or technology
- Car Duty/Bus Duty/Transportation procedures
- Class Schedule
- Parent/Guardian Involvement
- Teacher/Student use of Technology
- Parent Conference
- Professional Development training session

** Interview one teacher and relate your questions to the rules and routines for opening school for the academic year. Attach a two-page commentary describing the interview session. Include in the commentary the questions with the answers from the teacher. In the last paragraph provide your opinion of the experience.

This section of the documentation should be completed and signed by the cooperating teacher and/or principal. Please rate the overall field experiences completed by the Alabama A & M University candidate at this school site:

Meets Expectations:

Developing:

Signature of Principal _____ Date _____

Signature of Teacher _____ Date _____

Signature of Intern _____ Date _____

Please submit this form into Watermark under course labeled “Opening and Closing of School Year”.

Closing of the School Year (7 hours)
Field Experiences Assessment and Time Sheet

Name: _____ Date: _____

Banner#: _____ Major: _____

Address: _____ Home#: _____

Cell#: _____ Email: _____

Name of School: _____ Grade: _____ Subject: _____

Address of School: _____

Name of Cooperating Teacher: _____
(PLEASE PRINT)

DATE	TIME IN	TIME OUT

Description of activity in which candidate observed/engaged/participated:

Activities Observed (Check as many boxes as applicable.)

- Rules and Routines
- Organizational Skills
- Time Management
- Collaboration of Students and Teachers
- Lesson Plans
- Informal/Formal Assessments (ask questions about the Alabama’s assessment requirements and processes)
- Distribution of textbooks or technology
- Car Duty/Bus Duty/Transportation procedures
- Class Schedule
- Parent/Guardian Involvement
- Teacher/Student use of Technology
- Parent Conference
- Professional Development training session

****Interview one teacher and relate your questions to the rules and routines of closing school for the academic year. Attach a two-page commentary describing the interview session. Include in the commentary the questions with the answers from the teacher. In the last paragraph provide your opinion of the experience.**

This section of the documentation should be completed and signed by the cooperating teacher and/or principal. Please rate the overall field experiences completed by the Alabama A & M University candidate at this school site:

Meeting Expectations:
Developing:

Signature of Principal: _____ Date: _____

Signature of Teacher: _____ Date: _____

Signature of Intern: _____ Date: _____

Please submit this form into Watermark under course labeled “Opening and Closing of School Year”.

Context Factors Form for Opening and Closing
(edTPA Critical Assignment)

Expectations: The candidate identifies information about the teaching and learning context as well as student individual characteristics and can articulate how these factors will impact the teaching and learning process.

Alabama Core Teaching Standards

Standard 2: Designs and Plans Instruction

Standard 3: Creates and Maintains Learning Climate

Standard 4: Implements and Manages Instruction

Standard 8: Collaborates with Colleagues/Parents/Other

Task

Complete the context factors data chart to identify context factors, as they are relevant to the class for which you are assisting with field experiences. In doing so, you will address the following:

- 1) Context factors that impact the teaching and learning process
- 2) Specific types of strategies and techniques used to address these unique characteristics and needs.

Include

Citations and References

District, School, & Classroom Context Factors

District & Community Factors	<ol style="list-style-type: none"> 1. List economic characteristics of the school district 2. List the population and diversity information for the school district
School Factors	<ol style="list-style-type: none"> 1. List economic characteristics of your school 2. List the population and diversity information for the school 3. Describe the parent involvement in the school
Classroom Factors	<ol style="list-style-type: none"> 1. Describe the assistance you have in the classroom (i.e assistants, volunteers, resource teachers, etc.) 2. Describe the classroom resources available to you (i.e. equipment, technology, supplies, etc.) 3. Describe the physical learning environment of the classroom (i.e. how are desks arranged, how easily can technology and supplies be accessed, how is the classroom setup to engage students, etc.)

Context Factors Continues

Student Context Factors

Characteristics of Students	<ol style="list-style-type: none">1. Describe any language, cultural, socioeconomic, and/or developmental differences of the students in the classroom.2. Describe any special needs of the students in your classroom.3. Describe any positive characteristics of students that impact classroom learning (i.e. interests, talents, motivation, etc.)
Student Varied Approaches to Learning	Describe the different learning preferences of the students in the classroom.
Student Skills and Prior Learning	Estimate the achievement levels of the students in the classroom (i.e. approximately how many students are above, on, or below grade level?)

Implications of Context Factors

Implications for Assessment & Instruction	<ol style="list-style-type: none">1. Select and describe two ways that the context factors listed above will impact the assessment of students.2. Select and describe two ways that the context factors listed above will impact the planning and instruction of the instructional sequence.
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References

References	List the sources for the above information in an appropriate reference format
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College of Education, Humanities, and Behavioral Sciences
Title of Assessment: Context Factors Assessment

The candidate identifies information about the learning and teaching context and student individual characteristics and can articulate how these factors will impact the teaching and learning process.

Expected Level of Performance: Level 3 “Meets Expectations”

Indicators	Level 1 Developing	Level 2 Emerging	Level 3 Meets Expectations	Level 4 Exceeds Expectations	Score
Knowledge of Community, School and Classroom Factors	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Candidate displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Candidate displays knowledge of the characteristics of the community, school, and classroom that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Students	Candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).	Candidate displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).	Candidate displays general knowledge and understanding of student differences (e.g., development, interests, culture, abilities/disabilities).	Candidate displays general, specific understanding, and applies the information for student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
Knowledge of Students’ Varied Approaches to Learning	Candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Candidate displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Candidate displays knowledge and understanding about the different ways students learn (e.g., learning styles, learning modalities).	Candidate displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of students’ skills and prior learning	Candidate displays little or irrelevant knowledge of students’ skills and prior learning.	Candidate displays general knowledge of students’ skills and prior learning that may affect learning.	Candidate displays knowledge and understanding of students’ skills and prior learning that may affect learning.	Candidate displays general & specific understanding of students’ skills and prior learning that may affect learning.	
Implications for Instructional Planning and Assessment	Candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR characteristics OR provides inappropriate implications.	Candidate provides limited implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	
				Total Score Possible 20 points	

Explanations of level of performance:

4 – Exceeds Expectations

3 – Meets Expectations

2 – Emerging

1 - Developing

Summarization of Candidate Guidelines for Pre-Entry Field Experiences

During the pre- entry field experiences, the candidate completes the following:

Engages in a minimum of (50) fifty hours of field experiences and maintains time sheets to document and log in the hours,
Completes at least 7 hours of service while enrolled in FED 521 Multi-Cultural Education,
Completes an Electronic journal commentary
Completes at least 43 hours of field experiences with exceptional learners and English Language Learners while enrolled in SPE 501 Introduction to the Study of Exceptional Children and is assigned to a special education/collaborative cooperating teacher,
Completes the Professional Characteristic Diversity Readiness Rubric
Completes Educational Philosophy of Teaching paper,
Completes Self-Assessment Technology Survey during class when enrolled in FED 529:
Computer-Based Instructional Technology,
Completes pre-entry assignments for working with exceptional learners and English Language Learners and submits into Watermark,
Completes a Candidate's Self-Assessment Reflection and submits into Watermark,
Completes a website critique evaluation assignment while in FED 529,
Attends Opening and Closing of School – 14 hours total,
Completes Opening and Closing Demographic section on the Opening and Closing Context Factors Form,
Interviews the teacher for the Opening and Closing of the School Year.

Examples of appropriate activities while at the school site (but not limited to those listed):

participates as observer, reflector, leader, mentor, tutor, aide, and or assistant of a group
reads to small groups of students
tutors individual students
assists with monitoring playground and gym activities
assists teacher or students with technology activities
assists with bulletin boards and other project constructions
assists with monitoring in the cafeteria
operates technology and equipment
observes and assists with classroom management techniques
assists with classroom instruction
assists with homework assignments
monitors and/or assesses assignments
uses technology for instruction, assessment, or management
works with a diverse population of students

PHASE TWO OF THE FIELD EXPERIENCES MODEL

(Pre-Clinical Phase II)



Candidate Guidelines for Pre-Clinical Field Experiences:

During the pre-clinical field experiences, the candidate completes the following:

- engages in a minimum of (155) one hundred fifty-five hours of field experiences in the major area that spans the grade levels of certification
- plans, prepares, presents, and assesses course related materials and activities (i.e. lesson plans, learning centers, unit plan, etc.)
- engages in individualized tutoring
- conducts small group/tiered instruction
- assists with and co-teaches lessons and/or units
- administers diagnostic assessments
- supports/helps with technology initiatives
- assists with laboratory activities
- keeps a daily log of field experiences
- develops an electronic portfolio
- continues from the pre-entry phase to observe and reflect upon methods of teaching and learning environments
- continues from the pre-entry phase to observe and reflect upon small group/tiered instruction and individualized and differentiated instruction

Important Elements Regarding Pre-Clinical Field Experiences for Initial Programs:

1. The pre-clinical experiences span the grade levels of certification.
2. Candidates enrolled in P-12 programs alternate experiences between P-5 and 6-12 field experiences.
3. Candidates enrolled in secondary 6-12 programs alternate experiences between grades 6-8 and 9-12. When enrolled in SED 515, candidates engage in field experiences at the 6-8, middle school level. When enrolled in the methods of teaching courses, candidates engage in experiences at the 9-12, high school level.
4. Candidates enrolled in the Early Childhood P-3 program alternate experiences between at least two of the three main types of early education settings: birth-age – 3 (child care centers, and Head Start Programs), age 3-5 (Pre-K), and age 5 – 8 (grades K-3).
5. Candidates enrolled in the Elementary K-6 program alternate experiences between grades K-3 and 4-6.
6. Candidates enrolled in the Collaborative K-6 program alternate experiences between grades K-3 and 4-6.
7. Candidates enrolled in the Collaborative 6-12 program alternate experiences between grades 6-8 and 9-12.

Purpose:

Field experiences during phase 2 of the field experiences model are designed to provide more in-depth experiences that allow candidates to develop and refine instructional and pedagogical practices. Building upon phase 1 of the continuum, the experiences are designed to allow candidates to (1) continue to build and refine professional characteristics and understanding of diversity among students and learning, (2) experience graduated responsibility for all aspects of classroom teaching and increasing ability to impact all students' learning, (3) develop high-leverage instructional practices/strategies; (4) integrate technology into planning and teaching in order to differentiate instruction, (5) reflect upon instructional and pedagogical practices, and (6) begin the first part of the modified year-long internship (candidates will be placed at the same school site for the clinical internship the following semester after the pre-clinical). Experiences at phase 2 are designed specifically, for each program. The field experiences are program specific based on content, location, grade levels, and programs.

Documentation:

Two assessment rubrics are completed by the course instructor and the cooperating teacher at the school site at the end of the pre-clinical field experiences: Planning for Instruction (1) and Professional Dispositions (2). **Course enrollment prerequisites:** Before enrolling in pre-clinical courses, candidate must have been fully admitted into the Educator Preparation Program at AAMU.

Assignments:

FED 529 Computer-Based Instructional Technology - Technology Survey and Website Critique/Evaluation
FED 504 Assessments and Evaluations – Impact on Student Learning
FED 501 Foundations of Education – Alabama Educator Code of Ethics Test and PTA School Board Meeting

Pre-Clinical Level Courses with Field Experiences Requirements:

ECE 301 M/M of Language Arts
ECE 302 M/M of Social Studies
ECE 303 M/M of Science & Health
ECE 304 Teaching Reading to Young Children
ECE 305 M/M of Mathematics
ECE 407 Intermediate Readers
ECE 520 Foundations of Teaching Reading
FCS 505 Curriculum Planning and Development in FCS
MUS 530 K – 12 Curriculum
PED 305 M/M Teaching Elementary P. E.
PED 306 M/M Teaching Secondary P. E.
SED 515 Teaching Reading in the Content Area
SED 521 Teaching English in Secondary Schools
SED 522 Teaching Mathematics in Sec. Schools
SED 523 Teaching Soc. Studies in Secondary Schools
SED 524 Teaching Science in Secondary Schools
SPE 522 Learning Strategies for Elementary Schools K-6 Collaborative
SPE 500 Teaching Secondary Students with Disabilities

Field Experiences Model – Phase 2 - Pre-Clinical - Methods Courses

Programs	Certification Level	Pre-Clinical Courses
Music, Instrumental	P-12	MUS 530 K-12 Curriculum – 77-78 hours (divided between elementary and high school) and SED 515 Reading in the Content Area (middle school) – 77-78 hours (minimum 155 hours total for all courses)
Music, Vocal/Choral	P-12	MUS 530 K-12 Curriculum – 77-78 hours (divided between elementary and high school) and SED 515 Reading in the Content Area (middle school) – 77-78 hours (minimum 155 hours total for all courses)
Physical Education	P-12	Field experiences completed in prerequisite courses: PED 305 M/M Teaching Elementary Physical Education and PED 306 M/M Teaching Secondary Schools – 77 -78 hours SED 515 Reading in the Content Area (middle school) – 77 - 78 hours (minimum 155 hours total for all courses)
Early Childhood Education	P-3	Field experiences are completed while enrolled in the prerequisite courses: ECE 304 Teaching Reading to Young Children (placed in grades K-3) ECE 305 M/M of Mathematics (placed in grades 4 – 6) (77-78 hours Fall Semester and 77-78 hours Spring Semester – or minimum of 155 hours total for all courses ECE 520 Foundations of Teaching Reading – case studies (minimum of 10 hours)
Elementary Education	K-6	Field experiences are completed when candidates are enrolled in the prerequisite courses ECE 304 Teaching Reading to Young Children (placed in grades K-3) ECE 305 M/M of Mathematics (placed in grades 4-6) – or - ECE 407 Intermediate Readers (placed in grades 4-6) (77-78 hours Fall Semester and 77-78 hours Spring Semester – or minimum of 155 hours total for all courses) -and- ECE 520 Foundations of Teaching Reading – case studies (minimum of 10 hours)
Collaborative Teacher	K-6	SPE 522 Grades K-6 Teaching Learning Strategies in Elementary Schools (minimum of 77-78 hours placed with collaborative teacher in elementary school grades) Field experiences are completed when candidates are enrolled in the prerequisite course: ECE 301 M/M of Language Arts ECE 302 M/M of Social Studies ECE 303 M/M of Science and Health ECE 304 Teaching Reading to Young Children ECE 305 M/M of Mathematics ECE 407 Intermediate Readers (77-78 hours Fall Semester and 77-78 hours Spring Semester – or minimum of 155 hours total for all courses – placed with collaborative cooperating teacher) ECE 520 Foundations of Teaching Reading – case studies (minimum of 10 hours)
Collaborative Teacher	6-12	SPE 500 Teaching Secondary Students (minimum of 77-78 hours placed with collaborative teacher in middle school grades) Candidates choose two courses with attached field experiences, from the list below: SED 521 English in Secondary Schools SED 522 Mathematics in Secondary Schools SED 523 Social Studies in Sec. Schools SED 524 Teaching Science in Secondary Schools (minimum of 77-78 hours placed with collaborative teacher in middle school grades) of 77-78 hours for both of the courses above – assigned to both regular classroom teacher and collaborative teacher in the high school grades) ECE 520 Foundations of Teaching Reading – case studies (minimum of 10 hours)
Secondary Education (Biology)	6-12	SED 524 Science in Secondary Schools – 77-78 hours (high School placed with biology teacher) SED 515 Reading in the Content Area – 77-78 hours (middle school) (minimum of 155 hours total for all courses)

Programs	Certification Level	Pre-Clinical Courses
Secondary Education (Chemistry)	6-12	SED 524 Science in Secondary Schools – 77-78 hours (high school – placed with chemistry teacher) SED 515 Reading in the Content Area – 77-78 hours (middle school) (minimum of 155 hours total for all courses)
Secondary Education (English Language Arts)	6-12	SED 521 English in Secondary Schools – 77-78 hours (high school) SED 515 Reading in the Content Area – 77-78 hours (middle school) (minimum of 155 hours total for all courses)
Secondary Education (Family & Consumer Sciences)	6-12	FCS 505 Curriculum Planning and Development in Family and Consumer Sciences – 77-78 hours (high school) SED 515 Reading in the Content Area – 77-78 hours (middle school) (minimum of 155 hours total for all courses)
Secondary Education (General Social Sciences)	6-12	SED 523 Social Studies in Secondary Schools – 77-78 hours (high school) SED 515 Reading in the Content Area – 77-78 hours (middle school) (minimum of 155 hours total for all courses)
Secondary Education (Mathematics)	6-12	SED 522 Mathematics in Secondary Schools – 77-78 hours (high school) SED 515 Reading in the Content Area – 77-78 hours (middle school) (minimum of 155 hours total for all courses)
Secondary Education (Physics)	6-12	SED 524 Science in Secondary Schools – 77-78 hours (high school – placed with physics teacher) SED 515 Reading in the Content Area – 77-78 hours (middle school) (minimum of 155 hours total for all courses)

Title of Assignment: IMPACT ON STUDENT LEARNING – Case Study
Assessment Instrument Title: Impact on Student Learning edTPA Critical Assignment

Assignment Due Date: Fall and Spring Semesters

Location to Post Assignment: Watermark

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

ACTS and InTASC Standards: 1.1,2.1,3.2,4.2,6.3, & 7.3

AAMU Beliefs and Values: 1,2,3, & 4

CAEP 1.1

Means of Assessing: Impact on Student Learning Rubric

Who Assesses? Instructor of Course

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.

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

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 sections:

- 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.

Title of Rubric: Impact on Student Learning edTPA Critical Assignment
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
Design for Instruction and Assessment InTASC 1 (a) and 1(b), 6g	<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 	<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 	<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 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 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
Analysis of Student Learning <i>InTASC 6a,6b,6k, 6r, & 6t</i>	<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 ability to discern differences 	<ul style="list-style-type: none"> Data are not summarized in graphs or tables Interpretation of data includes limited evidence of impact on student learning 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"> Data for whole class and subgroups are summarized in chart, table or graph format Data are correctly analyzed and interpreted for evidence of impact on student learning 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 	<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 technology. 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

Criteria/Elements	Developing 1	Emerging 2	Meets Expectations 3	Exceeds Expectations 4
Reflection on Student Learning <i>InTASC 5r, 9a, 9b, 9k, 10f, 10g</i>	<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 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 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.

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

Signature of Person Completing the Assessment: _____ Date: _____



College of Education, Humanities and
Behavioral Sciences
Office of Field Experiences and
School Partnerships
216 Carver Complex North
Normal, Alabama 35762
(256) 372-8221 Office
(256) 372-5543 Fax

MEMORANDUM

TO: Cooperating Teacher
FROM: Dr. Lydia Davenport, Director
Office of Field Experiences and School Partnerships
RE: Phase 2 Pre-Clinical Field Experiences Requirements

Thank you for agreeing to share your knowledge, skills, experiences, and expertise with our pre-service teachers. As our candidates prepare for their careers as teachers, they are required to participate in various field experience activities prior to the internship. The experiences that they are undertaking now, Phase 2 Pre-Clinical of the Field Experiences Program, is associated with the teaching field (materials and methods) courses in the respective majors. As a requirement, the candidate must actively participate and engage in instructional activities in your classroom.

The following are suggested instructional activities that are appropriate for our candidates while in your classroom:

1. Plan and deliver demonstrations and/or lectures and lessons
2. Tutoring and work with individual and small groups of students
3. Use media, interactive boards, laptops, and other technological equipment to enhance instruction
4. Develop course-related materials and activities (i.e., lesson plans, bulletin boards, centers, projects, etc.)
5. Engage in individualized tutoring
6. Conduct small group instruction and demonstrate the ability to differentiate instruction
7. Assist with laboratory activities
8. Monitor playground (gym) and cafeteria activities
9. Continue to observe methods of teaching from cooperating teachers
10. Continue to observe exceptional learning environments in the selected majors
11. Continue to observe group, tiered instruction, and individualized teaching

Page 2

Our candidates are to be punctual, personable, and ready to work when they arrive. They are to dress professionally and to attend all scheduled days. In the event of extreme emergencies, the candidates are to notify the school offices of any absences or delays, prior to the scheduled arrival times.

Candidates are to maintain daily timesheets during the field experience assignments. Written daily logs (reflective journals) should describe and reflect the candidates' daily activities and participation in the classrooms.

To determine the professional effectiveness of the candidates and impact upon student learning, The Office of Field Experiences and School Partnerships solicits your assistance by asking that you complete assessment rubrics for the days the candidates are in your classroom. Your evaluations will enable our instructors to determine the strengths and needs of the candidates and to provide activities to assist the candidates in becoming effective teachers. At the end of the practicum period, please enclose the completed evaluation forms and timesheets in sealed envelopes, sign your name across the seals, and return the envelopes to the candidates, who will then return the assessment forms to the course instructors, who will return the assessment forms to The Office of Field Experiences and School Partnerships.

Thank you for agreeing to work with our candidates. If I can be of assistance, please contact me at The Office of Field Experiences and School Partnerships by email lydia.davenport@aamu.edu or call (256) 372-5522. If you have comments or concerns that you believe will strengthen the programs, please share them with us.

Lesson Plan - Planning for Differentiated Instruction for Diverse Learners 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 Educator Preparation Program.

Means of Assessing: Planning for Differentiated Instruction for Diverse Learners Rubric

Who Assesses? Instructor of Course and Cooperating Teacher

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

Rationale/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

InTASC Standards/Alabama Core Teaching 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 at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.*

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, and performance skills.
4. individual & group motivation and behavior (create learning environments that encourage positive social interaction, active engagement in learning, and 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 your 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 upon your lesson plan.
- **Part 2:** Teach the lessons at your assigned school and for the specific grade level.
- **Part 3:** Assess throughout the lesson as you teach.

- **Part 3:** Reflect on the effectiveness of your plan and your teaching of the lesson by writing a commentary. When writing the commentary support your pedagogical skills with a research theorist in the educational field. Use the word, “because” 12 times in your writing and identify your academic language.

Part 1: Write Your Lesson Plans

1. On your own, develop three - five sequential lesson plans. As you do this you should 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 only one of the lessons planned of the four developed. Be sure to discuss the subject standards, essential questions and goals 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 lesson 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 these to the lesson plans.
3. 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.
4. 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)
5. Outline the lesson 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 and 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 3: 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. Also, 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, and performance skills?

4. Did I plan and create a learning environment that encouraged positive social interaction, active engagement in learning, and 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?

The following documents should be submitted:

1. Develop four sequence 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. Complete the self-assessment by using Watermark.
-
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)

College of Education, Humanities, and Behavioral Sciences

Rubric Title: Lesson Plan – Planning for Differentiated Instruction for Diverse Learners

The lesson plan rubric is used during the Pre-Clinical and Clinical phase of the program for 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 <i>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 NBPTS Proposition 2.2 & 2.3</i>		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;</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	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,

EdTPA Task 1, 2&3				retention of knowledge of key content, and checks for understanding.	promote retention of knowledge of key content, and check for understanding.
Learning Targets <i>AAMU Conceptual Framework 1.0 & 2.0; CAEP 1.1; InTASC 4, 7, 8/ACTS</i> 4a; 4c; 4d; 4g; 4h; 4j; 4n; 4o; 4r 8e, 7d; 7e; 7f; 7n; 7o; 7p; 7q, edTPA Task 1, NBPTS <i>Propositions 5.3 & 5.5</i>		The lesson plan includes learning target(s) associated with what students will do.	The lesson plan includes learning targets associated with not only what students will do, but what students will learn.	The lesson plan includes learning targets that are standards-based, student-friendly, measurable, specific, contextualized, and learning centered.	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.
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</i> 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		The lesson plan includes a general listing of accommodations and modifications that can be applied to support students.	The lesson plan outlines appropriate and specific accommodations and modifications that can be applied to support students.	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.	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.
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>		The lesson plan lists appropriate resources and opportunities that can be used to support student learning.	The lesson plan identifies and aligns the use of appropriate resources and opportunities to support and augment student learning.	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.	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>Preparation: 21st Century Learning Skills <i>AAMU Conceptual Framework 1.0 & 5.0; CAEP 1.1 & 1.5; 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>The lesson plan introduces the necessary skill set for meeting the challenges of the 21st century digitally and globally interconnected world.</p>	<p>The lesson plan defines and illustrates the skills and knowledge necessary to succeed in work, life, citizenship, and support systems for 21st century.</p>	<p>The lesson plan promotes 21st Century Learning Skills and provides opportunities for students to acquire the skills that focus on 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>The lesson plan provides 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.</p>
<p>Technology Connection <i>CAEP 1.1 & 1.5</i> <i>AAMU Conceptual Framework 1.0 & 2.0;</i> <i>InTASC 8/ACTS8e; 8f; 8g; 8i; 8j; 8m; 8n; 8o; 8q; 8r;</i> <i>NBPT Proposition 2.2;</i> <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 6b; 6i; 6j; 6k; 6p; 6u; 6v;</i> <i>edTPA,Task 1 & 3</i> <i>Elementary Task 4, NBPT Proposition 3.3</i></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 7p</i> 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: _____

Professional Dispositions

This rubric is used during the Pre-clinical and Clinical phases of the program. The expected level of performance and extent to which candidate meets the requirements articulated in CAEP 3.3.

Expectation: Meets Expectations or above (3)

***** The cooperating teacher and instructor will complete the professional disposition assessment during the field experiences for the methods courses.**

Maintains a high level of professionalism						
Dispositions Rubric Item	Artifact (s)	Developing (1)	Emerging (2)	Meets Expectations (3)	Exceeds Expectations (4)	Score
1. Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice. (InTASC, 9,n) (naeyc 4d/ACTS ECH 4.4)	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. (InTASC, 9n) (CAEP, 1.2)	Record of professional development in 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	Recognizes him/herself as a learner and occasionally, when prompted, seeks opportunities to draw upon current education policy and	Recognizes him/herself as a learner and consistently seeks opportunities to draw upon current education policy and research as a source of analysis and	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	

(naeyc 6c/ACTS ECH 6.3)		and reflection to improve practice.	research as a source of analysis and reflection to improve practice.	reflection to improve practice.	feedback to regularly participate in professional development opportunities.	
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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)	Score
3. Exhibit the professional dispositions delineated in professional, state, and institutional standards. (InTASC, 9.o) (CAEP, 1.2)(AECE) (naeyc 6b/ACTS ECH 6.2)	Observations in field experience and Internship, and in class.	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. InTASC ,10 q) (ALEC Std. 4) (naeyc 2c/ACTS ECH 2.3)	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	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	

			accommodate learners with special needs and/or risk factors.		special needs and/or risk factors.	
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Demonstrates fairness with all learners, families, and community stakeholders

Dispositions Rubric Item	Artifact (s)	Developing (1)	Emerging (2)	Meets Expectations (3)	Exceeds Expectations (4)	Score
5. Ability to share instructional responsibility for students with diverse needs, including students with disabilities. (InTASC, 10p) (ALEC, Std. 1) naeyc 3d/ACTS ECH 3.4)	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 of technology.	
6. Ability to develop collaborative teaching relationships and instructional strategies.	Portfolio Lesson Plans	The candidate does not demonstrate any clear understanding, need to know, or respect for	The candidate demonstrates minimal understanding of the need to become familiar with the families	The candidate demonstrates genuine respect for families' beliefs, norms, and expectations and on occasion works	The candidate demonstrates genuine respect for families' beliefs, norms, and expectations and consistently seeks to work collaboratively	

(InTASC,2m) (ALEC, Std. 1) naeyc 2b/ACTS ECH 2.2		families' beliefs, norms, and expectations and does not attempt to work collaboratively with learners and families in setting and meeting challenging goals.	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.	collaboratively with learners and their families in setting and meeting challenging goals.	with learners and their families in a variety of settings in order to meet challenging goals.	
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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)	Score
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. (InTASC, 1h)(CAEP, 4.1) (naeyc 4c/ACTS ECH 4.3)	Lesson Plans Portfolio Observation during internship, field experiences, and in class	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 differentiated 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.	Lesson Plans Portfolio Observation in field	The candidate does not know or understand the need to plan for and implement equitable and effective student access to available	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 incorporate technology to promote learning, including tools of language development and strategies for making	

(InTasc, 4o) (CAEP, 4.2) naeyc 4b/ACTS ECH 4.2)	experiences and Internship	technology and other resources to enhance student learning			content accessible to English language learners.	
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Name and Title of Person Completing Assessment: _____
(PLEASE PRINT)

Signature of Person Completing the Assessment: _____ 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):

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 can" statement for students.

These statements should be written in 'student-friendly' language

Essential Question(s) for the Lesson:

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?

Prior Knowledge:

*What pertinent objectives did you already teach before beginning this lesson?
What should your students already know before being taught this lesson?*

Communication Skills /Academic Language

1. Language Function: Identify the purpose for which the language is being used, with attention to goal and audience.

*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.)?*

2. Language Vocabulary:

*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.)*

List Key Instructional Materials/Technology/Equipment:

What resources are required for this lesson in order to engage students?

Examples: handouts, assignments, slides, websites, interactive whiteboard images and other resources

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	<i>State your behavioral expectations for students. Physical Education – How will you introduce strategies to promote safety?</i>
1. Focus and Review	<i>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>	<p><i>How will you introduce the lesson? What is your “hook”? How will you motivate students?</i></p> <p><i>(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>
<p>Body of the Lesson/Teaching Strategies</p> <p>3. Guided Practice</p> <p><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>	<p><i>How will you introduce and model new knowledge?</i></p> <p><i>What opportunities will you provide for students to practice content language/vocabulary? What language supports will you offer?</i></p> <p><i>Accommodation(s): A change that helps a student overcome or work around the disability.</i></p> <p><i>Modification(s): A change in what being taught or what is expected from the student.</i></p> <p><i>Differentiation: Tailoring instruction to meet individual needs; differentiating the content, process, and/or product):</i></p> <p><i><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.</i></p> <p><i><u>Above Grade Level:</u> Students will be challenged to identify a definition for each term and give an example before seeing the images.</i></p> <p><i>Language Syntax: Set of conventions for organizing symbols, words, phrases into structures, and sentences.</i></p> <p><i>Language Discourse: Structures of written or oral language; how participants of the content area speak, write, and participate.</i></p>
<p>Closure/Summarizing Strategies</p> <p>4. Independent Practice</p> <p><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>	<p><i>How will students practice independently?</i></p> <p><i>Accommodation(s): A change that helps a student overcome or work around the disability.</i></p> <p><i>Modification(s): A change in what being taught or what is expected from the student.</i></p> <p><i>Differentiation: Tailoring instruction to meet individual needs; differentiating the content, process, and/or product):</i></p> <p><i><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.</i></p> <p><i><u>Above Grade Level:</u> Students will be challenged to identify a definition for each term and give an example before seeing the images.</i></p> <p><i>Language Syntax: Set of conventions for organizing symbols, words, phrases into structures, and sentences.</i></p> <p><i>Language Discourse: Structures of written or oral language; how participants of the content area speak, write, and participate.</i></p>
<p>5. Evaluation, Review, and Closure</p>	<p><i>How will you review the standard and close the lesson?</i></p> <p><i>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>What principles, research, or theory support the activities and assessments in this lesson?</p> <p>Examples: http://www.emtech.net/learning_theories.htm#Cooperative%20Learning</p>
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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 –</p> <p><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></p> <p><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></p> <p><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:

If you could teach this lesson again to this group of students in your class, what changes would you make to your instruction?

Whole Class:

Analyzing Teaching: *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***

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.

Groups of students:

Individual students:

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 provide 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.

Field Experiences Model – Phase 2 - Pre-Clinical - Methods Courses

Pre-Clinical Field Experiences Attendance Form Methods Courses

Candidate's Name _____ Student Number _____

Course Enrolled _____ Course # _____

Semester _____ Major _____ Grade _____

School _____ Cooperating Teacher _____

Date	Time In	Time Out	Signature of Cooperating Teacher
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Field Experiences Model Phase 1 & 2 Pre-Entry and Pre-Clinical

Professional Learning Workshops and Seminars

Course	Professional Learning Workshops or Seminars
SED 515 Teaching Reading in the Content Area ECE 304 Teaching Reading to Young Children	Alabama Reading Initiative (ARI) Certificate issued by instructor
ECE 303 M/M Teaching Science and Health ECE 305 M/M of Mathematics SED 524 Teaching Science in Secondary Schools	Alabama Mathematics, Science, and Technology Initiative (AMSTI) – Certificate issued by instructor
SPE 530 Management of classroom Behavior	Lee vs. Macon – Certificate issued by instructor and signed by the Director of Field Experiences and School Partnerships
FED 501 Foundations of Education	Abuse and Neglect: An Educator’s Responsibility Certificate issued by instructor
FED 521: Multi-Cultural Education All Method Courses	Alabama Educator Code of Ethics (Awareness) *No Certificate is issued.
Before Internship	First Aid and CPR Certificate
FED 504 Assessments and Evaluations FCS 505 Curriculum, Planning & Development in FCS	ATLAS (NBTC) *No certificate is issued.
FED 521 Multi-Cultural Education	edWeb.net Professional Learning Community (Join two communities based on your specific content area) *No certificate is issued. (Signature uploaded to Watermark)
Internship	Technology in Motion *No certificated is issued.

Field Experiences Model Phase 1 & 2 Pre-Entry and Pre-Clinical

edTPA Alignment to Courses and Field Experiences

Rubric and Descriptions	Undergraduate Level of Candidate Work Required (Introduction, Practice, or Mastery)	Alternative 5 th Year Level of Candidate Work Required (Introduction, Practice, or Mastery)
<p>CRITICAL ASSIGNMENT #1 A. Open & Closing of School B. Planning for Instruction</p>		
<p>Rubric 1: Planning for Content Understanding</p> <p>Planning for Accommodations -</p> <p>Awareness –</p> <p>Continued Awareness and Academic Language –</p> <p>Practice and Mastery –</p>	<p>SPE 201: Intro. to Exceptional Children - Introduction/Practice – Candidates plan and have 43 hours of field experiences - differentiated instructional strategies, modifications and accommodations</p> <p>FED 200: Intro to Education Introduction - e.g., academic vocabulary – differentiation, urban, rural, suburban, assets</p> <p>FED 300: Foundations of Education Introduction to Lesson Planning and Active academic language</p> <p>ECE 301: Methods and Material of Language Arts ECE 303: Methods and Material of Science and Health ECE 304: Teaching Reading to Young Children ECE 305: Methods and Materials of Mathematics ECE 407: Intermediate Readers ELE 519: Elementary School Curriculum Introduction/Practice – Lesson Plan, Field Experiences, AMSTI All Methods Courses</p>	<p>SPE 501: Intro. to Exceptional Children -Introduction/Practice – Candidates plan and have 43 hours of field experiences - differentiated instructional strategies, modifications and accommodations</p> <p>FED 501: Foundations of Education Introduction to Lesson Planning and Active academic language</p> <p>ECE 301: Methods and Material of Language Arts ECE 303: Methods and Material of Science and Health ECE 304: Teaching Reading to Young Children ECE 305: Methods and Materials of Mathematics ECE 407: Intermediate Readers ELE 519: Elementary School Curriculum Introduction/Practice – Lesson Plan, Field Experiences, AMSTI All Methods Courses</p>
<p>Rubric 2: Planning to Support Varied Student Learning Needs</p>	<p>SPE 328: Learning Strategies - Introduction/Practice – Planning to implement various strategies for student with learning differences - Introductory: UDL observations and lesson plan and design, objectives, lessons, analysis, deficiency for Part. I, II, III - Practice: Plan Mini Unit</p> <p>SPE 201: Intro. To Exceptional Children and FED 212 Human Growth and Development - Introduction to Blooms Taxonomy</p> <p>ECE 303: Material and Methods of Science and Health & ECE 305: Material and Methods of Mathematics Introduction/Practice- Lesson Planning, Diagnostic Interview (Math Methods)</p> <p>FED 215: Instructional Technology - Video Compression, Using Instructional Technology, Educational Software and Apps (Manage, Assess, Instruct)</p>	<p>SED 515: Teaching Reading in Content Area - Introduction/Practice – Planning to implement various strategies for student with learning differences - Introductory: UDL observations and lesson plan and design, objectives, lessons, analysis, deficiency for Part. I, II, III - Practice: Plan Mini Unit</p> <p>SPE 501: Intro. To Exceptional Children - Introduction to Blooms Taxonomy</p> <p>ECE 303: Material and Methods of Science and Health & ECE 305: Material and Methods of Mathematics Introduction/Practice- Lesson Planning, Diagnostic Interview (Math Methods)</p> <p>FED 529: Computer-Based Instructional Technology - Video Compression, Using Instructional Technology, Educational Software and Apps (Manage, Assess, Instruct)</p>

<p>Rubric 3: Using Knowledge of Students to Inform Teaching and Learning</p>	<p>SED 421: Teaching English in secondary Schools SED 424: Teaching Science in secondary Schools FED 200: Introduction – Self Initiated Activities – Community (shadow) study</p> <p>SPE 403: IEP Writing Practice using the knowledge of students to inform teaching and learning</p> <p>FED 212 Human Growth and Development Introduction – Students learn and complete case study</p> <p>ECE 301: Methods and Material of Language Arts ECE 303: Methods and Material of Science and Health ECE 304: Teaching Reading to Young Children ECE 305: Methods and Materials of Mathematics Introduction/Practice – Cultural Walk Through (Math Methods – Lesson Planning)</p> <p>SPE 201: Intro to Except. Children Introduction-Disability Resources – Mission/purpose, goals, target audience, 2-3 paragraph on agency work; socioeconomic seminars</p>	<p>SED 521: Teaching English in secondary Schools SED 524: Teaching Science in secondary Schools FED 501: Introduction – Self Initiated Activities – Community (shadow) study</p> <p>ECE 301: Methods and Material of Language Arts ECE 303: Methods and Material of Science and Health ECE 304: Teaching Reading to Young Children ECE 305: Methods and Materials of Mathematics Introduction/Practice – Cultural Walk Through (Math Methods – Lesson Planning)</p> <p>SPE 501: Intro to Except. Children Introduction-Disability Resources – Mission/purpose, goals, target audience, 2-3 paragraph on agency work; socioeconomic seminars FED 533: Context of Urban Education FED 521: Multicultural Education</p>
<p>Rubric 4: Identifying and Supporting Language Demands</p>	<p>SPE 205: Language Development All Methods Courses</p>	<p>SED 515: Teaching Reading in Content Area All Methods Courses Language Development</p>
<p>Rubric 5: Planning Assessments to Monitor and Support Student Learning</p>	<p>FED 404: Assessments and Evaluation – ATLAS ECE 304: Teaching Reading to young Children Introduce Role of Assessment</p> <p>SPE 303: Assessment of Learners with Disabilities Introduce RTI and Direct Instruction</p>	<p>FED 504: Evaluation of Teaching and Learning - ATLAS ECE 304: Teaching Reading to young Children Introduce Role of Assessment</p> <p>SPE 501: Intro to Except. Children FED 533: Context of Urban Education FED 521: Multicultural Education All Methods Courses Introduce RTI and Direct Instruction</p>
<p>CRITICAL ASSIGNMENT #2: Planning Micro – Teaching and Lessons taught during Field Experience</p>		
<p>Rubric 6: Learning Environment</p>	<p>All Methods Courses SED 494: Clinical Experiences in Secondary Schools SPE 326: Management of Classroom Behavior SPE 201: Intro. To Exceptional Children FED 215: Instructional Technology</p>	<p>All Methods Courses SPE 501: Intro. To Exceptional Children FED 533: Context of Urban Education FED 521: Multicultural Education FED 529: Computer-Based Instructional Technology</p>
<p>Rubric 7: Engaging Students in Learning</p>	<p>All Methods Courses Lesson Plans, AMSTI FED 404: Assessments and Evaluation - ATLAS /HPE 312: Assessments and Evaluation</p>	<p>All Methods Courses Lesson Plans, AMSTI FED 504: Evaluation of Teaching and Learning - ATLAS</p>
<p>Rubric 8: Deepening Student Learning</p>	<p>All Methods Courses SPE 328: Learning Strategies SPE 403: IEP Writing</p>	<p>All Methods Courses</p>

Rubric 9: Subject-Specific Pedagogy	All Methods Courses Lesson Plans AMSTI Training FED 215: Instructional Technology	All Methods Courses Lesson Plans AMSTI Training FED 529: Computer-Based Instructional Technology
Rubric 10: Analyzing Teaching Effectiveness	All Methods Courses FED 404: Assessments and Evaluations - ATLAS /HPE 312: Assessments and Evaluation - Brainstorm transition standards; what does a teacher need to know and believe in order to address this standard-generate resources to facilitate	All Methods Courses FED 504: Evaluation of Teaching and Learning - ATLAS - Brainstorm transition standards; what does a teacher need to know and believe in order to address this standard-generate resources to facilitate
CRITICAL ASSIGNMENT #3: Assessing Student Learning Impact on Student Learning		
Rubric 11: Analysis of Student Learning	All Methods Courses FED 404: Assessments and Evaluations and HPE 312 Assessments and Evaluation - ATLAS - Practice - Analysis Student learning	All Methods Courses FED 504: Evaluation of Teaching and Learning - ATLAS - Practice - Analysis Student learning
Rubric 12: Providing Feedback to Guide Further Learning	All Methods Courses - Practice giving feedback in writing	All Methods Courses - Practice giving feedback in writing
Rubric 13: Student Understanding and Use of Feedback	All Methods Courses FED 404: Assessments and Evaluations - ATLAS/ HPE 312: Assessments and Evaluations - Integrate feedback on work must be developmentally appropriate & individual conferencing	All Methods Courses FED 504: Evaluation of Teaching and Learning - ATLAS - Integrate feedback on work must be developmentally appropriate & individual conferencing
Rubric 14: Analyzing Students' Language Use and (Early Child-Vocabulary Development; Elementary Literacy) Content Specific vocabulary	All Methods Courses SED 494: Clinical Experiences in secondary Schools	All Methods Courses
Rubric 15: Using Assessment to inform Instruction	All Methods Courses	All Methods Courses
CRITICAL ASSIGNMENT #4: Assessment Piagetian Task/Small Group Assessment	ELEMENTARY CANDIDATES ONLY	
Rubric 19: Analyzing Whole Class Understandings	ECE 305: M/M for Teaching Mathematics	ECE 305: M/M for Teaching Mathematics
Rubric 20: Analyzing Individual Student Work Sample	ECE 305: M/M for Teaching Mathematics	ECE 305: M/M for Teaching Mathematics
Rubric 21: Using Evidence to Reflect on Teaching	ECE 305: M/M for Teaching Mathematics	ECE 305: M/M for Teaching Mathematics
MASTERY of edTPA	INTERNSHIP 495	INTERNSHIP 595

*All faculty are required to include the following **10 edTPA Essentials** in their course curriculum:

1. ATLAS, 2. Academic Language, 3. Modern Theorists, 4. Current Pedagogical Strategies,
5. Alabama Course of Study, 6. College to Career Ready Standards, 7. Assessment Criteria,
8. Feedback Process, 9. Commentary Guidelines and 10. Context for Learning

College of Education, Humanities, and Behavioral Sciences
Phase 2 Technology Survey

Semester: Fall Spring Summer

Instructor: _____

Academic School Year: _____

Student Name: _____

INTASC Standard #9/ACTS – 9

Directions: The purpose of this survey is to gain a better understanding of technology skills and knowledge as a Phase 2 Field Experiences Model candidate. This survey will address three areas: (1) personal technology skills, (2) technology usage, and (3) technology integration. Rate how adequately you are prepared as a Phase 2 Pre-Service Teacher. Please complete the demographic information prior to completing the survey.

Demographic Information (optional)

1. Gender:
 - a. Female
 - b. Male
 - c. No Preference
2. Race/Ethnicity:
 - a. Black/African American
 - b. White/Caucasian
 - c. Native Hawaiian/Pacific Islander
 - d. American Indian/Alaska Native
 - e. Asian
 - f. Other
3. Classification:
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Alternative 5th Year
4. Major:
 - a. Art Education
 - b. Biology Secondary
 - c. Chemistry Secondary
 - d. Collaborative K-6
 - e. Collaborative 6-12
 - f. Early Childhood
 - g. Elementary Education
 - h. English Language Arts - Secondary
 - i. Mathematics Secondary
 - j. Music Education
 - k. Physical Education
 - l. Physics Secondary
 - m. General Science Secondary
 - n. General Social Science Secondary

Rating Scale: Strongly Disagree – 1, Disagree – 2, Agree – 3, Strongly Agree – 4

As a Phase 2 Pre-Service Teacher I <i>ISTE Standards for Educators</i>	Strongly Disagree - 1	Disagree - 2	Agree - 3	Strongly Agree - 4
Personal Technology Skills				
1. Understand and learn technology easily <i>ISTE 1a</i>				
2. Troubleshoot and solve my own technical problems when they arise <i>ISTE 1a</i>				
3. Learn new technology on my own <i>ISTE 1b</i>				
4. Stay current with important and new technology <i>ISTE 1c</i>				
Technology Usage				
5. Use technology to assess student performance in a classroom <i>ISTE 7b</i>				
6. Organize and maintain classroom management using technology <i>ISTE 6b</i>				
7. Select technologies to use in the classroom that enhances what I teach, how I teach and what students learn <i>ISTE 5c</i>				
8. Use a wide range of teaching approaches in a classroom setting <i>ISTE 5a</i>				
9. Adapt the use of technology that I am learning about to different teaching activities <i>ISTE 5a</i>				
10. Use technology to assess student learning in multiple ways <i>ISTE 7b</i>				
11. Adapt my teaching using technology based-upon what students currently understand or do not understand <i>ISTE 6a</i>				
12. Use technology to communicate with parents, students, and colleagues <i>ISTE 4d</i>				
13. Adapt my teaching style to different learners using technology <i>ISTE 7a</i>				
Technology Integration				
14. Think more deeply about how technology could influence the teaching approaches I use in the classroom <i>ISTE 7a</i>				
15. Choose technologies that enhance the teaching approaches for a lesson <i>ISTE 7b</i>				
16. Use strategies that combine content, technologies and teaching approaches that I learned about in my coursework <i>ISTE 6d</i>				
17. Think critically about how to use technology in the classroom <i>ISTE</i>				
18. Choose technologies that enhance students' learning for a lesson <i>ISTE 3b</i>				
19. Choose technologies that enhance the content for a lesson <i>ISTE 5c</i>				
20. Provide leadership in helping others to coordinate the use of content, technologies and teaching approaches at my school <i>ISTE 2c</i>				
Total Points				

Taken from: International Society for Technology in Education (ISTE)

PHASE THREE OF THE FIELD EXPERIENCES MODEL

(Clinical – Internship Phase 3)



Prerequisites:

Candidates must successfully complete the 219 hours of field experiences, which includes 7 hours of opening and 7 hours of closing of the school year, in order to be eligible to enroll in the internship. Other eligibility criteria include the following: admission to the Educator Preparation Program, successful passing of all required Praxis II Tests, cleared background check, required GPA in all areas, and completion of all course work. Once you have met the eligibility requirements you may apply for the internship.

Clinical field experiences require a minimum of a full semester of internship (between 600-640 hours). Candidates are placed at the school site where the pre-clinical experiences occur, in order to allow candidates to experience a modified year-long internship.

The clinical internship is completed during the time that candidates are enrolled in the following courses:

ECH 595
ELE 595
FCS 595
MUS 595
PED 595
SED 595
SPE 595

During the enrollment in the internship, candidates will be required to complete the edTPA assessment.

A more extensive description of the internship is provided in the AAMU Clinical Internship Handbook.

APPENDIX

Addressing Disproportionality in Alabama Public Schools

(Lee Vs. Macon)

Alabama has worked diligently to address disproportionality since 2000 in the area of special education through the initiatives of Lee v. Macon Consent Decree. This Consent Decree requires all special education programs to address the overrepresentation of African-American students identified as having mental retardation (MR) and emotional disturbance (ED) and the underrepresentation of African-American students identified as having a specific learning disability (SLD) and giftedness (GT).

Alabama made significant progress in reducing the disparities and, in December 2006, was granted unitary status with the provision that the state would continue to provide training to teachers, administrators, and evaluators regarding disproportionality. (ALSDE, 2011)

Because of the Lee v Macon Consent Decree, teachers new to Alabama school districts are required to complete the following training requirements:

- Addressing Disproportionality,
- Make Sense Strategies, and
- Positive Behavior Support

Addressing Disproportionality in Alabama Public Schools Professional Development **has three components** that must be conducted annually for all newly hired teachers, administrators, evaluators, and others, as appropriate. Each LEA is responsible for facilitating **Addressing Disproportionality in Alabama Public Schools** training, maintaining a personnel training database, and verifying assessment documents for each of the three components

Component One:

Addressing Disproportionality in Alabama Public Schools Awareness Presentation

Directions:

1. Click the link or copy and paste into the URL window to download and view the presentation.

<http://www.alsde.edu/sec/ses/Reports/Addressing%20Disproportionality%20in%20Alabama%20Schools%20%28Reader%27s%20Notes%29.pdf>

Component Two:

Positive Behavior Support (PBS)

The IRIS Center Module Resources

Directions:

1. Review Navigating an IRIS *STAR Legacy* Module

<http://iris.peabody.vanderbilt.edu/home/navigating-the-iris-website/navigating-an-iris-star-legacy-module/>

2. Classroom Management (Part 1):

Learning the Components of a Comprehensive Behavior Management Plan.

<http://iris.peabody.vanderbilt.edu/module/beh1/>

ASSESSMENT

Use a word document or your own paper to answer questions 1-5. Follow LEA requirements for submitting assessment documents.

http://iris.peabody.vanderbilt.edu/module/beh1/cr_assess/#content

3. Classroom Management (Part 2):

Developing Your Own Comprehensive Behavior Management Plan

<http://iris.peabody.vanderbilt.edu/module/beh2/#content>

ASSESSMENTS

A. Once you have completed PERSPECTIVES & RESOURCES return to page 9 to develop you own action plan. Follow LEA requirements for submitting assessment documents.

B. Use a word document or your own paper to answer questions 1-5. Follow LEA requirements for submitting assessment documents.

http://iris.peabody.vanderbilt.edu/module/beh2/cr_assess/#content

Component Three:

Makes Sense Strategies (MSS) Training

Directions:

1. Go to the Alabama State Personnel Development Grant website

[Makes Sense Strategies Professional Development](http://www.alspdg.org/makesense_strategies_professional_development)

(http://www.alspdg.org/makesense_strategies_training.html)

2. Follow the detailed instructions to complete the MSS video series PD

Professional Development Documents

Click the links to download the professional development documents. Open each document; fill in the details and print.

ALSDE Professional Development Certificate

Individuals completing *Addressing Disproportionality in Alabama Public Schools* professional development will receive a certificate from the LEA conducting the training. It is the **individual's responsibility** to retain a copy of the professional development certificate.

http://www.alspdg.org/2013_docs/Addressing_Disproportionality_certificate.doc

Checklist of Assignments for Field Experiences

Place a check mark when you have completed the requirement	Course	Field Experience or Critical Assignment
	FED 521	Philosophy of Education Paper
	FED 521	Service Project – 7 hours
	FED 521	Electronic Journal
	FED 521	Alabama Educator Code of Ethics Awareness
	SPE 501	Professional Characteristics and Diversity Readiness Assessment Rubric
	SPE 501	Candidate’s Self-Assessment/Reflection
	SPE 501	ELL/Exceptional Learner – 43 hours
	SPE 501	Federal and State Laws for Public Schools (Professional Ethics)
	FED 529	Technology Self-Assessment Survey
	FED 529	Technology Website Evaluation
	FED 501	Alabama Educator Code of Ethics Test
	FED 501	Attend PTA or Board Meeting
	SPE 530	Lee Vs-Macon
	FED 504	Impact on Student Learning
	Self – Initiated	Opening of School – 7 hours Context Form
	Self – Initiated	Closing of School – 7 hours Context Form
	Methods Courses: MUS 301 MUS 401 MUS 402 MUS 530 SED 515 PED 305 PED 306 ECE 301 ECE 302 ECE 303 ECE 304 ECE 305 ECE 407 FCS 505 SED 521 SED 522 SED 523 SED 524	Planning for Instruction Professional Disposition Rubric 155 hours

**ALABAMA A & M UNIVERSITY
EPP WATERMARK ASSESSMENT INSTRUCTIONS**

Undergraduate Courses	ALT-5th Year Courses	Title of Assessment in Watermark	Assessor	Instructions
Opening/ Closing	Opening/ Closing	Opening/Closing of the School Year - (7 hours each/a full day)	Office of Field Experiences Ms. Bell Ms. Davies	Candidates will upload completed forms into Watermark.
FED 200	FED 521	Pre-Entry Early Field Experiences for Making Career Decisions Service Report - (7 hours)	Instructor of FED 200 / 521 and Service Organization	The service organization will sign the hardcopy of the form. The candidate will upload the document into Watermark. The course instructor will assess upon completion.
FED 200	FED 521	Philosophy of Education Rubric	Instructor of FED 200 / 521	Candidates will upload their Philosophy of Education paper into Watermark. The course instructor will grade the philosophy paper in Watermark using the rubric.
SPE 201	SPE 501	Professional Characteristics and Diversity Readiness Assessment Rubric	Instructor of SPE 201 / 501 and Cooperating Teacher (CT) will score a hard copy.	Candidates will upload cooperating teacher's hardcopy and course instructor's copy into Watermark. The course instructor will average CT's copy and course instructor's copy and place the average score in Watermark.
SPE 201	SPE 501	Pre-Entry Candidate Self-Assessment with Reflection	Instructor of SPE 201 / 501	Candidates will upload their Self-Assessment with Reflection into Watermark. The course instructor will indicate that the assignment is complete.
SPE 201	SPE 501	Field Experiences Time Sheet – 43 Clock hours	Instructor of SPE 201 / 501 and Cooperating Teacher signs hardcopy	Candidates will upload their signed time sheet into Watermark. The course instructor will indicate that the assignment is complete with signature on time sheet.
SPE 201	SPE 501	Pre-Entry English Language Learner Assignment with Rubric	Instructor of SPE 201 / 501	Candidates will upload their English Language Learner assignment into Watermark. The instructor will grade the ELL assignment in Watermark using the rubric.
SPE 326	SPE 530	Lee vs. Macon	Instructor of SPE 326 / 530	Candidates will complete and upload the following into Watermark: Part A - 5 questions Part B - 5 questions Part C – Classroom Management Plan Candidates will then type their name on the Certificate, print and give the hardcopy to the course instructor. The Director of Field Experiences and the instructor will sign the certificate. The original certificate will be returned to the candidate to be uploaded into Watermark under the course.
FED 212	FED 501	Early Field Experiences for Making Career Decisions School Board Meeting / PTA Rubric	Instructor of FED 212 / 501	Candidate will upload agenda and form signed by Board member or PTA member into Watermark. The course instructor will indicate that the assignment is complete with signatures and completion of rubric.

FED 215	FED 529	Technology Survey – Phase I	Instructor of FED 215 / 529	Candidates will upload the hard copy of the survey into Watermark. The course instructor will assess upon completion.
FED 215	FED 529	Web Critique Evaluation Assignment – Rubric	Instructor of FED 215 / 529	Candidates will upload the Web Critique Evaluation Assignment into Watermark. The course instructor will grade the assignment in Watermark using the rubric.
FED 300	FED 521	Ethics Test – Rubric	Instructor of FED 300 / 521	Candidates will upload Ethics Test into Watermark. The course instructor will score the hardcopy and place the score in Watermark 1-100.
FED 404 / HPE 312	FED 504	Impact on Student Learning – Rubric	Instructor of FED 404 / 312 /504	Candidates will upload the Impact on Student Learning Assignment into Watermark. The course instructor will grade the assignment in Watermark using the rubric.
SED 409 / ECE 304 / ECE 407	SED 515	Methods Ethics and Law Test	Instructor of SED 409 / 515 ECE 304 / 407	Candidates will upload Ethics and Law Test into Watermark. The course instructor will score the hardcopy and place the score in Watermark 1-100.
SED 409 / ECE 304 / ECE 407	SED 515	Technology Survey – Phase II	Instructor of SED 409 / 515 ECE 304 / 407	Candidates will upload the hard copy of the survey into Watermark. The course instructor will assess upon completion.
SED 409	SED 515	Planning for Differentiated Instruction for Diverse Learners – Rubric <hr/> Professional Disposition – Rubric <hr/> Field Experiences Timesheet (77-78 hours)	Instructor of SED 409 / 515 and Cooperating Teacher (CT) will score a hard copy.	Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructors copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.
ECE 303 ECE 305 ECE 407	ECE 305 ECE 407	Planning for Differentiated Instruction for Diverse Learners – Rubric <hr/> Professional Disposition – Rubric <hr/> Field Experiences Timesheet (77-78 hours)	Instructor of ECE 303/305/407 and Cooperating Teacher (CT) will score a hard copy.	Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.
ECE 301 ECE 302 ECE 304	ECE 304	Planning for Differentiated Instruction for Diverse Learners – Rubric <hr/> Professional Disposition – Rubric <hr/> Field Experiences Timesheet (77-78 hours)	Instructor of ECE 301/302/304 and Cooperating Teacher (CT) will score a hard copy.	Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.

FCS 401	FCS 505	<p>Planning for Differentiated Instruction for Diverse Learners – Rubric</p> <hr/> <p>Professional Disposition – Rubric</p> <hr/> <p>Field Experiences Timesheet (77-78 hours)</p>	Instructor of FCS 401/505 and Cooperating Teacher (CT) will score a hard copy.	Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.
MUS 301	MUS 530	<p>Planning for Differentiated Instruction for Diverse Learners – Rubric</p> <hr/> <p>Professional Disposition – Rubric</p> <hr/> <p>Field Experiences Timesheet (77-78 hours)</p>	Instructor of MUS 301/530 and Cooperating Teacher (CT) will score a hard copy.	Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.
MUS 401		<p>Planning for Differentiated Instruction for Diverse Learners – Rubric</p> <hr/> <p>Professional Disposition – Rubric</p> <hr/> <p>Field Experiences Timesheet (77-78 hours)</p>	Instructor of MUS 401 and Cooperating Teacher (CT) will score a hard copy.	Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.
MUS 402		<p>Planning for Differentiated Instruction for Diverse Learners – Rubric</p> <hr/> <p>Professional Disposition – Rubric</p> <hr/> <p>Field Experiences Timesheet (77-78 hours)</p>	Instructor of MUS 402 and Cooperating Teacher (CT) will score a hard copy.	Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.
PED 305/306	PED 305/306	<p>Planning for Differentiated Instruction for Diverse Learners – Rubric</p> <hr/> <p>Professional Disposition – Rubric</p> <hr/> <p>Field Experiences Timesheet (77-78 hours)</p>	Instructor of PED 305/306 and Cooperating Teacher (CT) will score a hard copy.	Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.

SED 421	SED 521	<p>Planning for Differentiated Instruction for Diverse Learners – Rubric</p> <hr/> <p>Professional Disposition – Rubric</p> <hr/> <p>Field Experiences Timesheet (77-78 hours)</p>	Instructor of SED 421/521 and Cooperating Teacher (CT) will score a hard copy.	<p>Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.</p>
SED 422	SED 522	<p>Planning for Differentiated Instruction for Diverse Learners – Rubric</p> <hr/> <p>Professional Disposition – Rubric</p> <hr/> <p>Field Experiences Timesheet (77-78 hours)</p>	Instructor of SED 422/522 and Cooperating Teacher (CT) will score a hard copy.	<p>Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.</p>
SED 423	SED 523	<p>Planning for Differentiated Instruction for Diverse Learners – Rubric</p> <hr/> <p>Professional Disposition – Rubric</p> <hr/> <p>Field Experiences Timesheet (77-78 hours)</p>	Instructor of SED 423/523 and Cooperating Teacher (CT) will score a hard copy.	<p>Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.</p>
SED 424	SED 524	<p>Planning for Differentiated Instruction for Diverse Learners – Rubric</p> <hr/> <p>Professional Disposition – Rubric</p> <hr/> <p>Field Experiences Timesheet (77-78 hours)</p>	Instructor of SED 424/524 and Cooperating Teacher (CT) will score a hard copy.	<p>Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.</p>
SED 494		<p>Planning for Differentiated Instruction for Diverse Learners – Rubric</p> <hr/> <p>Professional Disposition – Rubric</p> <hr/> <p>Field Experiences Timesheet (77-78 hours)</p>	Instructor of SED 494 and Cooperating Teacher (CT) will score a hard copy.	<p>Candidates will upload hard copies of signed time sheet, lesson plan, cooperating teacher’s and course instructor’s rubrics, in Watermark. The course instructor will average CT’s copy and course instructor’s copy of rubrics and place the average score in Watermark. The course instructor will indicate that the assignment is complete with signatures on rubrics and time sheet.</p>

Please Note:

- All completed forms and documents for each field experiences assignment should be submitted into watermark.
- For the Opening and Closing of the School Year Forms, submit in Watermark under the course named “Opening and Closing of the School Year”. These forms should be submitted into Watermark as soon as you complete the assignment and should be submitted prior to your last semester of classes.
- Candidates who are Early Childhood majors will have two placements for field experiences while enrolled in ECE 301, ECE 302 and ECE 304. For each placement a Professional Disposition Rubric will be completed by the cooperating teacher and University course instructor. Candidates are also responsible for the Planning for Instruction assignment while enrolled in these courses.