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Arkansas State University
Department of Teacher Education
MLED 4116 Teaching Internship II (12 hours)
Spring 2021

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Instructor(s): TBD

Textbook(s) Readings
    A.   Assigned Readings:
        Both the Teacher Education Handbook and the Teaching Internship Handbook are located on the Professional Education Programs Office website, along with the Teaching Internship Calendar:
        https://www.astate.edu/a/prof-ed-programs-office/
        Arkansas State University Teacher Education Handbook
        Teaching Internship Handbook
        Articles and resources as assigned or suggested by the supervisors
    B.   Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

Course Description
    This course provides sixteen weeks of directed teaching under the supervision of a qualified teacher in an appropriate area of specialty.

Course Objectives

Course Objectives	TESS Linkage	ATS linkage
Demonstrate competence to plan, deliver, and evaluate learning experiences appropriate for the specific developmental and learning needs of middle level students.	1a-f, 2a-e, 3a-e, 4a-f	1a-k, 2a-o, 3a-r, 4a-r, 5a-s, 6a-v, 7a-q, 8a-s
Develop a reflective attitude of self-evaluation for personal and professional growth which instigates understanding of the complexity of teaching young adolescents.	3e, 4a, 4e	7f, 7q, 9c, 9e, 9g,9l, 10a-b
Exhibit an understanding of the major concepts and research underlying the philosophical foundations of middle level programs and schools which will lead to collaborative practices with school staff, peers, parents, and community agencies.	4c-f	9a-o, 10a-o

Course Assessment and Performance Measures (linked to objectives)

Course Assessment and Performance Measures	TESS	ATS	AMLE
Internship Portfolio on LiveText, which includes documentation of professionalism, family community involvement/professional roles, instruction, assessment, reflection, and effect/impact on student learning.	1a-f, 2a-e, 3a-b, 4a-f	1a-k, 2a-o, 3a-r, 4a-r, 5a-s, 6a-v, 7a-q, 8a-s, 9a-o, 10a-o	1a-d, 2a-c, 3a-b, 4a-d, 5a-d

Course Requirements and Grading

Course Assessment and Performance Measures	Points
Planning for Instruction and Assessment (TASK 1)	33
Instructing and Engaging Students in Learning (TASK 2)	15
Assessing Student Learning (TASK 3)	24
Classroom Parent Involvement Project (TASK 4)	15

School Community Involvement Project (TASK 5)	3	
Reflective Analysis of Professional Growth (TASK 6)	6	
Effect on Student Learning (TASK 7)	20	
Total Portfolio points (20% of grade)		116
Summative Evaluation (80% of grade)	80	

Capstone Internship Grading Scale

100-90% A   89-80% B   79-70% C   69-60% D   59% and less F

The above are described more thoroughly below. These assessments are used both as part of your formative and summative evaluation of teaching as well as artifacts in your Intern Portfolio. Final grades will be based on the Summative Evaluation of Teaching Performance for Teacher Interns as outlined in the current *Teacher Intern Handbook* and reflective of the requirements contained in this course syllabus.

Course Requirements:
1. The teacher intern will assume professional responsibilities by:
    a. Following the Code of Ethics for Arkansas Educators.
    b. Participating in school-related activities including faculty meetings, PTA meetings, parent/teacher conferences, in-service training, and community activities.
    c. Communicating effectively, **orally and written**, with the clinical supervisor, university supervisor, school staff, students and parents.
    d. Becoming actively involved in classroom activities early in the internship experience.

2. The teacher intern will observe, plan, and utilize materials and activities in collaboration with the clinical supervisor and university supervisor, and work as a team to establish and maintain positive, collaborative relationships with a professional team.

3. The teacher intern should teach a minimum of three full weeks acting as the teacher-in-charge with responsibilities similar to those of the regular classroom teacher: planning, implementing, and evaluating instruction using multiple appropriate and effective assessments for all children in accordance with the school curriculum and developmental appropriateness. The teacher intern will satisfy this requirement by working closely with the clinical supervisor and the university supervisor.

4. The teacher intern will maintain the following:
    *   Internship College LiveText Portfolio posted on College LiveText
    *   All assessment assignments to be posted to College LiveText.

5. **Planning for Instruction and Assessment (edTPA – TASK 1)**
    *   You will complete a learning segment, which is 3-5 consecutive lesson plans in literacy or math. You will also complete the accompanying commentary as specified in the activity instructions.
    *   You will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:
        o What do your students know, what can they do, and what are they learning to do?
        o What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?
        o How will you use your knowledge of your students' assets to inform your plans?
        o What instructional strategies, learning tasks, and assessments will you design to support student learning?

o How is the teaching you propose supported by research and theory about how students learn?

6. **Instructing and Engaging Students in Learning (edTPA – TASK 2)**
   - You will video-record one lesson from your learning segment to submit. You will also complete the accompanying commentary as specified in the activity instructions.
   - You will demonstrate how you support and engage students in learning. Before you begin your instruction, you will need to think about the following:
     o What kinds of learning tasks actively engage students in the central focus of the learning segment?
     o In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?
     o How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?

7. **Assessing Student Learning (edTPA – TASK 3)**
   - You will select one assessment from your learning segment, conduct an analysis, and develop next steps based on your analysis. You will also complete the accompanying commentary as specified in the activity instructions.
   - You will analyze both student learning and student use of language, concepts, and feedback. Before you begin the analysis, you need to think about the following:
     o How will you gather evidence and make sense of what students have learned?
     o How will you provide meaningful feedback to your students?
     o How will you use evidence of what students know and are able to do to plan next steps in instruction?

8. **Classroom Parent Involvement Project (TASK 4)**
   - It is the responsibility of teachers to provide opportunities for families to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages. Indicators include:
     o Frequent and culturally appropriate information sent home regarding the instructional program and student progress
     o Two-way communication between the teacher and families
     o Frequent opportunities for families to engage in the learning process
       - Together with your clinical supervisor, develop a multifaceted plan to connect the classroom and the parents. This plan should include variations of:
     o Information about classroom instruction (content to be studied, activities that will accompany learning in the classroom, etc.)
     o Information about classroom activities (programs or events that will take place in the classroom, such as mystery readers or authors day, etc.)
     o Information about opportunities at school (such as reminder about the next PTO meetings, Spring Fling or Field Day events, etc.)
     o Can be to one parent specifically, to a group of parents, or to all the classroom parents
       - A minimum of 6 examples of communication.

9. **School Community Involvement Project (TASK 5)**
   - It is expected that teacher candidates work collaboratively with colleagues, clinical supervisors, school leaders, and community members to ensure learner growth, foster partnerships, and advance the profession. It is important for teachers to engage in practices to learn the culture of the school and community, and this can be accomplished by attending school and community events. During your capstone internship, you must participate in at least two school-community events. Provide a written commentary and visual support for each event that systematically describes how the collaboration with the community event ensures ongoing and sustained family experiences for all levels of student learning.

10. **Reflective Analysis of Professional Growth (TASK 6)**
    - You will complete a reflection and self-evaluation narrative as specified in the activity instructions.
    - Teachers, as professionals, engage in ongoing professional learning. Teachers use student work, analysis of assessments, and research/theory to continually evaluate practice, particularly the effects of instructional choices and evidence-based feedback on others. Teachers continually adapt practices to meet the needs of each learner.

11. **Effect on Student Learning (Task 7)**
    Formative and Summative Assessment. Interns will:
    - list and reflect on the **formative assessments, tools, and adjustments** from one lesson or from a unit, determining how they impacted student learning or teacher understanding and thinking specifically about adjustments for CLD and special needs students.
    - create a chart or graph (recommend pie chart or bar graph) of the results of a **summative assessment** (from one class or all classes taught), then write a multi-paragraph reflection that describes:
      1. the effectiveness of the summative assessment (test, major project, etc), the validity of format of questions or the rubric used;
      2. what could have been done better or differently on the summative assessment or preparation for it;
      3. and what aspects of the content would need to be retaught or revisited to effectively continue the curriculum.

12. **Professional Education Programs Requirements**
    The teacher intern will actively participate in all ASTATE Teacher Intern seminar sessions.

Diversity

Interns will effectively and appropriately enact culturally responsive education practices as they interact with students and families and as they prepare curriculum and materials. Interns will use and apply knowledge gained in coursework regarding culturally and linguistically diverse students and families, as well as curriculum materials and texts that reflect diversity. AMLE requires that teacher candidates:

1) demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents and overcome stereotypes and prejudices they may have about students from low-income and racial/ethnic minority backgrounds.

2) design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

3) employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents and that is responsive to local, national, and international histories, language/ dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Technology
Intern candidates are expected to use technology throughout the internship, including:
- Using word processing for planning purposes
- Use of the Internet with regard to student research of appropriate and pre-selected websites
- The development of integrated instructional plans using the internet as a research source and tools
- Use of current technology available to the intern in the internship setting

Special Considerations and/or features of the Course
Students enrolling in this course must be admitted to the teacher education program. In addition, placement for the internship experiences is made in conjunction with the Office of Professional Programs. Students must complete placement information with that office one semester prior to participating in the field placement. This syllabus is supplemented with information from the Arkansas State University Teacher Education and Intern Handbooks. College LiveText is required to submit major assignments and final evaluations. This sixteen-week placement is a job-embedded/apprenticeship model intended to provide space for collaboration between the teacher supervisor and the intern to include co-teaching and co-planning experiences that will serve as scaffolds to the intern's independent time as the teacher-in-charge for an extended period of time. The intern will need to be familiar with the Arkansas Code of Ethics for Teachers as well as the school and district handbooks for employees. Interns will need to attend seminars at A-State in accordance with the Professional Education Placement Office and its calendar.

University and Course Policies:

Procedures to Accommodate Students with Disabilities
"Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course." (Disability Services website.) Due to the job-embedded nature of this final capstone internship, accommodations needed in the classroom environment at the school will need to be coordinated through the school and its administration with the help of Disability Services.

If you need course adaptations or accommodations because of a disability, if you have emergency information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see the instructor of this course as soon as possible. This matter is particularly important as the course takes place at a field site. The university supervisor may be able to help you identify digital tools or computer applications that could be of help.

Inclement Weather Policy
> Follow the policy and calendar of your public schools; for seminar days the A-State inclement weather policy is in effect.
> See: http://www.astate.edu/a/student-conduct/files/Student%20Handbook%201617.pdf

Academic Misconduct Policy:
> Academic Integrity Policy in the Student Handbook at http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot]

Attendance Policy
Teacher Intern Handbook - current edition

COVID-19
Arkansas State University has made every effort to provide a safe and comfortable learning environment for our return to in-person instruction during the Spring 2021 semester. The University is following the most up-to-date guidelines set forth by the Arkansas Department of Health and the Centers for Disease Control and Prevention.

Given the uncertainty surrounding the continuing threat from the COVID-19 pandemic, we acknowledge there is potential for the interruption of in-person instruction during the course of this semester. While it is the goal of the institution to offer traditionally face-to-face classes, the social distancing measures arising out of the COVID-19 pandemic have caused many of the classes to be offered in a hybrid format this semester (i.e. a combination of face-to-face and remote modes of delivery). This means nearly every course offered will have a component where internet access is essential to course success. Students are strongly encouraged to secure WiFi access they can use for the semester either on or off campus. The purpose for this strategy is to protect our students, faculty, and staff while adhering to physical distancing recommendations from public health officials while accomplishing the course learning objectives.

If the university transitions to all-online instruction, campus housing will remain available for students who do not have a safe place to move or who do not have access to the internet elsewhere. Students who leave campus will need to ensure that they have reliable access to the internet to continue their course work. Web cameras may also be required by instructors to facilitate remote instruction (**please see technology recommendations section below**). University officials will provide students with as much advanced notice and information as possible if the transition to all-online instruction becomes necessary.

Please remember, all official notifications are made through your official A-State email account, the university website, and Blackboard Learn. You are responsible for checking your university email to ensure you receive the latest updates regarding this course.

Technology Recommendations
Technology (hardware and software) and internet access will be key to course success in Spring 2021. Please check the following list to be certain you have the technology needed to be successful in your courses.
1. *Internet Access—You should make arrangements to have access to the Internet, preferably high-speed Internet, for the duration of this course.* A wired, high-speed, Internet connections (ethernet cable), is highly recommended especially when taking a test.
2. *Computer Operating Systems*
    a. *For PCs: Windows 8+*
    b. *For MACs: OS 10.13+*
    c. *For Cellular Phones: iOS or Android*
3. *iOS Devices, any of these options should work; however, completing most course assignments will need a computer:*
    a. *iPhone 6s or later, iPad Air 2 or later*
4. *Android Devices, any of these options should work; however, completing most course assignments will need a computer:*
    a. *Samsung Galaxy (S9+, Note 9+), Google Pixel (3A+), OnePlus (7T+)*
5. *Software—You will be the most successful in this course if you have access to a computer with the following software installed:*

- *Microsoft Office –**Excel, Power Point and Word.** . A-State has secured for you access to the latest MS Office software for both Mac and PC users. For more information, please visit the [software download](#) page where you will find other tools needed to be successful in this course.*
- *Students are welcome to use Mac Applications such as Keynote, Numbers, and Pages, but please plan to convert these documents to the Microsoft file types prior to assignment submission. This course technology requirement also applies to Google Slides, Sheets, and Docs.*
- *Browsers, Plug-ins, Players and Viewers—to take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes:*
- *Blackboard-supported browser - Firefox 60+, Chrome 74+, and Safari 12+ (Internet Explorer is no longer supported) are compatible with the current version of Blackboard.*
- *[Acrobat Reader](#)*
- *It is recommend running the [Blackboard Browser Check](#) to verify installed plug-ins on your computer*
6. *Additional Computer Hardware: web camera, microphone, and speakers (can be internal hardware already available on your computer)*

Social Distancing/Protective Equipment
1. Everyone must wear appropriate face coverings (e.g., mask or face shield) when entering and exiting all buildings.
2. Everyone must practice social distancing AND wear appropriate face coverings when transitioning between classes.
3. Everyone must practice social distancing AND wear appropriate face coverings when entering and exiting classrooms.
4. Students must wear appropriate face coverings for the duration of a class period unless otherwise instructed by the professor.
5. Physical contact in the classroom should be discouraged or prohibited without consent from the EOC. If an assignment requires students to be in physical contact (touching each other), please follow the approved plan provided by the instructor of the course.
6. Instructors may request students to leave the classroom if the student fails to comply with wearing some form of appropriate face covering.
7. Instructors are NOT required to wear masks during their lecture, but must wear a face shield or practice social distancing (which may include the 12 feet space for instructor).
8. Students and faculty members are asked to properly sanitize all surfaces used, upon entering and leaving the classroom (pre/post class wipe down similar to "gym" model)
9. Students who experience COVID-19 symptoms or a fever exceeding 100 degrees should avoid returning to the classroom and seek medical advice from the student health center.

Course Outline
This is a **suggested** outline by the week that effectively scaffolds the intern into their teaching full time as the teacher in charge for an extended time. **The "teaching full time" period may be divided as needed given the school's testing schedule or other conflicts.** Additionally, it may also be divided as determined by curriculum "units" or thematic units of study. For example, the intern could teach 2 two or three-week units whenever they occur in the sixteen-week placement, with appropriate scaffolding and time to plan and develop lessons, or perhaps create a five-week thematic unit for their full-time period.

Week 1: Observe classroom teacher
Week 2: Take on teaching responsibilities
Week 3: Co-teach with classroom teacher
Week 4: Co-teach with classroom teacher
Week 5: Co-teach with classroom teacher and/or teaching part time
Week 6: Teaching part time

Week 7: Teaching full time
Week 8: Teaching full time
Week 9: Teaching full time
Week 10: SPRING BREAK
Week 11: Teaching full time
Week 12: Teaching full time
Week 13: Teaching part time as determined by clinical supervisor
Week 14: Teaching part time as determined by clinical supervisor
Week 15: Teaching part time as determined by clinical supervisor
Week 16: Transition complete back to classroom teacher; Exit Evaluation in Jonesboro
Week 17: Two days left at school; summative evaluations should be completed by this time.

The calendar below is a guide and mirrors the model above, specific to the Spring 2021 semester. *It may be modified* to accommodate teaching situations, weather, student testing, or other circumstances.

Students should build up by teaching an increasing load depending on the teaching assignment. Teaching a reduced load at the beginning will allow the student to work on skills development and content mastery. *This progress may be developed cooperatively with the Clinical/Teacher Supervisor and University Supervisor.*

It is expected that each supervisor will complete 4 Formative Assessments during the sixteen-week placement. Three-week blocks are suggested in the calendar to provide on-going feedback spaced over time. The timing is flexible; however, excessive time should not pass between evaluations. Informal observations by the Clinical/Teacher Supervisor and drop in visits by the University Supervisor are encouraged. The use of video reviews is encouraged, but not mandatory.

At the end of the second Formative Assessment, clear indications of strengths and areas of improvement should be noted and the professional growth plan (PGP) updated as needed.

Five weeks of full-time teaching are recommended. The schedule may be modified to accommodate the school's calendar and student mandated testing. Five weeks of full time teaching would be a minimum. The transition at the end of the semester may be determined by the Clinical/Teacher Supervisor. Summative Evaluations should be completed after the fourth Formative Assessment on the intern has been completed.

WEEKS (Mon – Sun)	Progression into Teaching Full-Time
January 7, 2021	Meet on individual program campuses for—*Teacher Intern Orientation*
January 8	Online-*Teacher Intern Orientation*
Week 1: FIRST WEEK at SCHOOL January 12 – January 15	Observe in classroom and acclimate to the school. University Supervisor will visit for check-in by the end of week two. Placement forms signed and turned in.
Week 2: January 19 – January 22	Take over some teaching duties (Lunch count, attendance, etc). Begin co-teaching and planning with Clinical Supervisor possibly teaching parts of classes or lessons
Week 3: January 25 – January 29	Extend week 2 and begin teaching and planning for 1-2 of the classes. Clinical Supervisor and University Supervisor should begin first round of Formative Assessments. Begin Professional Growth Plan and modify as required during the experience.
Week 4: February 1 – February 5	Teach two class periods as determined by the Clinical Supervisor.
Week 5: February 8 – February 12	Continue to teach two class periods or add a period depending on the subject and number of periods. This may be planned with the Clinical Supervisor. Both Clinical

	and University Supervisors should have completed one formal observation and Formative Assessments by this week and be planning the second observations.
Week 6: February 15 – February 19	Continue to teach part-time. Clinical and University Supervisors should start the second round of observations and complete it over the next three weeks.
Week 7: February 22 – February 26	Full-time planning and teaching
Week 8: March 1 – March 5	Full-time planning and teaching. Clinical and University Supervisors should have completed the second observation and second Formative Assessment by this time.
Week 9: March 18– March 12	**March 10 Senior Intern Seminar in Jonesboro (Virtual)** Full-time planning and teaching. University Supervisor and Clinical Supervisors should start the third round of observations and Formative Assessments.
Week 10: March 15 – March 19	Spring Break
Week 11: March 22 – March 26	Full-time planning and teaching
Week 12: March 29 – April 2	Full-time planning and teaching or begin reducing the teaching load. University Supervisors and Clinical Supervisors should complete third formal observation/formative assessments.
Week 13: April 5 – April 9	Teach a part-time load as determined by the Clinical Supervisor; Begin round 4 of Formative Assessments.
Week 14: April 12 – April 16	Teach a part-time load as determined by the Clinical Supervisor.
Week 15: April 19 – April 23	Teach a part-time load as determined by the Clinical Supervisor; Complete round 4 of Formative Assessments if necessary; Clinical and University Supervisors complete Summative Evaluation.
Week 16: April 26– April 30	Complete transitioning back to Clinical; Observe in other classrooms; Clinical and University Supervisors complete Summative Evaluation. Conduct any makeup observations.
Week 17: May 3 – May 4	**May 4– Exit Evaluation in Jonesboro** **May 4 – Last day of Teaching Internship** Observe in other classrooms; Clinical and University Supervisors complete Summative Evaluation if necessary.

Recommended Schedule of Assignments

Assignments for each placement:	Due Dates:
Planning for Instruction and Assessment (TASK 1), Instructing and Engaging Students in Learning (TASK 2), and Assessing Student Learning (TASK 3)	To be completed during first eight weeks and submitted to university supervisor by **March 12, 2021.** **Evidence of the ongoing process should be available when the university supervisor visits.**
Classroom Teaching, Planning, Evaluating (Formative and Summative)	All supervised lessons must use the required edTPA Lesson Plan Template.
Reflective Analysis of Professional Growth	Completed project must be turned in to the university supervisor by **May 1, 2021.**
Classroom Parent Involvement Project	Completed project must be turned in to the university supervisor by **May 1, 2021.**
School Community Involvement Project	Completed project must be turned in to the university supervisor by **May 1, 2021.**
Effect of Student Learning	Completed project must be turned in to the university supervisor by **May 1, 2021.**

EdTPA tasks 1-3, Capstone tasks 1-3

Task 1: Planning

- one class
- context information
- one learning segment (3–5 consecutive lessons)
- one central focus
- lesson plan for each lesson in segment
- one language function
- respond to commentary prompts prior to teaching the learning segment.
- submit all written assessments

Task 2: Instruction:

- get permission to record/video
- choose lessons from Task 1 and record – MUST show you interacting with students to support them to apply the strategy
- Video record and select 2 video clips between 3-20 minutes TOTAL
- responding to commentary prompts – analyze your teaching and student learning

Task 3: Assessment

- select **one** assessment from the learning segment and attach the assessment commentary.
- define and submit the evaluation criteria you will use to analyze young adolescent learning.
- collect and analyze young adolescent work from chosen assessment - identify quantitative and qualitative patterns of learning and learners
- select **3 student work samples** (these become your focus students) to illustrate your analysis of patterns - 1 sample must be a student with specific learning needs
- summarize the learning of the whole class, referring to work from focus students to illustrate patterns across the class
- submit feedback for the 3 focus students in written, audio, or video form.
- analyze evidence of language use from (1) the video clips from Instruction Task 2, (2) an additional video clip of one or more students using language within the learning segment, **AND/OR** (3) the student work samples from Assessment Task 3.
- respond to commentary prompts.

Lesson Plan Template

Lesson Segment Focus_____

Lesson _____of_____

Course & topic addressed _____   **Date**_____
Grade_____

Student Outcomes

Specific learning objectives for this lesson.	
Describe the connection to previous lessons.	
Knowledge of students background (personal, cultural, linguistic, or community assets)	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	

Materials

Materials needed by teacher for **this lesson**. (such as books, writing materials, computers, models, colored paper, etc.)	
Materials needed by students for **this lesson**. (computers, journals, textbook, etc.)	

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Introduction:	
	Instruction:	
	Closure:	

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.

Differentiation:

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met?	

Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

Lesson Plan Template Rubric Aligned with InTASC/ATS, TESS, and edTPA

Candidate Name_____Semester/Year_____

Content Area/Grade_____Instructor_____

Alignment	Criteria	Highly Effective (4)	Effective (3)	Progressing (2)	Ineffective (1)
InTASC/ATS 4 TESS 1&3 edTPA 1-4, 7-9, 14	**Measurable student outcomes/lesson objectives that identifies what the student is expected to learn**	Lesson outcomes are clear & measurable; learning progression is evident	Lesson outcome(s) are clear, measurable, and specific to the included standard	Lesson outcome(s) somewhat clear & measurable; partial connection to the standard	Lesson outcome(s) lack clarity &/or measurability; connection to standard not apparent
InTASC/ATS 3 TESS 2&3 edTPA 1, 6-9	**Describes the specific tasks needed to accomplish the lesson objectives**	Thoroughly and completely describes how to implement all tasks needed to accomplish the lesson	Provides some outline and guidance of lesson tasks	Provides little guidance of expected lesson tasks	Provides no guidance to expected lesson tasks
InTASC/ATS 8 TESS 3 edTPA 1-2, 4-9, 15	**Lesson introduction that gains the students' attention and promotes higher order thinking**	Introduces the lesson by sharing the purpose, relevance, and eliciting schema in student-friendly language while exhibiting creativity, motivation, and piquing the students' interest	Introduces the lesson by sharing the purpose, relevance, and eliciting schema in student friendly language	Describes how the lesson will be introduced	Lesson introduction is not included
InTASC/ATS 7 TESS 1 edTPA 1-3, 15	**A variety of techniques/strategies/methods are implemented throughout the lesson (instruction)**	Lesson plan has explicit alignment between procedures and outcome(s); multiple teacher modelings or examples along with opportunities for practice	Lesson plan has clear alignment between procedures and outcome(s); adequate teacher modelings or examples provided; some opportunities for practice	Lesson plan has limited match between procedures and outcome(s); limited teacher modelings or examples provided; few opportunities for practice	Lesson plan has no match between procedures and outcome(s); no modeling; no evidence of opportunities for practice
InTASC/ATS 5 TESS 3 edTPA 4, 7-8, 14	**Incorporates the use of technology by candidates and/or students**	Identifies and relates the use of technology by the teacher and student to the content standard and student outcomes	Identifies and relates the use of technology by the teacher to the content standard and student outcomes	Identifies the use of technology by the teacher	Use of technology is not related to content standard and student outcomes
InTASC/ATS 6 TESS 1&3 edTPA 5, 11-13, 15	**Assessment implemented to measure students' knowledge gained from the lesson**	Formative and summative assessments are clearly aligned to the outcomes and reflect the procedures in the lesson plan	Formative and/or summative assessment has clear relationship to the outcome	Assessment provided for the lesson but inadequately measures the outcomes	The assessment does not measure outcome(s)

InTASC/ATS 2 TESS 1&2 edTPA 1-7, 14	**Outcome and content of lesson should be relevant to students' ongoing learning, real-world application, and individual backgrounds**	Explicit rationale as to purpose of the outcome and tasks listed within the lesson are linked to student backgrounds, ongoing learning, and/or real-world application	Some rationale as to purpose of the outcome and tasks listed within the lesson are linked to student backgrounds, ongoing learning, and/or real-world application	Broad rationale as to purpose of the outcome and tasks listed within the lesson are linked to student backgrounds, ongoing learning, and/or real-world application	Rational given does not link lesson outcomes or tasks to students' ongoing learning, real-world application, or student backgrounds
InTASC/ATS 1 TESS 1&3 edTPA 2-5, 14	**Lesson has appropriate accommodations and modifications for supplemental learning**	Plans match student needs and interests in meeting lesson objectives	Plans clearly relate to identified outcomes	Plans loosely relate to identified outcomes	Plans do not relate to identified outcomes
InTASC/ATS 7 TESS 1 edTPA 1-3, 15	**Provides a variety of methods/tasks/strategies to ensure all student needs are met**	Specific activities that differentiate the content, process, product, and/or learning environment using best practices	Specific activities that differentiate the content, process, product, or learning environment	General activities that differentiate the content, process, product, or learning environment	Superficial or little attempt to differentiate

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;
http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf;
https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx;
https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;
https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx

Planning for Instruction and Assessment (Task 1)
Instructions:
- Select one focus class for this assessment. Your plans should describe instruction for that group.
- Provide context information—essential information about your students, your classroom, and your school.
- Identify a learning to segment to plan, teach, and analyze. Review the curriculum with your cooperating teacher and select a learning segment of 3-5 consecutive lessons.
- Identify a central focus for the learning segment. The central focus should include:
  - **Language Arts:** The central focus should support young adolescent learners to (1) use textual references to construct meaning from, interpret, or respond to complex text (2) create a written product that interprets or responds to a text and (3) make interdisciplinary connections.
  - **Math:** The central focus should support young adolescent learners to develop conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem- solving skills, as well as interdisciplinary connections.
  - **Science:** The central focus should support young adolescent learners to (1) use scientific concepts and apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon **OR** predictions based on patterns in evidence and/or data, and (2) make interdisciplinary connections.
  - **Social Studies:** The central focus should support young adolescent learners in learning and using facts, concepts, and inquiry, interpretation, or analysis skills to build arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon as well as to make interdisciplinary connections.
- Identify and plan to support language demands. Select a key language function from your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.
- Determine the content standards and objectives for student learning that the essential strategy and related skills will address.
- Write a lesson plan for each lesson in the learning segment.
- Your lesson plans must include the following information:
  - State adopted student academic content standards that are the target of the student learning
  - Learning objectives associated with the content standards.
  - Formal and informal assessments used to monitor student learning, including types of assessment and what is being assessed.
  - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse students' needs.
  - Instructional resources and materials used to engage students in learning.
- Submit original lesson plans.
- Select and submit key instructional materials.
- Submit copies of all written assessments and/or directions for any oral or performance assessments.
- Provide citations for the source of all materials that you did not create.

Commentary that should accompany your learning segment:
- Explain how your plans build on each other to help students make connections:
  - **Language Arts:** The central focus should support young adolescent learners to (1) use textual references to construct meaning from, interpret, or respond to complex text (2) create a written product that interprets or responds to a text and (3) make interdisciplinary connections.
  - **Math:** The central focus should support young adolescent learners to develop conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem- solving skills, as well as interdisciplinary connections.

- **Science:** The central focus should support young adolescent learners to (1) use scientific concepts and apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon **OR** predictions based on patterns in evidence and/or data, and (2) make interdisciplinary connections.
- **Social Studies:** The central focus should support young adolescent learners in learning and using facts, concepts, and inquiry, interpretation, or analysis skills to build arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon as well as to make interdisciplinary connections.

- Describe what you know about your students with respect to the central focus of the learning segment.
    - Prior academic learning and prerequisite skills related to the central focus—cite specific evidence of what students know, what they can do, and what they are still learning to do.
    - Personal, cultural, and community assets related to the central focus—what do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?
    - Young adolescent developmental assets related to the central focus—What do you know about your students' cognitive, physical, and social and emotional development?
    - **Math:** Mathematical dispositions—What do you know about the extent to which your students:
        - perceive mathematics as "sensible, useful, and worthwhile"2
        - persist in applying mathematics to solve problems
        - believe in their own ability to learn mathematics
    - Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.
    - Justify how your understanding of your students' personal, cultural, community, and developmental assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' assets and research/theory.
    - Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.
    - Describe key misconceptions within your central focus and how you will address them.

- Supporting Content Development Through Language
    - Language Function. Using information about your students' language assets and needs, identify one language function essential for your young adolescents to construct meaning from, respond to, or interpret text. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.
        - **Language Arts:** Analyze, Argue, Describe, Evaluate, Explain, Interpret, Justify, Synthesize
        - **Math:** Compare/Contrast, Describe, Explain, Justify, Prove
        - **Science:** Analyze, Explain, Interpret, Justify with evidence, Predict
        - **History:** Analyze, Compare/Contrast, Construct, Describe, Evaluate, Examine, Identify, Interpret, Justify, Locate
    - Identify a key learning task from your plans that provides young adolescents with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson/day number.)
    - Additional Language Demands. Given the language function and learning task identified above, describe the following associated language demands (written or oral) young adolescents need to understand and/or use:
        - Vocabulary and/or symbols

- Plus at least one of the following:
  - Syntax
  - Discourse
- **Mathematics:**
  - Mathematical precision (e.g., using clear definitions, labeling axes, specifying units of measure, stating meaning of symbols), appropriate to your students' mathematical and language development3
- Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.
  - Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (language function, vocabulary, discourse, or syntax).
- Describe how your planned formal and informal assessments will provide direct evidence that students can:
  - **Language Arts:** Including a written product, will provide direct evidence of young adolescents' abilities to construct meaning from, interpret, **OR** respond to a complex text **throughout** the learning segment. Explain how the design or adaptation of your planned assessments allows young adolescents with specific needs to demonstrate their learning.
  - **Math:** Provide direct evidence of young adolescents' conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills **throughout** the learning segment.
  - **Science:** Describe how your planned formal and informal assessments will provide direct evidence of young adolescents' understanding of science concepts, the real-world phenomenon, **AND** the application of scientific practices through inquiry **throughout** the learning segment.
  - **Social Studies:** Provide direct evidence of how young adolescents learn and use facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon **throughout** the learning segment. Explain how the design or adaptation of your planned assessments allows young adolescents with specific needs to demonstrate their learning.
- Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Suggested total page length: 9 pages

Contextual Information and Task One Rubric

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
Student Description	Gives detailed descriptions of the students and addresses three or more aspects.	Gives adequate description of students and addresses three aspects.	Gives vague or no description of the students.	
Classroom Environment	Gives detailed descriptions of the classroom and addresses three or more aspects.	Gives adequate description classroom and addresses three aspects.	Gives vague description of the classroom or only addresses one aspect.	
Students on IEP, RTI, or G/T program	Detailed description of students; rationale given if no students are identified.	General description of students.	No evidence in identifying students.	
Subgroups	All subgroups identified with detailed explanation of choice.	Two or three subgroups identified with general explanation of choice.	No evidence in identifying student subgroups.	
Prior Knowledge/Skill Level	Evidence that the teacher recognizes and uses specific knowledge of students' skills and prior learning that may affect learning, and makes decisions to use different modalities for all learners.	Evidence that the teacher recognizes and uses a general knowledge of students' skills and prior learning that may affect learning.	Evidence of using prior knowledge and skills is not present or decisions exhibit a monocular perspective (i.e. teaching one way to all).	
All objectives and goals	Clearly stated; measurable; developmentally appropriate; aligned with national and/or state and/or district standards.	Somewhat clearly stated; one or more areas not clearly stated or completed; measurable; developmentally appropriate; aligned with national and/or state and/or district standards.	Not clearly stated; not measurable; not developmentally appropriate; not aligned with national and/or state and/or district standards	
Instructional design	Design shows progressively sequenced activities; detailed discussion of alignment of activities to instruction, detailed modifications	Design shows progressively sequenced activities; discussion evident of alignment of activities to instruction, some modifications	Discussion on alignment of activities to instruction, and/or no modifications presented	
Learning Strategies	Multiple instructional strategies utilizing multiple types/levels of learning are incorporated throughout the unit; application of multiple intelligences	A variety of instructional strategies are incorporated throughout the unit; strategies reflect a variety of types/levels of learning but most are	Only 1 or 2 strategies are incorporated throughout the unit and/or the strategies reflect only the more common/ traditional types/levels of	

	and learning styles is evident; most strategies actively involve students in critical thinking, problem solving, or authentic performance tasks.	of the more common/ traditional type; some strategies actively involve students in critical thinking, problem solving, or authentic performance.	learning (i.e. relies mostly on direct instruction, visual, verbal-linguistic, paper-pencil)	
Best practice	Discusses best practices used throughout the unit design; refers to specific best practice instructional strategies; provides for grouping (assigned and self-selected); provides rationale if no grouping is used	Discusses some use of best practices used but does not refer to specific best practice instructional strategies; provides for assigned grouping but not self-selected grouping	No discussion of best practice; no grouping evident; provides no rationale concerning lack of student grouping	
Technology; instructional resources	Technology is integrated throughout instruction and makes a meaningful contribution to learning or an instructionally sound rationale is given for the exclusion of technology; describes two or more outside resources used as well as the teacher's manual	Technology is used without due regard to learning outcomes (used as an add-on to fulfill the requirements); used teacher's manual and one outside resource	Instructional design does not include technology or a rationale for the exclusion of technology; relies only on teacher's manual for resources	
Modifications/ Accommodations	Describes specific adaptations/ accommodations for specific students and sub-groups based on pre-assessment results or adequately defends the choice to not make adaptations	Describes general adaptations/ accommodations based on pre-assessment results but does not link specific results to specific adaptations	No adaptations/ accommodations made based on pre-assessment, formative assessment results or teacher does not adequately defend their choice to not make adaptations/ accommodations (i.e. teacher treats class as "one size fits all")	

Instructing and Engaging Students in Learning (Task 2)

Instructions:
- Examine your plans for the learning segment and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you:
  - **Language Arts:** interact with students to support their learning.
  - **Math:** interact with young adolescents to support them to develop conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills.
  - **Science:** interact with young adolescents to analyze evidence and/or data they have collected or selected from a scientific inquiry **AND** use their analysis to construct and critique explanations of or predictions about a real-world phenomenon.
  - **Social Studies:** develop young adolescents' abilities to use sources, form interpretations or analyses, and to build and support arguments or conclusions.
- Identify the lessons to videorecord.
- **Provide 2 video clips (each no more than 10 minutes, but not less than 3 minutes combined)**
  - **Language Arts:** Demonstrate how you interact with young adolescents in a positive learning environment to develop their ability to construct meaning from, interpret, or respond to a complex text.
    - The first clip should demonstrate how you engage students in constructing meaning from, interpreting, or responding to a complex feature of a text, for example, historical context, figurative language, dense informational text, and/or visual imagery in a film.
    - The second clip should show interactions between you and at least 3 students during a discussion of the text to support and/or monitor their abilities to interpret the text.
  - **Math:** Demonstrate how you interact with young adolescents in a positive learning environment to develop
    - conceptual understanding,
    - procedural fluency, **AND**
    - mathematical reasoning and/or problem-solving skills.
  - **Science:** Demonstrate how you interact with students in a positive learning environment to develop their understanding of how to use evidence and/or data and science concepts to construct and critique explanations of or predictions about a real- world phenomenon.
    - The first clip should illustrate how you actively engaged students in organizing and analyzing evidence and/or data from a scientific inquiry. Students should be examining the evidence and/or data to look for patterns to evaluate findings.
    - The second clip should illustrate how you facilitated your students' use of scientific evidence and/or data AND concepts to construct and critique
      - evidence-based explanations of a phenomenon or
      - reasonable predictions of outcomes based on patterns in evidence and/or date.
  - **Social Studies:** Demonstrate how you interact with young adolescents in a positive learning environment to develop their ability to construct meaning from, interpret, or respond to a complex text.
    - The first clip should illustrate how you engage young adolescent learners in tasks that develop their skills of inquiry, interpretation, or analysis of history social studies sources or accounts to build and support arguments or conclusions.
    - The second clip should focus on how you supported young adolescents in using evidence from sources to form interpretations or analyses and to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon.
- You can feature the whole class or a targeted group of students (a minimum of 4 students) within the class.

Commentary that should accompany your video clip:

- Refer to examples from the video clip.
- Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.
    - Promoting a Positive Learning Environment
        - Refer to scenes in the video clips where you provided a positive learning environment.
            a. How did you demonstrate mutual respect for, rapport with, and responsiveness to young adolescents with varied needs (academic and developmental) and backgrounds, and challenge young adolescents to engage in learning?
    - Engaging Students in Learning
        - Refer to examples from the video clips in your responses to the prompts.
            - **Language Arts:**
            a. Explain how your instruction engaged young adolescents in constructing meaning from, interpreting, or responding to a complex text.
            b. Describe how your instruction linked young adolescents' prior academic learning and personal, cultural, community, or developmental assets with new learning.
            - **Math:**
            a. Explain how your instruction engaged young adolescents in developing
                - conceptual understanding
                - procedural fluency
                - mathematical reasoning and/or problem-solving skills
            b. Describe how your instruction linked young adolescents' prior academic learning and personal, cultural, community, or developmental assets with new learning.
            - **Science:**
            a. What was the process by which young adolescents selected or collected evidence and/or data to support evidence-based explanations of or predictions about the real-world phenomenon being investigated?
            b. Explain how you engaged young adolescents' during a scientific inquiry in
                - using evidence and/or data and science concepts to construct **explanations of** or **predictions about a real-world phenomenon** and
                - critiquing explanations **OR** predictions of peers.
            c. Describe how your instruction linked young adolescents' prior academic learning and personal, cultural, community, or developmental assets with new learning.
            - **Social Studies:**
            a. Explain how your instruction engaged young adolescents in
                - developing the skills of inquiry, interpretation, or analysis in relation to sources or accounts of historical events or a social studies phenomenon
                - building and supporting arguments or conclusions
            b. Describe how your instruction linked young adolescents' prior academic learning and personal, cultural, community, or developmental assets with new learning.
    - Deepening Student Learning during Instruction
        - Refer to examples from the clips in your explanations.

- **Language Arts:**
  a. Explain how you elicited and built on student responses to promote thinking and develop students' abilities to construct meaning from, interpret, **OR** respond to a complex text.
  b. Explain how you supported students in using textual references (or, if a film, visual references or dialogue) to check or justify their constructions of meaning from or interpretations of or responses to complex text.
- **Math**
  a. Explain how you **elicited and built on student responses** to promote thinking and develop
    - conceptual understanding,
    - procedural fluency, **AND**
    - mathematical reasoning and/or problem-solving skills.
  b. Explain how you used representations to support young adolescents' understanding and use of mathematical concepts and procedures.
- **Science:**
  a. Explain how you **elicited and built on student responses** to promote thinking and develop understandings of science concepts, scientific practices through inquiry, **AND/OR** the phenomenon being investigated.
  b. Explain how your instruction supported young adolescents in using science concepts, quality of evidence and/or data (e.g., accurate measurement or recording of data, inconsistent results), and scientific practices while they are analyzing evidence and/or data during a scientific inquiry.
- **Social Studies:**
  a. Explain how you **elicited and built on student responses** that supported young adolescents' ability to form inquiries, interpretations, or analyses of history/social studies sources or accounts **AND** build and support arguments or conclusions.
  b. Describe and cite examples from the video clips of how you supported young adolescents in using evidence from one or more sources to support interpretations or analyses and arguments or conclusions about historical events or a social studies phenomenon.
- Analyzing Teaching
  - Refer to examples from the clips in your responses to the prompts.
    a. 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 young adolescent learning of the central focus (e.g., missed opportunities)?
    b. Why do you think these changes would improve student learning? Support your explanation with evidence of young adolescent learning **AND** principles from theory and/or research, including young adolescent development.

Suggested total page length: 6 pages

Task Two Rubric

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
Analysis of learning	Evaluation given for each individual and subgroup identified in contextual and pre-assessment analysis on each objective (provides evidence that it is known "who got what" and "who didn't get what")	Data provided shows evidence of achievement for subgroups, whole-group and for individual students but does not provide evidence on the degree that each met individual objectives	No data provided on the achievement of individual learning objectives **or** only whole group achievement data provided	
Instructional time	All learning objectives were covered and assessed in the available instructional time frame; rationale given if not accomplished	Most learning objectives were covered and assessed in the available instructional time frame; some rationale given if not accomplished	Learning objectives were not covered within the available instructional time frame; no rationale given for not accomplishing the unit	
Insights on Best Practice	Provides ideas for designing instruction and for promoting appropriate behavior and community (cites learning theorist and classroom management theorist); explains why these modifications would improve student learning	Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning; provides ideas for promoting appropriate behavior and community but offers no rationale for why these changes would improve student learning	Provides no ideas or inappropriate ideas for redesigning instruction or for addressing inappropriate behavior	
Reflection on Activities	Discussion shows reflection on activities, how to improve those activities, and how to improve instruction	Discussion shows reflection on activities but no reflection on how to improve instruction	Discussion shows no reflection on successful and unsuccessful activities; no reflection on how to improve instruction.	
Reflection on Teaching	Thoroughly explores ways to improve teaching based on theory or research; significant learning insights discussed	Superficially explores ways to improve teaching; some significant learning insights discussed	No reflection on improvement of teaching; no significant learning insight discussed	

Assessing Student Learning (Task 3)
Instructions:
- Select one assessment from your learning segment you will use to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment.
    - **Language Arts:** The assessment should provide opportunities for young adolescents to demonstrate their ability to
        - comprehend and make meaning from complex text
        - interpret and/or respond to complex text
    - **Math:** The assessment should provide opportunities for young adolescents to demonstrate
        - conceptual understanding
        - procedural fluency
        - mathematical reasoning and/or problem-solving skills
    - **Science:** The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for young adolescents to demonstrate
        - conceptual understanding
        - use of scientific practices during inquiry
        - development of an evidence-based explanation or reasonable prediction about a real-world phenomenon
    - **Social Studies:** The assessment should provide opportunities for students to demonstrate their ability to do the following:
        - understand/use facts and concepts
        - use inquiry, interpretation, or analysis skills
        - build and support arguments or conclusions
- Define and submit the evaluation criteria you will use to analyze student learning related to the content understandings described above.
- Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. You may submit text files, scanned student work, video or audio files.
- Select 3 student work samples that represent the patterns of learning you identified in your assessment analysis. These students will be your focus students for this task. At least one of the focus students must have specific learning needs (IEP, 504, ELL, identified underperformers or strugglers, and/or a gifted learner needing greater support or a challenge).
- Document the feedback you gave to each of the 3 focus students on the work sample itself, or as an audio clip or video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- Include and submit the chosen assessment, including the directions/prompts provided to students. Attach the assessment.
- Provide evidence of young adolescents' understanding and use of the targeted academic language function and other language demands. You may choose evidence from the video clips submitted in Instruction Task 2, an additional video clip of one or more students using language within the learning segment (no more than 5 minutes in length), AND/OR student work samples submitted in Assessment Task 3.

Commentary that should accompany your assessment submission:
- Identify the specific learning objectives measured by the assessment you chose for analysis.
- Provide a graphic (table or chart) OR narrative that summarizes student learning for your whole class.

- Use evidence found in the 3 student work samples and the whole class to analyze the patterns of learning **for the whole class** and differences for groups or individual learners relative to
  - **Language Arts:**
    - constructing meaning from complex text
    - interpreting **OR** responding to complex text
  - **Math:**
    - conceptual understanding,
    - procedural fluency, **AND**
    - mathematical reasoning and/or problem-solving skills.
  - **Science:**
    - conceptual understanding,
    - use of scientific practices during inquiry, **AND**
    - development of an evidence-based explanation or reasonable prediction about a real-world phenomenon.
  - **Social Studies:**
    - facts and concepts
    - inquiry, interpretation, or analysis skills
    - building and supporting arguments or conclusions
- Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.
- Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.
- When responding to the prompt below, use concrete examples from the video clip(s) (using time-stamp references) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.
  - You may provide evidence of students' language use **from ONE, TWO, OR ALL THREE of the following sources:**
    - Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.
    - Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
    - Use the student work samples analyzed in Assessment Task 3 and cite language use.
  - a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
    - selected language function,
    - vocabulary, and/or symbols, **AND**
    - discourse or syntax
    to develop content understandings.
- Based on your analysis of student learning, describe next steps for instruction to impact students learning for the whole class, and for the 3 focus students and other individuals/groups with specific needs.
- Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

Suggested total page length: 10 pages

Task Three Rubric

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
Tables—presentation of assessment data	Tables are easily read and interpreted; scores and calculations provided	Tables present but difficult to interpret; scores calculated but not complete	No tables present; no scores or calculations provided	
Alignment of Learning Objectives, Instruction, and Assessment	Discussion clearly displays connections learning objectives, effective instruction, and assessment results are aligned and show complete understanding of conceptual gaps	Discussion displays some sense of alignment but incomplete understanding of conceptual gaps is present	Discussion shows no alignment among objectives, instruction, and assessment results	
Assessment results	Thorough explanation of how the assessment results reflect the degree of learning of the students during the instruction of the unit	Explanation of how the assessment results reflect the degree of learning of the students during the instruction of the unit	No explanation given regarding the assessment results of the degree of learning of the students during the instruction of the unit	
Analysis of learning	Evaluation given for each individual and subgroup identified in contextual and pre-assessment analysis on each objective (provides evidence that it is known "who got what" and "who didn't get what")	Data provided shows evidence of achievement for subgroups, whole-group and for individual students but does not provide evidence on the degree that each met individual objectives	No data provided on the achievement of individual learning objectives **or** only whole group achievement data provided	
Feedback to students	Feedback given to students through written comments and oral communication; evidence of checking for understanding throughout the instructional design	Feedback given to students in written comments or oral communication form only; some evidence of checking for understanding in instructional design	No feedback given to students; no evidence in instructional design of checking for understanding	
Insights on Best Practice	Provides ideas for designing instruction and for promoting appropriate behavior and community (cites learning theorist and classroom management theorist); explains why these modifications would improve student learning	Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning; provides ideas for promoting appropriate behavior and community but offers no rationale for why these changes would improve student learning	Provides no ideas or inappropriate ideas for redesigning instruction or for addressing inappropriate behavior	

Reflection on Teaching	Thoroughly explores ways to improve teaching based on theory or research; significant learning insights discussed	Superficially explores ways to improve teaching; some significant learning insights discussed	No reflection on improvement of teaching; no significant learning insight discussed	
Professional Development	Presents professional learning goals that clearly emerge from the insights and experiences described in this section; describes plans for meeting these goals through specific professional development, course work, or conferences	Presents professional learning goals which are either vague or not strongly related to the insights and experiences described in this section	Provides no professional learning goals **or** inappropriate learning goals	

It is the responsibility of teachers to provide opportunities for families to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.
(InTASC and CAEP Standards: Standard #10 and Standard #5a.: Teacher candidates use a variety of communication strategies to interact with learners, families, and colleagues, which heighten and promote shared learning for each child.)
Indicators include:
- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

Together with your clinical supervisor, develop a multifaceted plan to connect the classroom and the parents. This plan should include variations of:
- Information about classroom instruction (content to be studied, activities that will accompany learning in the classroom, etc.)
- Information about classroom activities (programs or events that will take place in the classroom, such as mystery readers or authors day, etc.)
- Information about opportunities at school (such as reminder about the next PTO meetings, Spring Fling or Field Day events, etc.)
- Can be to one parent specifically, to a group of parents, or to all the classroom parents

A minimum of 6 examples of communication (no more than 2 of the same tool)
Screenshots, pictures, copies, PDFs, etc.
Some sources/technology tools that can be used for this could be but not limited to:
- DoJo
- Schoolway
- Class Facebook Page
- Class Website
- Remind 101
- Bloomz
- SeeSaw
- Google Classroom
- Class Newsletters
- Weekly quizzes sent home for parents to sign
- Monthly progress reports sent home
- Parent/Teacher Contact Log with pertinent information
- Documented strategies for parent outreach
- Parent surveys
- Parent/Teacher conference student evaluation informat

Classroom Parent Involvement Project Rubric
Task 4

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
Inform about Instruction *Domain 4c: Communicating with Families (Danielson, TESS) Standard 10: Leadership and Collaboration (InTASC)*	Teacher candidate regularly makes information about the instructional program available.	Teacher candidate sometimes makes information about the instructional program available.	Little or no information regarding the instructional program is available to parents.	
Two way communication	Teacher candidate regularly sends home information about student progress.	Teacher candidate sometimes sends home information about student progress.	Families are unaware of their children's progress.	
Communication Activities	Teacher candidate develops quality and novel activities designed to engage families successfully and appropriately in their children's learning.	Teacher candidate develops activities designed to engage families successfully and appropriately in their children's learning.	Family engagement activities are lacking.	
Professional Dispositions	All of the teacher candidate's communications are appropriate to families' cultural norms.	Most of the teacher candidate's communications are appropriate to families' cultural norms.	Communication from the teacher candidate is culturally inappropriate.	
Professional Responsibilities	Regular documentation of parent communication provided (6 or more).	Some documentation of parent communication provided (4 to 5).	No evidence provided indicating communication to parents.	

School—Community Involvement Project
Task 5

It is expected that teacher candidates work collaboratively with colleagues, clinical supervisors, school leaders, and community members to ensure learner growth, foster partnerships, and advance the profession. It is important for teachers to engage in practices to learn the culture of the school and community, and this can be accomplished by attending school and community events.

During your capstone internship, you must participate in at least two (2) school-community events. These can relate to the following areas:

- *Partnerships and Collaborative Programs (PC)*: A school-community partnership is a mutually supportive relationship between a community organization and a school or school district in which the partners commit themselves to specific goals and activities intended to benefit students. Example: YMCA provides tutoring services after school twice a week in consultation with classroom teachers.

- *Volunteer Programs (VP)*: Volunteer programs are formal programs that place community volunteers in the school. Community members may volunteer to help with school activities or events or work in the classroom to aid the teacher with instruction. Example: Volunteers plant flowers around the school each spring and take care of the flowers over the summer months.

- *Presentations (PR)*: Presentations are classroom or school-related events where someone from the community presents information about the community or the organization to students that the school would not be able to provide. The presentation may be invited by the school or initiated by the community representatives. Example: Members of the Rotary Club make a presentation about opportunities for student exchanges abroad.

- *Service Learning (SL)*: Service learning combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Example: Students deliver groceries to the homes of elderly persons.

- *Resource Sharing (RS)*: Resource sharing involves resources and services provided by community organizations that cannot be provided by the school or school district. Physical resources (space or equipment) and services (social, health, or educational) owned or funded by the community organizations are provided to school personnel and/or students. Example: The Lion's Club sponsors vision testing for students.

- *Advocacy Groups (AG)*: Advocacy groups often push for school participation in certain causes. Example: Students are recruited to pick up trash along a highway.

Provide a written commentary and visual support for each event that systematically describes how the collaboration with the community event ensures ongoing and sustained family experiences for all levels of student learning.

School-Community Involvement Project Rubric
Task 5

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
School-Community Involvement Project	The teacher candidate participates in school- *and or* district-wide activities *and/or* community projects. ***Evidence of participation in two events, plus:*** The teacher candidate plays a lead role in an event or project that positively impacts the school district *and/or* community.	The teacher candidate participates in school- *and or* district-wide activities *and/or* community projects. *Evidence of participation in two events.*	*No* evidence of teacher candidate involvement in school- *and/or* district-wide activities *and/or* community projects.	

Reflective Analysis of Professional Growth
Task 6

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. (INTASC 9)

Instructions:

Reflect on your teaching and yourself as a learner. Answer the questions below using anecdotal references when appropriate.

1. What did you learn about your students and the extent to which each of the learning objectives were met? (provide anecdotal references) What type of feedback did your students give to you concerning your teaching or the unit taught? What do you think were the greatest barriers for your students in achieving the learning objectives?
2. What best practices did you use to promote motivation and engagement in your instruction (cite a learning theorist)? What best practices did you use to promote appropriate behavior and community in your classroom (cite a classroom management theorist)?
3. How did your learning objectives, instruction, and assessment data align?
4. What activities were successful (cite two)? What activities needed strengthening or modification (cite two)? Why were these activities successful or unsuccessful? What would you do differently the next time you teach this unit?
5. Reflect on your teaching. What would help you improve the teaching of the objectives in this unit of instruction? What was your most significant learning insight from teaching?
6. What professional goals do you have planned for the future? Cite workshops or classes that you plan to take – be specific. (i.e. Dyslexia Intervention, Reading Certification, etc.)

Suggested total page length: 4 pages

Reflective Analysis of Professional Growth Rubric
Task 6

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)		Score
Interpretation of Student Learning	Uses evidence to support conclusions drawn in analysis of student learning; explores multiple hypotheses for why some students or subgroups did not meet specific learning goals; provides anecdotal references from students; includes discussion in regard to student feedback in regard to the unit taught or teaching; describes barriers confronted during instruction.	Provides evidence but no reasons or hypotheses to support conclusions drawn in analysis of student learning; some anecdotal references included; some references to student feedback in regard to the unit taught or teaching; limited barriers identified.	No evidence or reasons provided to support conclusions draw in analysis of student learning; no anecdotal references included; no student feedback in regard to the unit taught or teaching; no barriers identified.		
Insights on Best Practice	Provides ideas for designing instruction and for promoting appropriate behavior and community (cites learning theorist and classroom management theorist); explains why these modifications would improve student learning.	Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning; provides ideas for promoting appropriate behavior and community but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning instruction or for addressing inappropriate behavior.		

Impact on Student Learning Evidence – Formative Assessment Chart with Analysis
Task 7

Formative and Summative Assessment. Interns will:
- list and reflect on the **formative assessments, tools, and adjustments** from one lesson or from a unit, determining how they impacted student learning or teacher understanding and thinking specifically about adjustments for CLD and special needs students.
- create a chart or graph (recommend pie chart or bar graph) of the results of a **summative assessment** (from one class or all classes taught), then write a multi-paragraph reflection that describes:
  1. the effectiveness of the summative assessment (test, major project, etc), the validity of format of questions or the rubric used;
  2. what could have been done better or differently on the summative assessment or preparation for it;
  3. and what aspects of the content would need to be retaught or revisited to effectively continue the curriculum.

Lesson Plan Topic or Unit & Date:			
Formative Assessment Plans, Tools, & Intentions throughout lesson or unit:	**Adjustments Made** (if any, especially those specific to culturally and linguistically diverse students or those who need modifications):):	Describe how your choice of Formative Assessments **impacted student learning** during lesson or informed your teacher understanding or practice:	**Summative Assessment** (final evaluation of learning after a lesson and rehearsal time or after a unit or unit of study)
			(Test, Performance-based assessment, Final project, Written Paper or Essay, Digital Production or Presentation, etc)
			Briefly describe the summative assessment below, then also complete your chart/graph of results and your written reflection as separate pieces.

Effect on Student Learning Rubric **Task 7**				
CRITERIA	**Ratings**			
AMLE Standards	**Unsatisfactory-0**	**Basic-1**	**Proficient-3**	**Exceeds-4**
Standard 1: Young Adolescent Development: Element b. Knowledge of the Implications of Diversity on Young Adolescent Development:	Middle level teacher candidate displays weakness in using knowledge of young adolescent development when developing instruction and making assessment choices. Inappropriate assessments cause barriers to student learning and to effective feedback; no reflection or teaching modification attempts were made.	Middle level teacher candidate demonstrates basic knowledge and application of young adolescent development to make effective instruction and assessment choices. Reflection had a minimal impact on modifying instruction for differentiated learning.	Middle level teacher candidate demonstrates uses knowledge of concepts, principles, theories and research about young adolescent development to analyze learning events and assessment choices. Candidates are proficient in determining the impact on student learning and are able to describe a few modifications to the lesson or to the assessments.	Middle level teacher candidates effectively use knowledge of concepts, principles, theories and research about young adolescent development to deconstruct classroom events learning experiences, and assessment choices. They analyze how this information impacts student learning, and modify their teaching to reflect this new understanding, as evidenced by well-defined descriptions and reflections.
Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction.	Candidate shows poor ability in selecting or developing appropriate assessment tools, as evidenced lack of formative assessment. No reflection provided.	Middle level teacher candidates may include assessments of their students but those decisions were not effective for all students. Reflection may be missing or did not guide candidates to revise their practice.	Middle level teacher candidates assess the diverse developmental levels of their students and sometimes use this information when selecting instructional strategies and making curricular decisions. Some reflection exists that may cause them to revise their practice in the learning experience.	Middle level teacher candidates assess the diverse developmental levels of their students and use this information effectively when selecting instructional strategies and making curricular decisions. They reflect on their decisions and revise their practice to enhance their teaching effectiveness and to increase student learning.
Standard 4: Middle Level Instruction and Assessment Element a. Content Pedagogy:	Candidate does not show basic ability to consider and choose formative assessments that drive content learning. Any assessments provided	Middle level teacher candidates demonstrate basic knowledge of content specific teaching and assessment strategies by including one or two basic formative	Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by including at least 2 formative	Middle level teacher candidates effectively demonstrate their knowledge of content specific teaching and assessment strategies, use a wide variety (3 or more) of them in their

	are not related to the content being taught or no assessments were chosen.	assessments related only to student behavior and not content.	assessments that may be similar. Some modification of teaching based on their use may be noted in reflection descriptions.	teaching, and modify their use based on the unique learning needs of their students, as noted in reflection descriptions.
Element b. Middle Level Instructional Strategies:	Middle level teacher candidates shows no analysis of assessment used during a lesson.	Middle level teacher candidates shows basic ability to use an assessment during a lesson. Any analysis provided shows little impact on pace or differentiation.	Middle level teacher candidates demonstrate acceptable use of different assessments during a lesson, and demonstrate the ability to analyze the data while possibly using this knowledge to analyze their practice and inform their instruction. Some comments may exist about pacing, differentiation, or making lessons and assessments more meaningful.	After effectively choosing, using, and reflecting on the use of a variety of assessments during a lesson, the middle level teacher candidates effectively analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons). Specific details about relevant adjustments are described.
Element c. Middle Level Assessment and Data-informed Instruction:	Candidates only used one form of assessment which was not technology-based or contemporary. No collaboration with students or colleagues noted.	Middle level teacher candidates may use several developmentally responsive materials and resources (e.g., technological resources and contemporary media) during a lesson. They may collaborate with either students or colleagues to determine the impact of their instruction on student motivation and learning. accordingly.	Middle level teacher candidates may use several developmentally responsive materials and resources (e.g., technological resources and contemporary media) during a lesson. They may collaborate with either students or colleagues to determine the impact of their instruction on student motivation and learning. accordingly.	Middle level teacher candidates facilitate student learning by using multiple, developmentally responsive materials and resources (e.g., technological resources and contemporary media) during a lesson. They also collaborate with students and debrief with colleagues to determine the impact of their instruction on student motivation and learning, and discuss adjustments their teaching accordingly.