Arkansas State University
College of Education and Behavioral Science
Department of Teacher Education
ELED 4216 Teaching Internship II—Grades K-3
ELED 4226 Teaching Internship III—Grades 4-6
Spring 2021

Instructor(s): TBA

Textbook(s)/Readings:

Primary Texts Arkansas State University, Teacher Education Handbook, current edition.
Arkansas State University, Teacher Intern Handbook, current edition
Teacher Education Program Required Purchase: LiveText/Via Student Membership Field Experience Edition (ISBN 978-0-9796635-6-7)

Course Description
ELED 4216: Teaching Internship II
Culmination of the Elementary Education program for primary grades. Provides 8 weeks of directed teaching under the supervision of a qualified clinical supervisor in a K - 3 setting. Required application of knowledge, skills and demonstration of appropriate dispositions for teaching. Special course fees may apply. Prerequisite, Admission to Internship specified by Office of Professional Education Programs, ELED 4102, ELED 4112, ELED 4122, ELED 4132, ELED 4142, ELED 4104, RDNG 4103.
ELED 4226: Teaching Internship III Fourth through Sixth Grade
Culmination of the Elementary Education program for upper grades. Provides 8 weeks of directed teaching under the supervision of a qualified clinical supervisor in a 4-8 setting. Required application of knowledge, skills and demonstration of appropriate dispositions for teaching. Special course fees may apply. Prerequisites, Admission to Internship specified by Office of Professional Education Programs, ELED 4102, ELED 4112, ELED 4122, ELED 4132, ELED 4142, ELED 4104, RDNG 4103.

Program Outcomes:
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts

and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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

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

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

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

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

Course Level Student Learning Outcomes

	TESS Linkage	ATS linkage	Arkansas Educator Competencies K-6
Teacher interns will become more skilled at building family relations and promoting individual children's learning and development.	1e, 1f, 3c, 3d, 4c	4a,b,c,d,f,g,h,k,l,m,n,o,p,r, 5a,b,c,d,e,g,h,j,k,l,m,n.o,p,r,s, 8a,b,d,e,f,g,h,i,j,k,l,m,n,o,p,r 9j,m 10c,e,g,m,q	Social Studies—6.1, 6.3
Teacher interns will demonstrate knowledge of planning and preparation; instruction; professional responsibilities; and classroom environment.	1a, 1b, 1c, 1d, 1e, 1f, 3a, 3b, 3c, 3d, 3e, 4b, 4c, 4e	1a,b,c,d,e,f,g,h,i,j,k, 2a,b,c,d,e,f,g,h,j,k,l,m,n,o, 3a,c,d,f,g,h,k,j,k,l,m,m.o,p,q,r, 4a,b,c,d,f,g,h,j,l,m,n,o,p r, 5a,b,c,d,e,g,h,j,k,l,m,n,o,p.r.s, 6a,b,c,d,e,f,g,h,i,k,l,m,n,o,p,r,s,t, u,v, 7a,b,c,d,g,h,i,j,k,l,n,o,q, 8a,b,d,e,f,g,h,i,j,k,l,m,n,o,p,r 9c,g,h,l 10a,b,r,t	English/Language Arts—3.1; 8.1-8.6 Science—1.1-1.8; 1.10; 3.1-3.3; 3.5-3.9; 7.1-7.2; 8.1-8.5; 9.1-9.9 Social Studies—1.1-1.5; 2.1-2.2; 2.4; 3.1-3.4; 6.1, 6.3; 7.1-7.9

Course Requirements and Grading

Course Assessment/Performance Measures—Capstone Portfolio (LiveText)	Points	
Planning for Instruction and Assessment (TASK 1)	15	
Instructing and Engaging Students in Learning (TASK 2)	15	
Assessing Student Learning (TASK 3)	15	
Classroom Parent Involvement Project (TASK 4)	15	
School Community Involvement Project (TASK 5)	3	
Reflective Analysis of Professional Growth (TASK 6)	6	
Total points		69

The portfolio counts as 20% of your final grade for Capstone Internship

Capstone Internship Grading

Grading Scale		Raw Point Range for Letter Grade	
A	92 – 100	A	62-69
B	82 – 91	B	55-61
C	72 – 81	C	48-54
D	62 – 71	D	42-47
F	61 and below	F	41 and below

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 videotape (using GoReact) a lesson he/she teaches and complete a formative evaluation form after reviewing the taped lesson (within two days of teaching the lesson). You will then email the videotaped lesson, lesson plan and the evaluation form to your University Supervisor. Your University Supervisor will review the videotaped lesson, lesson plan and your evaluation form prior to your first observation and discuss it during your post conference.

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

6. **Planning for Instruction and Assessment**
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:
- What do your students know, what can they do, and what are they learning to do?
- 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?
- How will you use your knowledge of your students' assets to inform your plans?
- What instructional strategies, learning tasks, and assessments will you design to support student learning?
- How is the teaching you propose supported by research and theory about how students learn?

7. **Instructing and Engaging Students in Learning**
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:
- What kinds of learning tasks actively engage students in the central focus of the learning segment?
- In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?
- 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?

8. **Assessing Student Learning**
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:
- How will you gather evidence and make sense of what students have learned?

- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do to plan next steps in instruction?

9. Reflective Analysis of Professional Growth

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.

10. Classroom Parent Involvement Project

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:

- 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.

11. School Community Involvement Project

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.

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

Diversity The teacher intern will participate in communicating with the school and community culture, and plan and implement developmentally appropriate curriculum experiences based on the needs of all learners which reflects the unique values and diversity of the school, home, and community setting.

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

<u>Blackboard Learn</u>**:** Blackboard Learn will be used consistently in this course. Your grades on assignments will be posted in Blackboard Learn. Assignments, documents, etc., will be posted on Blackboard Learn and you will be asked to run off various items and bring to class.

Special Considerations and/or features of the Course
A-State Teacher Intern Seminars are conducted on campus.

University and Course Policies

COVID-19 University Syllabus Statement
Spring 2021

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 social 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). 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.

COVID-19 University Technology Recommendations for Students

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*
   - *For PCs: Windows 8+*
   - *For MACs: OS 10.13+*
   - *For Cellular Phones: iOS or Android*

3. *iOS Devices, any of these options should work; however, completing most course assignments will need a computer:*
   - *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:*
   - *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)*

Diversity
Diversity is addressed throughout this course within the following concepts, issues, and topics:
1. Effectively planning and adapting curriculum and learning activities for diverse learners, to include students on multi-levels of knowledge, students with special needs or disabilities, students from varied ethnic and economic backgrounds, and students whose first language is not English.
2. Demonstrating respect for differences among groups of people and individuals from varied backgrounds and geographical regions.
3. Communicating with students and families in ways that demonstrate understanding of and compassion for all family structures.

4. Demonstrating an awareness of different learning styles and adapting instruction appropriate for all students.
5. Utilizing, creating, and incorporating varied, effective forms of assessment into curricular decisions so all student learners' objectives are met for success.
6. Inviting all students to extend their thinking to achieve their highest potential.

Technology
You need consistent access to a working computer and printer for this course, whether you use your private computer and printer or public ones; however, you alone are responsible for saving and backing up all of your written work. If you fail to do so, you risk missing course deadlines, which can lead to a lower grade. If I cannot find an assignment, it is your responsibility to turn the assignment back in to me (so make sure you always keep a copy of the file or a copy of the assignment).

Students are welcome to use their computers for in-class note-taking and other appropriate activities as long as students are on-task. If a student is not on task, he/she may lose computer (or other electronic devices) privileges, lose points for the assignment, or be marked absent for the

day, depending on the nature of the defense. Please also note that there are times when it is simply not appropriate to have a computer/IPad out. To be sure, students should routinely ask permission before using their laptops/iPads and be prepared to put them away when asked by the instructor. Though some phones can also be used for academic tasks such as note-taking, cell-phones are not allowed to be out in class (and should always be on vibrate). Students who are texting, talking on the phone, searing the web, obsessively checking the time, etc., can expect to lose participation points and/or be marked absent for the day, depending on the discretion of the instructor.

Blackboard Learn: Blackboard Learn will be used consistently in this course. Your grades on assignments will be posted in Blackboard Learn. Assignments, documents, etc., will be posted on Blackboard Learn and you will be asked to run off various items and bring to class.

Special Considerations and/or features of the Course
Learning is a social process, and so this course is designed to support you in learning with and from each other. It is critical that you are an active participant who is present, prepared, and makes regular contributions to class. We expect that you will demonstrate a positive, professional disposition and openness to feedback from your peers and instructors. Real learning involves being unsure or uncomfortable at times, and pushing ourselves to consider alternatives. Active Participation involves:
- Participating in all classes, arriving before class starts, and coming to class prepared.
- Actively contributing to class discussions, engaging with in-class activities
- Being a positive, energetic presence in the classroom
- Engaging substantively and vigorously in the planning, documenting, and debriefing of teaching.

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 Access & Accommodation Services. Following registration and within the first week 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. http://www.astate.edu/disability

Inclement Weather Policy
The University's Inclement Weather Policy from the *Student Handbook*:
The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the professor.

Sexual Misconduct Policy

Arkansas State works to provide a safe, productive learning environment. Title IX and university policy prohibit sexual discrimination, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. Sexual violence can undermine students' academic success.

If you have been sexually assaulted, you can immediately speak with someone at NEARK's Family Crisis Center's 24-hour Sexual Assault Line: **(870) 933-9449**. Reports to law enforcement can be made to the University Police Department: **(870) 972-2093**

If you or someone you know has been harassed or assaulted, support can be provided from the Counseling Center and Pack Support. The Student Health Center provides Sexual Assault resources. Alleged violations can be reported non-confidentially to the Title IX and Institutional Equity office. It provides local, state and national resources for counseling, law enforcement, medical treatment, financial assistance, and legal services.

Academic Misconduct Policy
Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties.

A. **PLAGIARISM**
   a. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own.
   b. To avoid plagiarism give written credit and acknowledgment to the source of thoughts, ideas, and/or words, whether you have used direct quotation, paraphrasing, or just a reference to a general idea.
   c. If you directly quote works written by someone else, enclose the quotation with quotation marks and provide an appropriate citation (e.g., footnote, endnote, bibliographical reference).
   d. Research, as well as the complete written paper, must be the work of the person seeking academic credit for the course. (Papers, book reports, projects, and/or other class assignments)
   e. Discipline: Faculty members may respond to cases of plagiarism in any of the following ways:
      i. Return the paper or other item for rewriting; the grade may be lowered.
      ii. Give a failing grade on the paper or other item—"F" if a letter grade is used or zero if a numerical grade is used.
      iii. Give the student who plagiarized a failing grade in the course.
      iv. Recommend sanctions, including disciplinary expulsion from the university.
B. **CHEATING**
   a. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.
   b. Observing and/or copying from another student's test paper, reports, computer files and/or other class assignments.
   c. Giving or receiving assistance during an examination period. (This includes providing specific answers to subsequent examinees and/or dispensing or

receiving information that would allow the student to have an unfair advantage in the examination over students who did not possess such information.)

   d. Using class notes, outlines, and other unauthorized information during an examination.
   e. Using, buying, selling, stealing, transporting, or soliciting, in part or in whole the contents of an examination or other assignment not authorized by the professor of the class.
   f. Using for credit in one class a term paper, book report, project, or class assignment written for credit in another class without the knowledge and permission of the professor of the class.
   g. Exchanging places with another person for the purpose of taking an examination or completing other assignments.
   h. Discipline: Faculty members may respond to cases of cheating in any of the following ways:
      i. Allow the testing to progress without interruption, informing the offending student about the offense—and award a failing grade on the test—"F" if a letter grade is used or zero if a numerical grade is used.
      ii. Seize the test of the offending student and give a failing grade on the paper.
      iii. Give the offending student a failing grade in the course.
      iv. Recommend sanctions, including disciplinary expulsion from the university.

C. Plagiarism also includes turning in your own work from another class – all work should be original for this class.
D. Sanctions for Academic Misconduct may be imposed by the faculty member or instructor discovering the Academic Misconduct except in the case of dismissal from a particular program which shall be made by the department chair or program director, or suspension or expulsion from the university, which shall be made by the dean.
   a. The following sanctions may be imposed for Academic Misconduct:
      i. A failing grade on the paper or project;
      ii. Rewriting or repeat performance of course work;
      iii. A failing grade for the class;
      iv. Dismissal from the class;
      v. Dismissal from a particular program;
      vi. Suspension or Expulsion from the university;
      vii. Other appropriate sanctions as warranted by the specific acts of the student.
E. A Student may not avoid academic sanctions by withdrawing from a class, a program, or the university.

For further information, including specifics about what constitutes plagiarism or cheating, see ASU's Integrity Policy at http://studentconduct.astate.edu/Academicintegrity.html .

Attendance Policy
Students should attend every lecture, recitation and laboratory session of every course in which they are enrolled. Students who miss a class session should expect to make up missed work or

receive a failing grade on missed work. It is the practice of Arkansas State University to allow students to participate in university sponsored academic or athletic events, even when those events cause them to be absent from class. Students participating in university sponsored academic or athletic events will not have those days counted against their available absences and will be given reasonable opportunities to make up missed assignments and exams. Students enrolled in freshman or sophomore level courses numbered 1000 or 2000 may during the spring and fall semester miss no more than twice the number of lectures, recitations, laboratory sessions, or other regularly scheduled class activities that would normally be scheduled during a week. Students who miss more than the maximum number of freshman or sophomore level classes may be assigned a grade of "FN" for the course. Students who may be assigned a grade of "FN" in a course because of excessive absences may withdraw from the course without penalty before the deadline for dropping an individual course. In determining whether excessive absences should result in a failing grade, consideration shall be given to the maturity and class standing of the student, the quality of academic work being accomplished by the student, and extenuating circumstances related to such absences. Students enrolled in junior or senior upper-level courses numbered 3000 or 4000 will not be assigned a grade of "FN" solely for failing to attend classes. However, instructors shall set forth in their syllabi at the beginning of the semester their attendance requirements and expectations with regard to make-up policy for work missed, class participation and other factors that may influence course grades. In determining whether excessive absences should adversely affect a grade in an upper-level course, consideration shall be given to the maturity and class standing of the student, the quality of academic work being accomplished by the student, and extenuating circumstances related to such absences. Students must utilize their available absences for any cause which requires them to miss class including, but not being limited to, vacation, illness, emergency, or religious observances. Students who are aware that they will have absences during a term should ensure that they do not exceed the absences available.

Make Up Work
Permission to make up missed/returned assignments is granted at the discretion of the instructor. It is your responsibility as a student to inform the instructor of any missed assignments immediately. You are responsible for completing the work without reminders. Neglecting to make up any missing work will result in a grade of zero (0) for that assignment.

FERPA
The student's academic progress, up to an including the final grade, will not be shared with any individual other than that student or appropriate university employees without the proper documentation allowing otherwise. Grades cannot be discussed via telephone or email. www2.astate.edu

Course Outline (an example outline with more detail is provided in Appendix)
First placement:
> Week 1: Observe and assist teacher
> Week 2: Begin teaching few lessons
> Week 3: Teach ½ of the day
> Week 4: Teach ½ of the day
> Week 5: Teach all day

Week 6: Teach all day
Week 7: Teach all day
Week 8: Teach ½ of the day (Summative Evaluation completed)

Second Placement:

Week 9: Observe and assist teacher
Week 10: Begin teaching few lessons
Week 11: Teach ½ of the day
Week 12: Teach ½ of the day
Week 13: Teach all day
Week 14: Teach all day
Week 15: Teach all day
Week 16: Teach ½ of the day (Summative Evaluation completed)

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 placement, and submitted to university supervisor by **end of first 8 week placement.** **Evidence of the ongoing process should be available when the university supervisor visits.**
Classroom Teaching, Planning, Evaluating (Formative and Summative) *(Same weekly teaching schedule for both placements)*	All lesson plans taught in the ½ and full-day times must be first approved by clinical supervisor then sent to university supervisor at least 2 full days prior to teaching lesson using the required Lesson Plan template. For ½ and full-day weeks the entire weekly lesson plans must be approved by clinical by Thursday and sent to the university supervisor by Friday 8:00 a.m. the week prior to teaching. Week 1: Observe and assist teacher Week 2: Begin teaching few lessons – **(lesson plans for week 3 due)** Week 3: Teach ½ of the day **(lesson plans for week 4 due)** Week 4: Teach ½ of the day **(lesson plans for week 5 due)** Week 5: Teach all day **(lesson plans for week 6)** Week 6: Teach all day **(lesson plans for week 7)** Week 7: Teach all day **(lesson plans for week 8)** Week 8: Teach ½ of the day **(Summative Evaluation completed)**
Reflective Analysis of Professional Growth	Completed project must be turned in to the university supervisor by **end of the second 8 week placement.**
Classroom Parent Involvement Project	Completed project must be turned in to the university supervisor by **end of the second 8 week placement.**
School Community Involvement Project	Completed project must be turned in to the university supervisor by **end of the second 8 week placement.**

EdTPA tasks 1-3, Capstone tasks 1-3

ELED Literacy
- Task 1
  - one class (group)
  - contextual info
  - 1 learning segment (3-5 consecutive lessons)
  - 1 central focus – to develop <u>A</u> strategy for comprehending <u>OR</u> composing text AND related skills to support strategy
  - lesson plan for each lesson in segment
  - 1 <u>language function=</u>the content and language focus of the learning task as represented by the active verbs with the learning outcomes (Bloom's verbs, i.e., identifying, analyzing, interpreting, predicting, etc.)
  - Respond to commentary prompts PRIOR to teaching learning segment
  - submit all assessments

- Task 2
  - get permissions to record/video
  - choose lessons from task 1 and record – MUST show you interacting with students to support them to apply the strategy to comprehend OR compose text
  - Video record and select 2 video clips between 3 – 20 min TOTAL
  - respond to commentary prompt – analyze your teaching and student learning

- Task 3
  - select one (1) assessment from learning segment and attach to assessment commentary
  - define and submit evaluation criteria of student work (i.e., rubrics, checklists, etc.)
  - collect and analyze student work from chosen assessment – identify qualitative and quantitative <u>patterns</u> of learning and learners
  - Select 3 student work samples (these become your <u>focus students</u>) to illustrate the analysis of patterns - 1 sample must be a student with specific learning needs.
  - Summarize learning of whole class, referencing work of focus students to illustrate patterns of whole class
  - Submit feedback to 3 focus students – either written, audio, or video
  - Analyze evidence of student language use (their academic language comprised of demands, functions, vocabulary, discourse, and syntax); some clips, additional video, AND/OR student work samples from assessment can be evidence of this
  - Respond to commentary prompts

ELED Math
- Task 1
  - one class (group)
  - contextual info
  - 1 learning segment (3-5 consecutive lessons)
  - 1 central focus – developing conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving AND the <u>skills</u> to support the (1) central focus
  - lesson plan for each lesson in segment

- 1 <u>language function</u>=the content and language focus of the learning task as represented by the active verbs with the learning outcomes (Bloom's verbs, i.e., identifying, analyzing, interpreting, predicting, etc.)
  - Respond to commentary prompts PRIOR to teaching learning segment
  - submit all assessments
- Task 2
  - get permissions to record/video
  - choose lessons from task 1 and record – MUST show you interacting with students to support them to apply the strategy to comprehend OR compose text
  - Video record and select 2 video clips between 3 – 20 min TOTAL
  - respond to commentary prompt – analyze your teaching and student learning
- Task 3
  - select one (1) assessment from learning segment and attach to assessment commentary
  - define and submit evaluation criteria of student work (i.e., rubrics, checklists, etc.)
  - collect and analyze student work from chosen assessment – identify qualitative and quantitative <u>patterns</u> of learning and learners
  - Select 3 student work samples (these become your <u>focus students</u>) to illustrate the analysis of patterns - 1 sample must be a student with specific learning needs.
  - Summarize learning of whole class, referencing work of focus students to illustrate patterns of whole class
  - Submit feedback to 3 focus students – either written, audio, or video
  - Analyze evidence of student language use (their academic language comprised of demands, functions, vocabulary, discourse, and syntax); some clips, additional video, AND/OR student work samples from assessment can be evidence of this
  - Respond to commentary prompts

Name_____

Lesson Plan Template

Learning Segment Focus_____**Lesson** _____**of**_____

Course & topic addressed _____**Date**_____ **Grade**_____

Student Outcomes

Specific learning **objectives** for this lesson.	
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	
Justify how learning tasks are appropriate using examples of **students' 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 are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	

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

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

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	.

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?** (All students who are not on specific plans mandated by federal and state law.)	

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

Explain **connections to theories and/or**	

research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	

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.

*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

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	Identifies and relates the use of technology by the teacher to the content standard and	Identifies the use of technology by the teacher	Use of technology is not related to content standard and

		and student outcomes	student outcomes		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—Elementary Literacy (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:
  - An essential literacy strategy for comprehending text OR composing text AND
  - The related skills needed to develop and apply the strategy in meaningful contexts.
- Determine the content standards and objectives for student learning that the essential literacy 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 between the essential literacy strategy to comprehend OR compose text and related skills that support the use of the strategy in meaningful contexts.
- 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?
  - 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.
  - 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 how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend OR compose text AND related skills throughout the learning segment.
- 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

Planning for Instruction and Assessment—Elementary Math (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 support students in developing:
  - Conceptual understanding,
  - Procedural fluency, AND
  - Mathematical reasoning or problem solving skills.
- 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 between concepts, computations/procedures, AND mathematical reasoning or problem solving strategies to build understanding of mathematics.
- 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?
  - 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, their mathematical dispositions, 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 how your planned formal and informal assessments will provide direct evidence of students' conceptual understanding, computational/procedural fluency, AND mathematical reasoning or problem solving skills throughout the learning segment.

- 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

Instructing and Engaging Students in Learning—Elementary Literacy (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 clip you select for submission should provide a sample of how you interact with students to develop an essential literacy strategy and related skills.
- Identify the lesson plan you will video-record.
- Provide a video clip (no more than 20 minutes in length and no less than 5 minutes) that demonstrates how you interact with students in a positive literacy environment to develop an essential literacy strategy and related skills. The clip can come from any lesson in the learning segment. The clip should show how you actively engage students while modeling the essential literacy strategy OR how you support students to practice and apply the essential literacy strategy to comprehend or compose text in meaningful contexts.
- 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.
  - Explain how your instruction engaged students in developing an essential literacy strategy and related skills.
  - Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.
- Explain how you modeled the essential literacy strategy OR supported students as they practiced or applied the strategy to comprehend OR compose text in a meaningful context.
- Refer to examples from the video clip.
  - What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus?
  - Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

Suggested total page length: 6 pages

Instructing and Engaging Students in Learning—Elementary Math (Task 2)
- Examine your plans for the learning segment and identify challenging learning tasks in which you and students are actively engaged. The video clip you select for submission should provide a sample of how you interact with students to develop an essential literacy strategy and related skills.
- Identify the lesson plan you will video-record.
- Provide a video clip (no more than 20 minutes in length and no less than 5 minutes) that demonstrates how you engage students in developing understanding of mathematical concepts. The clip can come from any lesson in the learning segment. 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.
  - Explain how your instruction engaged students in developing understanding of mathematical concepts.
  - Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.
- Explain how you used representations (manipulatives, models, tools, diagrams, charts) to support students' understanding and use of mathematical concepts.
- Refer to examples from the video clip.
  - What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus?
  - Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

Suggested total page length: 6 pages

Assessing Student Learning—Elementary Literacy (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. The assessment should reflect the work of individuals, not groups. The assessment should provide opportunities for students to demonstrate the essential literacy strategy and related skills.
- Define and submit the evaluation criteria you will use to analyze student learning related to the literacy 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.

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 summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to the essential literacy strategy and related skills.
- 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.
- 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

Assessing Student Learning—Elementary Math (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. The assessment should reflect the work of individuals, not groups. The assessment should provide opportunities for students to demonstrate conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving skills.
- Define and submit the evaluation criteria you will use to analyze student learning related to the mathematical 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.

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 summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving skills.
- 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.
- 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

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.
(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 information

Task Four Rubric

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
Classroom Parent Involvement Project 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.	

Domain score=_____/15

Revised/Updated 12-3-2020 NLC

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.

Task Five Rubric

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.	

Domain score=_____/3

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 for Reflective Analysis of Professional Growth: 4 pages

See next page for rubric.

Task Six Rubric

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.		

Domain Score=_____/6