**Applicable Rule: ARTICLE R7-2-604.03.A**

|  |  |
| --- | --- |
| Date submitted | 11/23/2018 |

**Applicant Information (ARTICLE R7-2-604.03.A.1-2)**

|  |  |
| --- | --- |
| Professional Preparation Organization | Alliant International University |
| Educator Preparation Program Name | School of Education |
| Physical Address of Facility | 10455 Pomerado Road, San Diego, CA 92131 |
| Web Address for Organization  (if applicable) | https://www.alliant.edu/ |

**Accreditation / License to Operate (ARTICLE R7-2-604.03.A.3-4)**

| **Prompt: *If accredited, provide the name of the regional accrediting body and accreditation status OR***  ***Private postsecondary educational institution, evidence to operate by State Board of Private Postsecondary Education pursuant to A.R.S. 32-3021*** | **250 Word Limit** |
| --- | --- |
| Accredited by WASC Senior College and University Commission; The Arizona Commission on Teacher Credentialing; and the Bureau for Private Post-Secondary Education. All in good standing status; Arizona State Approval. **Please see attached documents** | |

**Areas of Certification (ARTICLE R7-2-604.03.A.6)**

| **Prompt: *What are the areas of certifications the program will offer?*** | **250 Word Limit** |
| --- | --- |
| Secondary Education. The Alliant Secondary Education program is for Candidates who want to become teachers in a content area. The program is a 12-month post baccalaureate program. Candidates wishing to obtain a concurrent master’s degree in Teaching typically complete the entire program in 18 months. The curriculum offers Candidates a firm grounding in academic content with current research and best practices, accompanied by real-world classroom experiences while serving as intern teachers in school districts. . This program also provides extensive experiences in integrating technology into teaching and learning. Our candidates in the alternative pathway programs serve as the teacher of record for a class while they take their coursework. Therefore, they bring identified school and classroom needs into their courses for faculty, University mentors, and fellow Candidates to address and to utilize to enhance their skills. The program is an intensive learner focused hands on-clinical practice model where Candidates are guided by University mentors, experienced faculty, and site supervisors. This practical approach offers real world experience and develops highly competent teachers who are guided by experienced teachers. .  Alliant’s program will also provide an [Alliant Inservice Academy](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_inservice_academy.docx) (ISA) for professional development three times a year for the first two years post program completion. The goals of the ISA is to reduce beginning teacher attrition and support teacher professional development especially in the hardest to staff and or challenging school districts. The Academy will consist of both in person and online modules. The workshops will be delivered by Alliant faculty with subject matter expertise. | |

**Scoring**

|  |  |  |  |
| --- | --- | --- | --- |
| No Evidence (0 pts) | Approaches (1 pt.) | Meets (2 pts) | Exceeds (3 pts) |
| No evidence that the expectation is being addressed *(Unmet)* | Limited evidence that the expectation is addressed | Acceptable evidence that the expectation ***(Met)*** | Beyond acceptable evidence that the expectation is addressed |

**Financial Stability (ARTICLE R7-2-604.03.A.5)**

| **Prompt: *Provide a description of the budget of the program.*** | **250 Word Limit** |
| --- | --- |
| The Alliant School of Education (SOE) has a base operating revenue of $22,533,156. The budget covers faculty development, meetings and travel, and instructional costs. Accreditation expenses are allocated centrally. Quality assurance costs are also supported at the school and university level. Fiscal, human resource, and technology needs are allocated to support the school and program on a scalable basis. SOE has department/program leads as well as faculty across several ranks and specialties. The Dean and the provost regularly review the school’s resources in connection with enrollments to determine appropriate allocations.  The SOE Dean is a member of the university Academic Council, the body tasked with determining academic policies, quality assurance and budgets for program support. The Dean is also a member of the President’s Cabinet. The university is in good financial standing. The University’s financial Composite Score as of June 30, 2018 is 1.8. Our student loan default rate is: 3.3% at a time when many institutions are struggling with double digit default rates. **Please see attached financial documents** | |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**Program Description (ARTICLE R7-2-604.03.A.7.a)**

| **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 Narrative:**  Provide a narrative that gives context and a big picture perspective of how this standard is met. |
| --- |
| The Alliant School of Education offers a post-baccalaureate program leading to eligibility for a secondary teacher certificate. The program entails 30 semester units of coursework, application of theory and skills training, and clinical practice. Candidates are intern teachers During most terms, Candidates take one theory course, a supervised clinical practice course, and a supporting seminar.  The 14 courses are scheduled over six 8-week terms. In addition, all learners who have not documented 120 hours of classroom teaching experience prior to entering the program are required to take an additional 2-unit Introduction to Teaching course. Through our carefully sequenced curriculum, Candidates learn to design, deliver, assess, and modify instruction by applying the major concepts, principles, theories, and research related to the cognitive, linguistic, social, emotional, and physical development of children and young adolescents that supports the role of language and culture in learning, and readiness for learning across performance areas.  The curriculum focuses on basic instructional strategies and fulfilling key program goals including:   * Making subject matter comprehensible to all learners * Assessing learning, and * Planning and designing learning experiences that vary individually within and across the cognitive, linguistic, social, emotional, and physical areas   The curriculum focuses on basic instructional strategies and fulfilling key program goals including:   * Creating a rich and positive learning environment, * Planning and designing differentiated learning experiences, and * Assessing learning.   The program provides an integrated plan for professional teacher development by linking courses with the seminars and clinical practice. Candidates learn and develop their professional skills through:   * Theory courses with content and strategies , * Seminar courses that embed and reinforce the cycle of planning, teaching, analyzing and self-evaluation/self-reflection as integral to the improvement of their teaching including reaching diverse learners, and * Clinical practice courses that provide the experience of applying theories in the classroom, supported by University mentors who provide regular and ongoing collaborative feedback.   [The Alliant Candidate Competencies (CCs](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx)) are based on the program outcomes and are the detailed expected competencies required of all Candidates prior to completion. The CCs are embedded throughout the courses and are aligned with the Arizona teacher educator standards and InTASC Standards.  Secondary Education Candidates take courses that provides them with the skills to understand 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. Candidates use this knowledge to develop and implement developmentally appropriate and challenging learning experiences. The curriculum focuses strong on issues of diversity in lesson planning. Learners are provided with differentiated instruction, strategies, and assessments when lessons are written and implemented in the classroom. The SOE lesson plan specifically requires clear explanations of how diverse learners will have access to the curriculum. Some examples of differentiated instruction that are Candidates are taught to consider for learners include but are not limited to: Think-Pair-Share, teaching to learners’ strengths, collaboration and group work, and varied learning environments. Some examples of individualizing assessment include but are not limited to: creating models, use technology to present information learned, and allowing for verbal assessment responses for learners who may not be able to utilize writing to express their knowledge. Courses cover the following broad areas:   * Equity Literacy to support all learners * Methods of Teaching ELL Students in accordance with Arizona ELP standards * Supervised Clinical Practice field work experience in a Secondary School where candidates are expected to demonstrate that they can support all learners * Curriculum and instructional planning for secondary education * Classroom Management to reach all learners * Methods and Models of Instruction to support all learners * Computer Applications in the Classroom * Teaching the Exceptional learner * Adolescent Development * Participant Research Methodologies for the Practicing Teacher * Research in Teaching and Schooling   The Secondary Education course description can be found at: [Course Descriptions Secondary Education](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/course_descriptions_-_secondary_education.docx)  Curriculum Sequence  Candidates take 3-unit courses that comprise 45 hours of instruction + 90 hours of learner preparation, study, and assignments. Candidates also take **1.5-unit supporting seminars t**hat entail 22-23 hours of instruction + 45 hours of Candidate preparation, study, and assignments. Each supporting seminar has four segments: planning, teaching, analysis, and reflection.  Learner development (LD) is incorporated in the curriculum as shown in the curriculum map below with courses in bold indicating where learner development is introduced, developed, and demonstrated at competency.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Learner Development (LD)** | | | | | | If Candidates enter without teaching experience, this course is taken prior to intern teaching: | **EDU6003 Introduction to Teaching (2 units)**  30 hours of instruction + 60 hours of Candidate preparation, study, and assignments.  *LD Introduced* | | | | | ***Term*** | *3-unit courses*  *Per course:*  *45 hours of instruction + 90 hours of Candidate preparation, study, and assignments* | *1.5-unit supporting seminars*  *Per course:*  *22-23 hours of instruction + 45 hours of Candidate preparation, study, and assignments* | *1.5-unit field trainings*  *Per course:*  *4 Terms (32 weeks resulting in 224 hours of supervised field work). Note even during the terms when Candidates are not taking courses associated with Clinical Practice, they are still being evaluated in their ability to connect theory and classroom experiences for best practices in instructional strategies to reach all learners* | | 1 | EDU6004 - Educational Foundations |  |  | | 2 | **EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application**  *LD Introduced and Developed* | EDU6020 - Seminar: Setting Classroom Procedures | **EDU6046 - Clinical Practice I: Standard Intern**  *LD Developed* | | 3 | EDU6112 - Applied Linguistics Seminar: Content Area Reading | **EDU6021 - Seminar: Supporting Differentiated Learning**  *LD Developed* | **EDU6047 - Clinical Practice II: Standard Intern**  *LD Developed* | | 4 | **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**  *LD Developed and Demonstrated* | EDU6022 - Seminar: Curriculum and Instruction | **EDU6048 - Clinical Practice III: Standard Intern**  *LD Developed* | | 5 | EDU 6828: Secondary Education Methods | EDU6023 - Seminar: Grading and Goal Setting | **EDU6049 - Clinical Practice IV: Standard Intern**  *LD Developed, Competency Demonstrated* | | 6 | TEL7170 - Technology in the Curriculum |  |  |   For example, Candidates take these two courses which focus on instructional design and planning for learner development and diverse learners.   * **EDU 6005: Psycho-Educational Development of Diverse Learner.**   This course anchors learner development. It provides the Teacher Candidate with a critical knowledge base for effective instructional planning.  The course is an overview of human development, conception through adolescence, in the following domains:  physical development (changes in the body and how a person uses the body), cognitive development (changes in styles of thinking, language ability and use, and memory), and psychosocial development (changes in feelings or emotions as well as in relations with other people). Each domain influences each of the others.  Each, individually and related, influence performance in school.  Instruction and curriculum address this continuity and change throughout childhood and adolescence.  The course also explores the educational practices which work effectively with special populations as well as regulations which call upon the teacher to meet the needs of a diverse student population.  Candidates explore the influence of cultural and social factors on development, such as the impact of ethnicity, of language background, of gender, and of socioeconomic status.  Effective and appropriate research-based information is the cornerstone of this course.   * **EDU 6063: Principles, Practices, and Socio-cultural Issues of Teaching English Language Learners.**   This course examines all aspects of teaching English Language Learners in K-12 schools. School based Language Arts programs are examined in the context of state and federal legislative mandates pertaining to the education of English Language Learners. Teacher Candidates learn about how to effectively use materials, methods, and strategies for assessing a learner’s English proficiency level and providing instruction that leads to grade-level English listening, speaking, reading, and writing skills.  This is an applied practices course and Candidates learn about, apply, and modify the strategies and methods that are effective with English Language Learners, and share experiential knowledge with colleagues in the course. Included in this course is a study of Specially Designed Academic Instruction in English (SDAIE) strategies and ELD methods together with the use of input to promote accessible content area curricula for English Language Learners. The theoretical focus includes first and second language acquisition theory, language development theory, literacy methods, and psychological and socio-cultural factors that have an impact on learning.  The pre-requisite course **EDU 6003: Introduction to Teaching** is for those without prior classroom experience and is designed to give the beginning intern teacher the foundations for a smooth transition into the classroom. It provides an overview of theories of pedagogy and methods of instruction and classroom management in the context of developmental learning, special needs identification and instruction, teaching gifted and talented learners, and teaching English Language learners. The course integrates online learning with opportunities for classroom observations and was developed to enhance understanding and improve instructional delivery, supporting observation of the Candidate’s ability to apply theory to practice. The course also explores the educational practices which work effectively with special populations and the influence of cultural and social factors on development, such as the impact of ethnicity, of language background, of gender, and of socioeconomic status. Course material to support theoretical understanding include *Diverse learners in the mainstream classroom: Strategies for supporting ALL students across the content areas* (Freeman, Y., Freeman, D. & Ramirez, R., 2008), *Tools for teaching: Discipline, instruction, motivation* (Jones, F., & James, P., 2007), and *First days of school: How to be an effective teacher* (Wong, H., & Wong, R., 2009).  The foundational courses above are followed by courses that focus on differentiated learning, specifically **EDU 6021:** **Seminar in Supporting Differentiated Learning.** In this course**,** Candidates plan, apply, deliver, evaluate, and reflect on differentiated instruction. In this course, Candidates: learn and understand instructional strategies that maximize the engagement and support for all learners; differentiate a lesson to meet the needs of learners with specific learning and language needs; analyze the effectiveness of integrating differentiation into a lesson and reflect on their differentiation strategies and how to best meet the needs of diverse learners.  Courses, course learning outcomes, and assignments focus both on candidate competency and the engagement and success of the learners.  Candidates must not only achieve the other program requirements such as a 3.0 GPA, but they must also achieve a proficient level in every key assessment that collectively and comprehensively are linked to all the program standards. Proficient scores in each assessment are required for teacher-candidates to be recommended.  The curriculum incorporates a sequence of four clinical practice courses. In the Clinical practice courses, Candidates are evaluated on their progress in demonstrating their ability to recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and their ability to design and implement developmentally appropriate and challenging learning experiences.  Candidates are engaged in intern teaching over 32 weeks in Secondary (K-8) classrooms. Each candidate is evaluated 4 times per 8-week course on their performance against the Standards by their district-employed support provider and university mentor: Thus, Candidates are evaluated and provided with formal feedback 16 times. Progress and the Quarterly/Summative Assessment forms are at [**Quarterly/Summative Assessment Forms**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_candidate_quarterly-and-summative-assessment-updated_11_21_2018.docx).  To ensure a collaborative process, the university mentor and support provider meet together once per term to discuss their observations of the candidate and the best way to help and support the Candidate’s progression. The feedback process to Candidates from the university mentor and district support provider is provided using the University Mentor/District Support Provider Meeting Form linked here: [**Support Provider Meeting Notes Form**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe__support_provider-mentor__meeting_notes_form_updated__11_21_2018.docx). The evaluative elements in this form addresses Candidate’s knowledge of development, learning and motivation and incorporates evidence from learners.  Candidates take **six** 3-unit courses that comprise 45 hours of instruction + 90 hours of student preparation, study, and assignments. Candidates also take **four** **1.5-unit supporting seminars t**hat entail 22-23 hours of instruction + 45 hours of student preparation, study, and assignments. Each supporting seminar has four segments: planning, teaching, analysis, and reflection. Planning entails introduction to the topic through readings, research, and discussion; teaching is the application of the topic to the Candidate’s classroom setting; analysis is sharing findings and lesson artifacts with peers for analysis and feedback; and reflection is reflecting on growth in course topics and processes.  Concurrently, Candidates take four **1.5-unit field trainings in Clinical practice** where they are expected to demonstrate their competencies in all the standards including learner development under the guidance of faculty and university Mentors for clinical practice. The curriculum through the scaffolded coursework, supportive key concepts and skills building, and application in the classroom, support the development of teacher Candidates Competencies. [ACEI 1.0; InTASC 1(a), 1(e), 1(f), 1(g), 2(c), 2(d), 2(e), 2(g), 2(i), 2(j), 2(k), 2(o)].  Course Readings and Assignments  Courses, course learning outcomes and assignments focus on Candidate competency and how they engage learner engagement and success. The rubric for the key assignments incorporates engagement of the learners. There are multiple weekly assignments, such as discussions content and professional challenges, written assignments, projects, and peer critiques. Courses have one or more textbooks and there are additional readings, resources, videos, as well relevant and or current as articles.  Assignments incorporate opportunities to plan and collaborate with others including peer Candidates, parents, and how to involve the learner in the learning process. As an example, the key assessment in **EDU 6005:** **Psycho-Educational Development of Diverse Learner Classroom Application** is a course project that requires Candidates to apply their understanding of child development and developmental theory to address a common childhood challenge. Candidates select one childhood challenge that affects children at school and at home. After researching several theoretical approaches to the challenge, Candidates design a digital presentation or website for a parent group such as the PTA suggesting strategies to address the challenge. The teacher candidate must show proficiency by scoring a 2 or higher on a 4-point [**Candidate Competencies Learner Development Evaluation Rubric**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant-learner_development_evaluation_rubric.pdf)**.**  The assignment and rubric focus not only on child development and theories related to child skill development but also incorporate how the Candidate engages the learner and their parents, how the candidate would evaluate effectiveness, resources, and strategies for communication between the teacher and learner to ensure participation in learning.  Specifically, the assignment is geared at getting Candidates to demonstrate evidence that their learners can understand and advocate for strategies that meet their individual learning needs, and that Candidates can clearly articulate how they communicate with learners to ensure their participation in learning.  In **EDU 6063: Principles, Practices and Socio-Cultural Issues of Teaching English**, Candidates create a lesson plan that incorporates oral language development. As part of this assignment, Candidates are asked to focus on English learners to identify which oral language development strategies are more effective and less effective and whether learners understand the instructions and can carry them out.  More detailed information on resources and assignments in **EDU 6003: Introduction to Teaching**, **EDU 6005: Psycho-Educational Development of Diverse Learner Classroom Application,** **EDU 6021: Seminar in Supporting Differentiated Learning,** and**EDU 6063: Principles, Practices and Socio-Cultural Issues of Teaching English** are at the link[**Standard 1: Course Details and Assignments**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant-standard_1_course_details_and_assignments.pdf)**.**  Courses also use tools and templates to support the Candidates. The program uses a Lesson Plan Template to support the development and Candidates’ competencies including their ability to design lessons that   * Address the needs of English Language Learners, learners with special needs, and gifted and talents learners; * Use the Arizona State Standards and Curriculum Frameworks as the guide for lesson and unit plan objectives.   The Lesson Plan Template is linked here: [**Lesson Plan Template**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf)**.** There is also an evaluation for the[**Unit Plan**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_rubric_for_unit_plan.pdf)using a rubric.  The program has a sequence of four clinical practice courses. Candidates are engaged in intern teaching over 32 weeks in secondary classrooms. Each candidate is evaluated 4 times per 8-week course on their performance against the Standards by their district-employed support provider and university mentor. Three evaluations are in the form of progress reports and one is a term summative evaluation. The Feedback is provided by the support providers, who include the university Mentor and district support provider using the University Mentor/District Support Provider Meeting Form is linked here: [**Support Provider Meeting Notes Form**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe__support_provider-mentor__meeting_notes_form_updated__11_21_2018.docx), the Progress Assessment Form, and the Quarterly/Summative Assessment Form. These forms capture Candidate’s knowledge of development, learning and motivation and incorporates evidence based on observation of the Candidate and learners in the classroom. The supportive Clinical supervision process embedded in the program is described more fully in Standard 5.  Overall, Candidates are evaluated and provided with formal feedback 16 times to support the development and mastery of teaching competencies including their ability to design lessons that address the needs of English Language Learners, learners with special needs, and gifted and talents learners in clinical practice and core coursework using the Arizona Standards as the guide for lesson and unit plan objectives. The Lesson template requires all Candidates to reflect on and implement EL and special needs instruction. The Lesson Plan Template is linked here: [**Lesson Plan Template**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf)**.**  The lesson plan template supports developmentally appropriate instruction for all learners. Instruction takes into account individual learners’ strengths, interests, and needs. This developmental approach enables each learner to advance and accelerate his/her learning. Teacher Candidates specifically cite the instructional strategies they will use and how they will scaffold learner learning. The lesson planning template focuses both on teaching strategies and learner engagement.  Course Readings and Assignments  Courses, course learning outcomes and assignments focus on Candidate competency and learner engagement and effectiveness. There are multiple weekly assignments, such as discussions content and professional challenges,  written assignments, projects, and peer critiques. Courses have one or more textbooks and there are additional readings, resources, videos, and articles to read weekly as well.  Candidates take **EDU 6021: Seminar: Supporting Differentiated Learning** provides Teacher Candidates with opportunities to develop their capacity to increase K-12 student learning and achievement. Candidates receive practical instruction on research-based best practices, application to the K-12 classroom, and further exploration of both theory and practice through course readings and discussions. These courses provide opportunities to bridge application of theories learned throughout pedagogy coursework to results driven teaching focused on best practices   * In **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**, Candidates create a lesson plan that incorporates oral language development. As part of this assignment, Candidates are asked to focus on English learners to identify which oral language development strategies are more effective and less effective and whether learners understand the instructions and can carry them out.   More detailed information on course resources and assignments are at the link[**Standard 1: Course Details and Assignments**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/standard_1_course_details_and_assignments.1_elementary_and_secondary.docx)  Assessment of Candidate Competency  Assessment of candidates’ competency at the individual candidate level is based on both classroom assignments and observations. Evaluations in this area focuses on Candidate ability and demonstration of ability to design and deliver lessons that:   * Addresses any physical, mental, social, cultural, and community differences among learners * Addresses prior knowledge of individual and group performance * Indicates short- and long-term curriculum goals * Includes appropriate use of a variety of methods, materials, and resources * Includes learning experiences that are developmentally appropriate for learners * Includes learning experiences that address a variety of cognitive levels * Includes learning experiences that are appropriate for curriculum goals * Includes learning experiences that are based upon principles of effective instruction * Includes learning experiences that accurately represent content * Incorporates appropriate assessment of learner progress   The data for signature assignments is collected in Taskstream. Data from recent assessment related to learner development indicate and at the links for Assessment Data below.  **Assessment 2016-17**   |  |  |  | | --- | --- | --- | | [ss secondary assessment summary](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_ss_secondary_assessment_summary_snapshot.pdf) | [edu 6063 oral language development strategies](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu_6063_oral_language_development_strategies.pdf) | [edu 6112 single subject reading lesson plan assignment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu6112_single_subject_reading_lesson_plan_assignment._.pdf) | | [ss secondary detailed assessment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_ss_secondary_detailed_assessment_report.xlsx) | [edu 6112 webquest](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu_6112_webquest.pdf) | [tel 7170 ed tech project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_tel_7170_ed_tech_proj..pdf) | | [edu 6063 eldsdaie lesson plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu__6063_eldsdaie_lesson_plan_analysis.pdf) | [edu 6004 classroom management plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu6004_classroom_management_plan.pdf) |  | |  | [edu 6005 course project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu6005_course_project.pdf) |  |   **Assessment 2017-18**   |  |  |  |  | | --- | --- | --- | --- | | [ss secondary assessment summary](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_ss_secondary_assessment_summary_snapshot.pdf) | [edu 6004 classroom management plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu6004_classroom_management_plan.pdf) | [edu 6063 oral language development strategies](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu_6063_oral_language_development_strategies.pdf) | [edu 6112 single subject reading lesson plan assignment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu6112_single_subject_reading_lesson_plan_assignment._.pdf) | | [ss secondary detailed assessment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_ss_secondary_detailed_assessment_report.xlsx) | [edu 6005 course project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu6005_course_project.pdf) | [edu 6828 single subject teaching methods course project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu6828_single_subject_teaching_methods_course_project.pdf) | | [edu 6112 webquest](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu_6112_webquest.pdf) | [edu 6063 eld sdaie lesson plan analysis](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu_6063_eld_sdaie_lesson_plan_analysis.pdf) | [tel 7170 ed tech project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_tel_7170_ed_tech_proj..pdf) |   **Accreditation Documents**   |  |  | | --- | --- | | [ms elem and ss secondary plo alignment to intasc standards](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/ms_elem_and_ss_secondary_plo_alignment_to_intasc_standards_snapshot.pdf) | [ss secondary standard intern curriculum map](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/ss_secondary_standard_intern_curriculum_map.pdf) |   Diversity is highly considered when planning lessons. The learners are provided with differentiated instruction, strategies, and assessments when lessons are written and implemented in the classroom. The SOE lesson plan specifically requires clear explanations of how diverse learners will have access to the curriculum. Some examples of differentiated instruction that are considered for learners include but are not limited to: Think-Pair-Share, teaching to learners’ strengths, collaboration and group work, and varied learning environments. Some examples of individualizing assessment include but are not limited to: creating models, use technology to present information learned, and allowing for verbal assessment responses for learners who may not be able to utilize writing to express their knowledge.  Candidates must score at least 3 out of 4 on the key signature assignments through the program and demonstrate appropriate progress in the quarterly and summative clinical assessments. Those who don’t, including those who have low grades (C and below) are referred to the Student Evaluation and Review Committee (SERC). The SERC works with the Candidate to understand any extenuating circumstances and develops strategies for remediation with a specific timeframe. When remediation fails, the SERC recommends dismissal. See the Alliant [Student Evaluation and Review Policy.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_student_evaluation_and_review_committee.pdf)  Student Evaluation and Review Policy at this link: [**Student Evaluation and Review Policy**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_student_evaluation_and_review_committee.pdf). The SERC works with the Candidate to develop a remediation plan and timelines. The follow up action is documents in the [**Teacher Candidate Plan of Improvement.**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant-teacher_candidate_plan_of_improvement.pdf)  **Quality Assurance**  The following quality assurance processes are utilized:   1. Memorandum of Understanding with Districts re Support Providers: SOE’s standard Memorandum of Understanding (MOU)  requires intern Support Providers to be sufficiently trained to supervise candidates by holding an Administrative Services Credential or certification pertaining to the candidates’ teaching assignments, possess as master’s degree, and have a minimum of three years of experience in the area they are supervising so they can support candidates in serving all learners in clinical practice. 2. Syllabi: Syllabi for courses are reviewed annually and those that need change based on data are updated. Syllabi for the courses above were updated in 2017 to ensure subject matter of Standard 1] is incorporated in the syllabi. Course evaluations are conducted after each course. 3. School-Based Assessment Review/Oversight: SOE has a School-based Assessment Committee (AC). The Dean, the programs directors, and the accountability officers are members of the Assessment Committee. The AC meets monthly to review and discuss data issues and assessment data. Data summaries and analysis are housed in the Taskstream assessment system. These are reviewed to determine whether Candidates meet program standards. 4. Clinical Requirement for Experience/Effectiveness in Serving Diverse Students: Programs require that Candidates are able to serve diverse learners. This is verified in depth in the field based and clinical experiences. The Alliant MOU specifies that all Candidates have experience meeting the needs of diverse learners and opportunities to understand and address issues of English Language Learners, students with disabilities and students from low socioeconomic status. Candidates fill out a school profile form as evidence that at least 10% of the student body are from low socioeconomic backgrounds, English Language Learners, and students with Individualized Education Plans. 5. Focus on Diversity and Inclusion of All Learners: Throughout the programs, Candidates are prepared to serve diverse learners including English Language Learners. Through the courses, Candidates must document the [CCs](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) in each lesson plan and the unit plan. Thus, the coursework prepares them to work with diverse learners. |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

| **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 Narrative:**  Provide a narrative that gives context and a big picture perspective of how this standard is met. |
| * As part of competency development in learning differences, through courses and related assignments as well as in the applied Clinical Practice segments, Candidates review the historical, legal, ethical, philosophical, and political intersection with education. Candidates are expected to utilize this foundation to create developmentally appropriate instruction that takes into account individual differences, diverse cultures, and communities to assure inclusive learning environments that enables all learners to perform at high standards. Candidates must address individual learners’ strengths, interests, differences, and needs, using instructional strategies that promote students’ learning and individual development, acquisition of knowledge, and motivation. [ACEI 1.0; InTASC 1(b), 1(d), 1(h), 1(i), 2(a), 2(b), 2(f), 2(g), 2(h), 2(l), 2(m), 2(n)].   The pre-requisite course **EDU 6003: Introduction to Teaching** is for those without prior classroom experience. The course is designed to give the beginning intern teacher the foundations for a smooth transition into the classroom. It provides an overview of theories of pedagogy and developmental learning, methods of instruction, special needs identification and instruction, classroom management skills, teaching gifted and talented learners, and teaching English Language Learners. The course is presented online with opportunities for classroom observations and was developed to enhance understanding and improve delivery, supporting observation of the candidate’s ability to transform theory into practice. Candidates are enrolled into the course as soon as they are admitted into the program.  Candidates take **EDU 6004: Educational Foundations.** The courseanchors the concepts of learning differences. During this course teacher Candidates gain a philosophical foundation for teaching and translate competencies and beliefs into effective practice in the multicultural and multilingual learning environment. The course reviews significant historical events and trends in America’s public education and provides Candidates with opportunities to discuss how the past impacts their own teaching context and students. This course is taken during the first term of enrollment. It covers effective classroom management systems for the diverse learner classroom including special needs, language, gender, and ethnic equity in the classroom. It also covers exemplary curriculum, methodology, and instructional strategies to meet learning differences.  In addition to specific connected research journals and websites, included are course materials to support a Candidate’s theoretical understanding of learning differences include *Preparing teachers for a changing world: What teachers should learn and be able to do* (Darling-Hammond, D. & Bradford, J., 2005) and *Possible lives: The promise of public education in America* (Rose, M., 1995).  Candidates also take: E**DU 6005: Psycho-Educational Development of Diverse Learner Classroom Application**  This course provides the Candidate with a critical knowledge base for effective instructional planning to meet learning differences. The course is an overview of human development, conception through adolescence, in the following domains: physical development (changes in the body and how a person uses the body), cognitive development (changes in styles of thinking, language ability and use, and memory), and psychosocial development (changes in feelings or emotions as well as in relations with other people). Each domain influences each of the others. Each, individually and together, influence performance in school. Instruction and curriculum address this continuity and change throughout childhood and adolescence.  The course also explores the educational practices which work effectively with special populations as well as state regulations which call upon the teacher to meet the needs of individual learning differences as well as a diverse learner population.  The course incorporates the influence of cultural and social factors such as the impact of ethnicity, of language background, of gender, and socioeconomic status on development and individual learning. Effective and appropriate of research-based information is the cornerstone of this course. The Key Assessment in E**DU 6005: Psycho-Educational Development of Diverse Learner Classroom Application** is a course project that requires students to apply their understanding of child development and developmental theory to address a common childhood challenge. Candidates select one childhood challenge that affects children at school and at home. After researching several theoretical approaches to the challenge, candidates design a digital presentation or website for a parent group such as the PTA suggesting strategies to address the challenge. The teacher candidate must show mastery by scoring a 3 or higher on a 4-point rubric. The data for this is collected in Taskstream. (*In TASC Standard 1, 2, 10)*   * Candidates learn to recognize differences from typical development and use their knowledge of education theories including Constructivism, Cognitivism, and Behaviorism to plan lessons and support learning for all learners in the classroom. Courses cover cultural differences, differences in individual student motivation and multiple intelligences. In addition to identifying learning differences, strategies to manage classrooms with diverse learning, assessment of diverse learners, and planning and implementing instruction for diverse learners is covered. * The program incorporates a focus on English Language learners, including instructional strategies for English language development how to develop content-area instruction for English Language learners. [ACEI 1.0; InTASC 1(b), 1(d), 1(h), 1(i), 2(a), 2(b), 2(f), 2(g), 2(h), 2(l), 2(m), 2(n)].   Following **EDU 6004: Educational Foundations**, other key courses that develop and reinforce knowledge, skill development, and competency are **EDU 6005: Psycho-Educational Development of Diverse Learner Classroom Application**, **EDU 6021: Seminar: Supporting Differentiated Learning**, **EDU 6063: Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**, **EDU 6023: Grading and Goal Setting**, and the Clinical Practice course sequence.  Course descriptions of the courses are linked here: [**Course Descriptions**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/course_descriptions_-_secondary_education.docx)**.** Courses, course learning outcomes and assignments focus both on candidate competency and the engagement of the learners.  Curriculum Sequence  The courses and their sequence in the curriculum related to learning differences is shown below, with courses in bold directly related to developing and demonstrating competency in this area.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Learning Differences (LDIFF)** | | | | | | If Candidates enter without teaching experience, this course is taken prior to intern teaching: | **EDU6003 Introduction to Teaching (2 units)**  30 hours of instruction + 60 hours of learner preparation, study, and assignments.  *LDIFF Introduced* | | | | | ***Term*** | *3-unit courses*  *Per course:*  *45 hours of instruction + 90 hours of learner preparation, study, and assignments* | *1.5-unit supporting seminars*  *Per course:*  *22-23 hours of instruction + 45 hours of learner preparation, study, and assignments* | *1.5-unit field trainings*  *Per course:*  *4 Terms (32 weeks resulting in 224 hours of supervised field work). Note even during the terms when Candidates are not taking courses associated with Clinical Practice, they are still being evaluated in their ability to connect theory and classroom experiences for best practices in instructional strategies to reach all learners* | | 1 | **EDU6004 - Educational Foundations**  *LDIFF Introduced* |  |  | | 2 | **EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application**  *LDIFF Developed* | EDU6020 - Seminar: Setting Classroom Procedures | **EDU6046 - Clinical Practice I: Standard Intern**  *LDIFF Developed* | | 3 | EDU6112 - Applied Linguistics Seminar: Content Area Reading | **EDU6021 - Seminar: Supporting Differentiated Learning**  *LDIFF Developed* | **EDU6047 - Clinical Practice II: Standard Intern**  *LDIFF Developed* | | 4 | **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**  *LDIFF Developed, Competency Demonstrated* | EDU6022 - Seminar: Curriculum and Instruction | **EDU6048 - Clinical Practice III: Standard Intern**  *LDIFF Developed* | | 5 | EDU6828 - Secondary Education Methods | **EDU6023 - Seminar: Grading and Goal Setting**  *LDIFF Developed* | **EDU6049 - Clinical Practice IV: Standard Intern**  *LDIFF Developed, Competency Demonstrated* | | 6 | TEL7170 - Technology in the Curriculum |  |  |   Course Readings and Assignments  Courses, course learning outcomes and assignments focus both on candidate competency and the engagement of the learners. Candidates are graded on rubrics in their assignments.  In **EDU 6021: Supporting Differentiated Learning,** Candidates complete plan, apply, evaluate, and reflect on issues of learning differences through multiple assignments. In the planning section of the course, Candidates explore how to meet the needs of different learners by understanding different intelligences and how that understanding can be used and using an architectural approach to English language instruction for struggling readers and English Language learners. In the analysis section, an assignment on differentiation, Candidates learn to think more critically about the implementation if differentiation strategies, analyze the effectiveness of their own strategies to support learners, and get feedback from peers related to effectiveness.  **Embedded Signature Assignments**:  The key assessment in **EDU 6004: Educational Foundations** is to develop a classroom management plan that applies the knowledge gained from the course readings, based on effective practices, and the teacher candidate's own experiences with learners. The assignment includes the teacher candidate's actual [Lesson Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf) and a written response that addresses how the plan meets learner individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards. The [Lesson Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf) template requires Candidates to individualize instruction and to provide extra opportunities for learning.  The teacher candidate must show proficiency by scoring a 3 or higher on a 4-point [Candidate Competencies Learner Development Evaluation Rubric.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant-learner_development_evaluation_rubric.pdf) The data for this is collected in the Taskstream platform. ( Arizona Standards 1 & 2; InTASC Standard 2,3; Alliant CC 1 & 2). To complete the assignment, Candidates:   * Assess their underlying beliefs and values to clarify their own philosophy as a professional educator that would include legal and ethical issues. * Integrate and apply their underlying beliefs to building a learning community. * Examine historical events that influence Candidates' education philosophy. * Describe the historical context of American education (i.e., the social and cultural condition of PK-12 schools). * Examine the legal roles, protections, and responsibilities of members of the school community (i.e., teachers, teacher assistants, counselors, parents, and students). * Evaluate policy formation in American Education with special attention to policy development at federal, state, and local governmental levels.   These courses combined provide thorough instruction and assessments to evaluate the Candidates’ knowledge, skills, and abilities in serving K-12 students from diverse backgrounds. Candidates are evaluated on their ability to design lessons for Diverse Learners and English Language Learners throughout their Clinical Practice Fieldwork and core coursework. Candidates also take **EDU 6021: Supporting Differentiated Learning**. In this course, Candidates complete numerous assignments and discussion posts that address the issue of learning differences.  For example, one of the discussion points is: Discussion Post #3: Multiple Intelligences:  We all have our strengths and weaknesses in different areas. This brief article explains what multiple intelligences are and how we can integrate that understanding into our practices to meet individual differences and different learning approaches. By varying the way we ask learners to access and demonstrate their understanding, we can meet the needs of different learners.  The goal of this discussion is to broaden our repertoire of ways to integrate multiple intelligences into our presentation and assessment of learning across all content areas. This will broaden your understanding of individual differences as well as diverse culture sand communities. Do some research on how to incorporate multiple intelligences into a content area where you wouldn’t expect to find it. For example, a math class would mostly deal with problems that favor those with logical-mathematical intelligences. But, how could you highlight different intelligences in a math class?  One example would be having the learners create a song to help them memorize the Quadratic Equation. Another example would be having the students line themselves up in a correct number sequence.    Read the article on Edutopia, “Multiple Intelligences: What Does the Research Say?” using the link provided.    LINK: <http://www.edutopia.org/multiple-intelligences-research?gclid=CJjru8-9us8CFUFrfgodeucDGg>    Title your discussion post as “Access/Demonstrate, Intelligence(s) Type, Content, Grade” (e.g. “Demonstrate, Musical, Math, High School” would describe a strategy in which learners access math content through a strategy that highlights musical intelligence.)    In your post, describe a strategy or lesson that could be used in the content area/grade level you teach that would integrate multiple intelligences where you wouldn’t expect them.    Summarize the strategy or lesson used for learners to access the content or for them to demonstrate their understanding.    Explain how it incorporates one or more intelligence into a content area where it wouldn’t typically be seen.    Provide a hyperlink to any resources you found.  Respond to at least two of your peer’s posts. It could be a connection, a question, a suggestion, or other meaningful contribution. Your response should be a minimum of 2-3 sentences.    The goal is for Candidates to begin thinking about ways to vary instruction to meet the needs of all their learners. By sharing their ideas, they build their own repertoire of ideas on how to differentiate instruction.  Another example is an assignment in **EDU 6021- Supporting Differentiated Learning**:  There are many, many resources for how to meet the needs of diverse learners. The goal of this discussion is to share resources and broaden a candidate’s repertoire of differentiation and scaffolding strategies that work with different special and gifted populations.  Look through the resources provided below or find one that meets a need you have.    Larry Ferlazzo Blog: A collection of many different websites that provide differentiation strategies. Pick one of the links to explore. LINK: <http://larryferlazzo.edublogs.org/2012/01/09/the-best-resources-on-differentiating-instruction/>    Teaching Channel video collection on differentiation: A collection of videos demonstrating differentiation in a variety of settings. Pick one of the videos to watch. LINK: <https://www.teachingchannel.org/videos?page=1&categories=topics_differentiation&load=1>    In your post:   * Summarize the resource/strategy * Describe what kind of learner populations your strategy serves and how it meets their needs. * Discuss how this would or wouldn’t work with your learner population. * Be sure to embed a working hyperlink to the resource you found so others can readily access it.   In **EDU 6023: Grading and Goal Setting** for instance, Candidatesdevelop and apply strategies for differentiation. Candidates apply their understanding of individual differences and diverse cultures and communities to assure inclusive excellence. For example, one of the assignments is a discussion and posts on **Fair Isn’t Always Equal :**  **In Rick Wormeli’ s book, Fair Isn’t Always Equal: Assessing & Grading in the Differentiated Classroom**, he discusses various ways to differentiate grading and assessments to make them more equitable to learners with different needs. Wormeli and his publishers have summarized most of these ideas in a series of short videos.    View the “Rick Wormeli: Introduction to Assessment and Grading in the Differentiated Classroom” video [1:03] from YouTube. Select two of the following videos to view from YouTube:  “Rick Wormeli: Standards-Based Grading” [8:42]  “Rick Wormeli: On Late Work” [7:47]  “Rick Wormeli: How Much Should Homework Count?” [7:00]  “Rick Wormeli: Formative and Summative Assessment” [4:48]  “Rick Wormeli: School Leaders Working With Faculty” [6:10]  “Rick Wormeli: Redos, Retakes, and Do-Overs, Part One” [8:33]  “Rick Wormeli: Redos, Retakes, and Do-Overs, Part Two” [8:31]  “Rick Wormeli: Gradebooks” [7:07]  “Rick Wormeli: Defining Mastery” [4:25]    Summarize what Wormeli discusses from the two videos you selected. Connect his ideas to your own classroom practices.  Which elements of assessment discussed would or would not work for your classroom setting? Why?  Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday of Week 2. It could be a connection, an inquiry, or other meaningful contribution. If possible, respond to posts that have not yet received feedback from a classmate.   * The courses and related assignments provide Candidates with various points of views and address common misconceptions of assessments and differentiation. This approach supports Candidates with strategies on how they can embed differentiation into their assessments, and how to structure their assessment plans to make them more equitable. In this Standard, Alliant Candidates engage in reviewing the historical, legal, ethical, philosophical, and political area regarding education. * Candidates are expected to utilize this foundation to create developmentally appropriate instruction that takes into account individual learners’ strengths, interests, differences, and needs, using instructional strategies that promote students’ learning and individual development, acquisition of knowledge, and motivation.[ACEI 1.0; InTASC 1(b), 1(d), 1(h), 1(i), 2(a), 2(b), 2(f), 2(g), 2(h), 2(l), 2(m), 2(n)]   **Linkage of Clinical Practice with Coursework**  The integration of applied experience with coursework is essential to Candidate competence. SOE requires all Candidates to be placed at a school site that has a student body that is comprised of a minimum of 10% each English Language Learners, students with IEPs, and students from low socio-economic backgrounds.  Intern teachers who obtain teaching contracts at a school site that does not meet the 10% student body criteria in each those areas, must observe an English Language Learning classroom, or a Special Education classroom, or a Title 1 school, for two full days for every percentage point below the 10% threshold. This is established at the outset through the MOUs with School Districts. Candidates who are required to observe classes in more diverse settings must write an observation report regarding their experience and discuss the experience with their university mentors.  **Regular Evaluation and Supervision**  Candidates are reviewed and evaluated by the university mentors. The observation report is used to guide Candidate progression in working with individual and diverse learners. This includes lesson plans related to individual learner issues and diverse learners. Feedback includes routine procedures, behavior management, and special techniques for handling groups.  **Quality Assurance** All areas of quality assurance, including the MOUs, faculty qualification, syllabi review, SOE assessment methods, and documenting applicability to diverse learning is relevant and applicable to this standard.  In the SOE lesson plan, Candidates are required to consider and explain learning theory that applies to their learners’ individual differences and diverse cultures and communities. Candidates plan activities, strategies, and assessments for learners with consideration of educational theory such as Constructivism, Cognitivism, and Behaviorism. |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

| **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 #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 Narrative:**  Provide a narrative that gives context and a big picture perspective of how this standard is met. |
| The Secondary Education program is structured to support Candidates to be able to develop strategies for collaborative learning through meaningful activities and differentiated assignments. Candidates learn strategies to engage all learners in their classrooms and capitalize on learner interests. Candidates learn how to develop safe and productive learning environments and promote learner’s independence and at the same time enhance learner interaction with others.  The pre-requisite course **EDU 6003: Introduction to Teaching** is for those without prior classroom experience and is designed to give the beginning intern teacher the foundations for a smooth transition into the classroom. It provides an overview of theories of pedagogy and developmental learning, methods of instruction, special needs identification and instruction. The course integrates online learning with opportunities for classroom observations and is designed to enhance understanding and improve delivery, supporting observation of the candidate’s ability to apply theory to practice. Course material to support theoretical understanding include *Diverse learners in the mainstream classroom: Strategies for supporting ALL students across the content areas* (Freeman, Y., Freeman, D. & Ramirez, R., 2008), *Tools for teaching: Discipline, instruction, motivation* (Jones, F., & James, P., 2007), and *First days of school: How to be an effective teacher* (Wong, H., & Wong, R., 2009).  Examples of assignments and discussions that specifically support the Candidates understanding of creating environments to support individual and collaborative learning can be found in weeks 1 and 2 as Candidates examine resources and readings related to the start of the year, routines and procedures and classroom management, they complete a classroom management plan, and they work with a peer to discuss and provide a rational on the physical set up of their classroom including how student grouping and seat arrangements will be used to provide opportunities for student engagement and active learning.  EDU 6004: **Educational Foundations** is the first course in the program and focuses on effective classroom management for the diverse classroom and development of strategies to ensure special needs, language, gender, and ethnic equity in the classroom. The course underscores the significance of beginning to establish structure of procedures and routines for their learners on the first day of school and the relationship of learning to the environment. Candidates state, explain, and demonstrate their procedures for the learners. In addition to specific connected research journals and websites, the required course material to support a Candidate’s theoretical understanding of learning environments include *Preparing teachers for a changing world: What teachers should learn and be able to do* (Darling-Hammond, D. & Bradford, J., 2005) and *Possible lives: The promise of public education in America* (Rose, M., 1995). Weekly discussions and assignments focus on Candidates initially reflecting upon their own educational experiences and environments, examining the How People Learn Framework, and discussing developmentally appropriate practices, culturally responsive pedagogy, and classroom management in relation to how they connect to the overall positive learning environment that support individual and collaborative learning.  Knowledge and skills regarding learning environments are also developed and reinforced in **EDU 6063**: **Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**, which incorporates building community with English language learners. The four-term Seminar Series addresses four aspects of the learning environment, particularly working with diverse learners. The three seminars more focused on the learning environment are:  In the Seminar Series course E**DU 6020: Seminar Setting Classroom Procedures**, Candidates focus on creating learning environments that ensure a successful classroom climate.  Specifically, Candidates must demonstrate evidence of support for individual and collaborative learning, effective learning environments that encourage positive social interaction, active engagement in learning, and self-motivation through discussion posts, assignments, and lesson plans. Through the achievement of the course learning outcomes, candidates will meet Standard.  The primary objectiveis to develop Candidate capacity to increase student learning and achievement. Candidates receive practical instruction on research-based best practices, application to the K-12 classroom, and further exploration of both theory and practice through course readings and discussions. The course underscores, critically, the significance of beginning to establish structure of procedures and routines for their learners on the first day of school. Candidates state, explain, and demonstrate their procedures for the learners and how they develop a positive and supportive classroom culture. The course learning assignments and assessment for **EDU 6020** build and evaluate Candidates’ ability to implement learning environments that support individual and collaborative learning, learner engagement, and positive social interaction.  The assignments in EDU 6020 focus on: The fabric of Teaching & Learning; and Classroom & School Analysis  Candidates are observed and evaluated by University mentors on various elements of the assignments using the Alliant [Candidate Competencies](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx)  form and the effective completion of the [Lesson Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf). The [Lesson Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf) template asks for specific instructional strategies for the lesson being taught. Mentors use the [Rubrics for Assessing Candidate Performance](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant-rubrics_for_assessing_candidates_performance.pdf) to evaluate Candidates and to complete the [CC.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) The rubrics are aligned with the Standards.  Assignments and activities in the course that support the achievement of Standard 3 include:   1. Describe classroom management strategies to create and maintain effective environments for student learning. 2. Apply classroom management strategies to specific classroom settings. 3. Analyze the effectiveness of classroom management strategies to specific classroom settings. 4. Reflect on classroom management approaches and strategies. 5. Assignments, discussions, and readings from the text, Teach Like a Champion (2015) by Doug Lemov. All discussion posts and assignments are graded using a rubric.   The three seminars focused on the learning environment are:   * **EDU 6020: Setting Classroom Procedures**, which covers the planning, application, analysis, and reflection on classroom strategies; * **EDU: 6021: Supporting Differentiated Learning**, which covers the planning, application, analysis, and reflection on differentiation strategies and meeting the needs of all learners, including those with specific language needs * **EDU 6022: Curriculum and Instruction,** which focuses on the planning, application, analysis and reflection on academic standards and strategies that engage learners.   Through the courses, Candidates develop their capacity to increase learning and achievement and the creation of safe, equitable and effective learning environments. Candidates further explore both theory and practice through course readings and discussions and receive practical instruction on research-based best practices and their application to the K-8 classroom. These courses bridge from theory to professional practice.  Candidates take **EDU 6828: Secondary Education Methods** in which theystudy the objectives, selection, organization, and presentation of the subject matter of the various secondary school subjects. This course will support and advance the Candidate’s development of a repertoire of teaching strategies appropriate to the developmental characteristics and learning styles, as well as teaching diverse students and specials needs.  Candidates also develop skills to address conflict resolution and behavior management in the classroom particularly related to secondary school issues including managing disruptive and defiant students and positive discipline strategies.  Candidates also take **TEL7170: Technology in the Curriculum** in which theyguided to build learning experiences and learning technology environments, which apply instructional theory intended to support innovation in learning design and technology integration.  These courses provide opportunities to bridge application of theories learned throughout pedagogy coursework to results driven teaching focused on best practices. Candidates focus on creating learning environments that ensure a successful classroom climate.  In the clinical practice course series, Candidates practice and demonstrate their ability to create rich and positive learning environment. They evaluated by the university mentor and district support providers 16 times during the course of the 32 weeks of intern teaching. Evaluations are completed using the progress and [Quarterly and Summative Assessment.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_candidate_quarterly-and-summative-assessment-updated_11_21_2018.docx)  The university mentor and district support providers also meet at least once each term to share knowledge and determine the best way to support the Candidate’s progress. In addition to the University Mentor and District Support provider evaluations, Candidates must submit assignments and reflection journals that are evaluated to assure they are meeting all the [CCs.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx)  Curriculum Sequence  The courses and their sequence in the curriculum related to learning environments is shown below, with courses in bold directly related to developing and demonstrating competency in this area.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Learning Environments (LE)** | | | | | | If Candidates enter without teaching experience, this course is taken prior to intern teaching: | **EDU6003 Introduction to Teaching (2 units)**  30 hours of instruction + 60 hours of Candidate preparation, study and assignments.  *LE Introduced* | | | | | ***Term*** | *3-unit courses*  *Per course:*  *45 hours of instruction + 90 hours of Candidate preparation, study, and assignments* | *1.5-unit supporting seminars*  *Per course:*  *22-23 hours of instruction + 45 hours of Candidate preparation, study, and assignments* | *1.5-unit field trainings*  *Per course:*  *4 Terms (32 weeks resulting in 224 hours of supervised field work). Note even during the terms when Candidates are not taking courses associated with Clinical Practice, they are still being evaluated in their ability to connect theory and classroom experiences for best practices in instructional strategies to reach all learners* | | 1 | **EDU6004 - Educational Foundations**  *LE Introduced* |  |  | | 2 | **EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application**  *LE Developed* | **EDU6020 - Seminar: Setting Classroom Procedures**  *LE Developed* | **EDU6046 - Clinical Practice I: Standard Intern**  *LE Developed* | | 3 | EDU6112 - Applied Linguistics Seminar: Reading | **EDU6021 - Seminar: Supporting Differentiated Learning**  *LE Developed* | **EDU6047 - Clinical Practice II: Standard Intern**  *LE Developed* | | 4 | **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**  *LE Developed,* | **EDU6022 - Seminar: Curriculum and Instruction**  *LE Developed* | **EDU6048 - Clinical Practice III: Standard Intern**  *LE Developed* | | 5 | **EDU6828 - Secondary Education Methods**  *LE Developed* | EDU6023 - Seminar: Grading and Goal Setting | **EDU6049 - Clinical Practice IV: Standard Intern**  *LE Developed, Competency Demonstrated* | | 6 | TEL7170 - Technology in the Curriculum |  |  |   Assignment examples are in [**Standard 3: Course Details and Assignments**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/standard_3_course_details_and_assignments.1_secondary.docx)  **Embedded Signature Assignments:**  The key assessment in **EDU 6004: Educational Foundations** is to develop a classroom management plan that applies the knowledge gained from the course readings and teacher candidate's own experiences with students. To complete the assignment, Candidates:   * Assess their underlying beliefs and values to clarify their own philosophy as a professional educator that would include legal and ethical issues. * Integrate and apply their underlying beliefs to building a learning community. * Examine historical events that influence Candidates' education philosophy. * Describe the historical context of American education (i.e., the social and cultural condition of PK-12 schools). * Examine the legal roles, protections, and responsibilities of members of the school community (i.e., teachers, teacher assistants, counselors, parents, and students). * Evaluate policy formation in American Education with special attention to policy development at federal, state, and local governmental levels.   The assignment includes the teacher candidate's actual [Lesson Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf) and a written response that addresses how the plan meets learner individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The [Lesson Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf) template requires Candidates to individualize instruction and to provide extra opportunities for learning.  The Candidate must show proficiency by scoring a 3 or higher on a 4-point rubric. The data for this is collected in the Taskstream platform. (InTASC Standard 2,3). Key areas of program focus including clinical practice linkage with the coursework, regular evaluation and supervision and other quality assurance processes serve to support candidates in creating a positive classroom climate for all learners, including diverse learners. Candidates are evaluated in their professional performance by university mentors on “Creating and Maintaining Effective Environments for Students,” which addresses learning environments. They are also assessed in the following sub-categories: Caring community, fairness, and respect   * Embraces learner diversity & fosters productive interactions * Safety for all learners * High expectations for all learners * Maintaining appropriate behavior * Routines and procedures * Optimizing instructional time   Candidate performance on the above areas are reviewed, evaluated, and discussed with their university mentor.  EDU 6020: Setting Classroom Procedures is the primary course focuses on classroom issues. Candidates are observed and evaluated by University mentors on various elements of the assignments using the Alliant [CC form](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) and the effective completion of the [Lesson Plan.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf) The [Lesson Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf) template asks for specific instructional strategies for the lesson being taught. Mentors use the [Rubrics for Assessing Candidate Performance](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant-rubrics_for_assessing_candidates_performance.pdf) to evaluate Candidates and to complete the CCs. The rubrics are aligned with all the 10 Arizona Standards.  The EDU 6020 course underscores that criticality for Candidate to understand the significance of beginning to establish structure of procedures and routines for their learners on the first day of school. Candidates state, explain, and demonstrate their procedures for the learners. The course learning assignments and assessment for **EDU 6020** develop and evaluate Candidates’ ability to implement learning environments that support individual and collaborative learning, learner engagement, and positive social interaction.  They include:   1. Describe classroom management strategies to create and maintain effective environments for learner learning. 2. Apply classroom management strategies to specific classroom settings. 3. Analyze the effectiveness of classroom management strategies to specific classroom settings. 4. Reflect on classroom management approaches and strategies. 5. Assignments, discussions, and readings from the text, Teach Like a Champion (2015) by Doug Lemov, have requirements that ensure Standard 3 is met. Each discussion post and assignment are graded using a [rubric](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant-learner_development_evaluation_rubric.pdf).   University mentors attend training Seminars on how to evaluate Candidates in these are as. This approach assures that Candidates engage with the topic on learning environments in the Curriculum but also apply them to address the learners in their own in the classroom and thereby having realistic practices of the concepts.  Assessment of Candidate Competency  Assessment of Candidates’ competency at the individual candidate level is based on both classroom assignments and observations using the Quarterly and Summative Assessment Forms. The data for signature assignments is collected in Taskstream. Data from recent assessment related to the Secondary Education learning environment indicated at the link for below:  **Assessment 2016-2017**  **Assessment 2016-17**   |  |  |  | | --- | --- | --- | | [ss secondary assessment summary](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_ss_secondary_assessment_summary_snapshot.pdf) | [edu 6063 oral language development strategies](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu_6063_oral_language_development_strategies.pdf) | [edu 6112 single subject reading lesson plan assignment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu6112_single_subject_reading_lesson_plan_assignment._.pdf) | | [ss secondary detailed assessment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_ss_secondary_detailed_assessment_report.xlsx) | [edu 6112 webquest](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu_6112_webquest.pdf) | [tel 7170 ed tech project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_tel_7170_ed_tech_proj..pdf) | | [edu 6063 eldsdaie lesson plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu__6063_eldsdaie_lesson_plan_analysis.pdf) | [edu 6004 classroom management plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu6004_classroom_management_plan.pdf) |  | | [edu 6012 webquest](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu_6012_webquest.pdf) | [edu 6005 course project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu6005_course_project.pdf) |  |   **Assessment 2017-2018**  **Assessment 2017-18**   |  |  |  |  | | --- | --- | --- | --- | | [Ss standard intern results summary](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/ss_standard_intern_results_summary.11.23.18.pdf) | [edu 6004 classroom management plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu6004_classroom_management_plan.pdf) | [edu 6063 oral language development strategies](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu_6063_oral_language_development_strategies.pdf) | [edu 6112 single subject reading lesson plan assignment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu6112_single_subject_reading_lesson_plan_assignment._.pdf) | | [Ss standard intern detailed report](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/ss_standard_intern_detail_report._11.23.18.xlsx) | [edu 6005 course project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu6005_course_project.pdf) | [edu 6828 single subject teaching methods course project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu6828_single_subject_teaching_methods_course_project.pdf) | | [edu 6012 webquest](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu_6012_webquest.pdf) | [tel 7170 blended learning lesson plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__tel_7170__blended_learning_lesson_plan.pdf) | [tch 7621 course project critical thinking unit plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_tch_7621_course_project_critical_thinking_unit_plan.pdf) | | [edu 6112 webquest](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu_6112_webquest.pdf) | [edu 6063 eld sdaie lesson plan analysis](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu_6063_eld_sdaie_lesson_plan_analysis.pdf) | [tel 7170 ed tech project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_tel_7170_ed_tech_proj..pdf) |   **Accreditation Documents**   |  |  |  | | --- | --- | --- | | [ms elem and ss secondary plo alignment to intasc standards](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/ms_elem_and_ss_secondary_plo_alignment_to_intasc_standards_snapshot.pdf) | [alignment to intasc standards with detailed assessment reports](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/plo_alignment_to_intasc_standards_with_detailed_assessment_reports_elementary_and_secondary_2016_2017_and_2017_2018.pdf) | [Ss Secondary standard intern curriculum map](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/ss_secondary_standard_intern_curriculum_map._11.23.18.pdf) |   Candidates must score at least 3 out of 4 on the key signature assignments through the program and demonstrate appropriate progress in the quarterly and summative clinical assessments. Those who don’t, including those who have low grades are referred to the Student Evaluation and Review Committee (SERC). The SERC works with the Candidate to understand any extenuating circumstances and develops strategies for remediation with a specific timeframe. When remediation fails, the SERC recommends dismissal. See the Alliant Student Evaluation and Review Policy at this link: [Student Evaluation and Review Policy.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_student_evaluation_and_review_committee.pdf) |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

| **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 these aspects of the discipline accessible and meaningful for the learners to assure mastery of the content. |
| --- |

| **Standard Narrative:**  Provide a narrative that gives context and a big picture perspective of how this standard is met. |
| --- |
| Candidates in this program learn and demonstrate content knowledge, pedagogical knowledge and skills, professional knowledge, and professional dispositions. These are demonstrated through a variety of artifacts which include lesson plans, classroom management strategies, unit plans, and reflective graded journals. Courses provide Candidates with the aptitude to grasp the expectations for the profession. The program incorporates secondary literacy strategies that are appropriate to all content areas. Candidates are also assessed in the Clinical practice courses. Candidate performance on key assessments embedded in the following course(s):    Two courses in particular focus on Secondary Education Content: **EDU 6828 Secondary Education Methods and EDU 6112: Applied Linguistics Seminar: Content Area Reading.**  **EDU 6828: Secondary Education Methods.** This course develops Candidates’ understanding of content and ability to make all aspects of their content area meaningful and accessible to all learners. Candidate examine disciplinary standards for content and apply Constructivist teaching strategies to engage learners. They demonstrate appropriate instructional methods for their content areas, and also cover assessment that are appropriate to their content areas, including authentic assessments. development in their specific content area, develop of a repertoire of teaching strategies appropriate to their learners, and increase Candidates’ abilities in teaching diverse learners and learners with specials needs. Candidates design a unit of instruction to demonstrate proficiency in making content accessible to all learners. Candidates will focus on the integration of technological resources specific to their content areas.  **EDU 6112: Content Area Reading** focuses on adolescent literacy issues including ability to write with increasing complexity across disciplines, and content reading and comprehension strategies. Candidates learn teaching content-related vocabulary, and teaching vocabulary to culturally diverse and English Language learners. Candidates also learn strategies for improving writing and using writing for content instruction, and how to engage learners in creative and critical think about content areas.  Course descriptions for all courses are at this link: Course Descriptions  Curriculum Sequence  The courses and their sequence in the curriculum related to content knowledge is shown below, with courses in bold directly related to developing and demonstrating competency in this area.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Content Knowledge (CK)** | | | | | | If Candidates enter without teaching experience, this course is taken prior to intern teaching: | **EDU6003 Introduction to Teaching** (2 units)  30 hours of instruction + 60 hours of Candidate preparation, study, and assignments.  CK Introduced | | | | | ***Term*** | *3-unit courses*  *Per course:*  *45 hours of instruction + 90 hours of Candidate preparation, study, and assignments* | *1.5-unit supporting seminars*  *Per course:*  *22-23 hours of instruction + 45 hours of Candidate preparation, study, and assignments* | *1.5-unit field trainings*  *Per course:*  *4 Terms (32 weeks resulting in 224 hours of supervised field work). Note even during the terms when Candidates are not taking courses associated with Clinical Practice, they are still being evaluated in their ability to connect theory and classroom experiences for best practices in instructional strategies to reach all learners* | | 1 | **EDU6004 - Educational Foundations**  CK Introduced |  |  | | 2 | EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application | EDU6020 - Seminar: Setting Classroom Procedures | **EDU6046 - Clinical Practice I: Standard Intern**  *CK Developed* | | 3 | **EDU6112 - Applied Linguistics Seminar: Content Area Reading**  *CK Developed* | **EDU6021 -Supporting Differentiated Learning**  *CK Developed* | **EDU6047 - Clinical Practice II: Standard Intern**  *CK Developed* | | 4 | EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners | **EDU6022 - Seminar: Curriculum and Instruction**  *CK Developed* | **EDU6048 - Clinical Practice III: Standard Intern**  *CK Developed* | | 5 | **EDU6828 - Secondary Education Methods**  *CK Developed* | **EDU6023 - Seminar: Grading and Goal Setting**  *CK Developed* | **EDU6049 - Clinical Practice IV: Standard Intern**  *CK Developed, Competency Demonstrated* | | 6 | **TEL7170 - Technology in the Curriculum**  *CK Developed* |  |  |   Candidates in this program are required to demonstrate content knowledge, pedagogical knowledge and skills, professional knowledge, and professional dispositions for internship placements. Content, pedagogical, and professional knowledge or skills, professional dispositions are demonstrated through candidate performance on key assessments embedded in the courses above.  Candidates also take: **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners.** Included in this course is a study of Specially Designed Academic Instruction in English (SDAIE) strategies and ELD methods including the use of comprehensible input to promote accessible content area curricula for English Language Learners. The theoretical focus includes first and second language acquisition theory, language development theory, literacy methods, and psychological and socio-cultural factors that have an impact on language learning. Course descriptions are in the linked document: [Secondary Course Descriptions](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/course_descriptions_-_secondary_education.docx).  More detailed information on course resources and assignments are at the link[**Standard 4: Course Details and Assignments**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/standard_4_course_details_and_assignments.1_secondary.docx)  [The Alliant Candidate Competencies (CC)](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_candidate_competencies__cc__evaluation_form_.pdf) are embedded throughout the curriculum. Candidates ability to demonstrate that they know and can create effective learning related to content is include in the Candidate Competencies and evaluated using assignments as well the Clinical Practice Assessment Courses.  Alliant’s School of Education programs embed the CCs into the curriculum for candidates and for assessment from the beginning of the programs.  **Embedded Signature Assignments:**  Signature assignments include unit plans and lesson plans. A major unit assignment is in EDU6828, Secondary Education methods includes:   * Cover at least two weeks of instruction on a specific topic * Align with [CCs](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) and Arizona Standards * Conform to the principles of blended learning (using both classroom and digital resources to support personalized learning) * Contain both detailed lesson plans and a website that complements the instructional topic. * Demonstrate pedagogical methods unique to the subject area, authentic instruction, and authentic assessment * Reflect the suggestions of an expert reviewer as well as peer and instructor critique   The professional knowledge assessment in the course measures the extent to which the teacher has knowledge of:   * A variety of methods for teaching reading and the subject area or areas in which the teacher is seeking certification at the secondary level * Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas * Principles and techniques associated with various instructional strategies * Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals * Methods for recognizing and accommodating exceptional learners * Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning * Principles of human motivation and behavior and their implications for managing * Secondary Candidates incorporate English language arts concepts on reading, language, and child and adolescent development to design, deliver and evaluate instruction on reading, writing, speaking, viewing, listening, and thinking skills. [ACEI 2.1; InTASC 4(b), 4(d); ISTE 1a]. Candidates create developmentally appropriate instruction that takes into account individual learners’ strengths, interests, differences, and needs, using instructional strategies that promote learning and individual development, acquisition of knowledge, and motivation. [ACEI 1.0; InTASC 1(b), 1(d), 1(h), 1(i), 2(a), 2(b), 2(f), 2(g), 2(h), 2(l), 2(m), 2(n)] |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

| **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 Narrative:**  Provide a narrative that gives context and a big picture perspective of how this standard is met. |
| --- |
| We train our Candidates to be reflective professionals who incorporate theory into best and effective practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed. The courses and assignments in the entire program provide Candidates with practical experience in preparing lessons and utilizing different applications and activities to engage learner prior knowledge, connect former information to new ones, use different reading strategies, and involve all learners in individual and collaborative learning experiences.  Candidates must demonstrate their understanding of 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. Candidates demonstrate proficiency through the Lesson Plans where they must show evidence that they incorporate different learning styles, accommodations, and differentiation within their lesson plans to assist in delivering the content to all learners including those who have different needs, interests, and academic levels.  Courses and assignments are intentionally created to emphasize an experience that provides Candidates with the tools to develop lessons that engage learners in critical thinking, problem-solving and application to current issues. While the entire set of courses in the program focus on application – such as the development of lesson plans and using knowledge in case studies, much of the application of content is embedded in the clinical practice areas of the program.  Candidates show in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners, while simultaneously making instructional decisions that are grounded in educational research and/or theory.  **Close Linkage of coursework with Clinical Practice and Regular Candidate Evaluation**  The clinical practice course sequence is as follows over a total of 32 weeks:  Clinical Practice I – paired with seminar in Setting Classroom Procedures  Clinical Practice II – paired with seminar in Supporting Differentiated Learning  Clinical Practice III – paired with seminar in Curriculum and Instruction  Clinical Practice IV – paired with seminar in Grading and Goal Setting  Each Clinical Practice course is paired with a content related seminar to assist teacher-Candidates with critical skills in connecting concepts and using differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues as well as current issues.  The expectations are implemented and communicated to candidates by the university Field Experience Coordinator. The coordinator assigns each candidate enrolled in Clinical Practice a university mentor who works with each candidate directly. The coordinator also oversees our university mentors and monitors the level of written feedback the Mentors provide to the candidates pertaining to their performance assessments that are linked directly to the [CCs.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) The coordinator holds training sessions for the mentors at the beginning of each Term.  The primary objective of the Clinical Practice courses is to provide credential candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate [CCs](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) and expectations necessary for effective instruction in the classroom.  The clinical practice courses are designed with ongoing assessments and feedback to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Candidates work with university mentors in coordination with district support providers and/or master teachers.  Candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory. While the program courses focus on application – such as the development of lesson plans and using knowledge in case studies – much of the application of content is embedded in the clinical practice areas of the program.  The first course, **EDU 6003:** **Introduction to Teaching** for those without prior experience, or **Educational Foundations**, introduces the **Lesson Plan template** which will be used throughout the program.  The lesson plan requires attention to context, engagement, making content accessible, differentiating instruction, reaching English language learners, supporting, and scaffolding students, and allowing time for independent practice, and connection of assignments to current issues.  **EDU 6112:** **Applied Linguistics Seminar: Content Area Reading** and **EDU 6828 Secondary Education Methods** incorporate strategies for assisting learners with understanding content, incorporating lessons that require critical thinking, and incorporates idea of multidisciplinary approaches to learning and issues/topics/questions that matter to students. **EDU** **6112** incorporates critical and creative thinking in the content areas. In **EDU 6828** the focus on Constructivist teaching strategies encourage Candidates to focus instruction to authentic context.  **EDU 6063:** **Principles, Practices, and Socio-cultural Issues of Teaching English** incorporates a unit on authentic assessment and engaging learners in real-list situations. Video learning segments show teachers who show examples of linking lessons to local knowledge and real-world problems. **EDU 6022:** **Curriculum and Instruction** integrates literary skills into content areas. TEL 7170 **Technology in the Curriculum** is made up of a series of Content Modules which are designed to present Instructional Theory Content, have teacher candidates select State Standard Content to teach, and apply theory to lesson design and project design of content. Further assignments include community design and digital citizenship.  In the clinical practice courses, Candidates practice and demonstrate their ability to create instruction to which all learners can connect. They evaluated by the university mentor and district support providers 16 times during the course of the 32 weeks of intern teaching.  Evaluations are completed using the progress and quarterly assessment forms. The university mentor and district support providers also meet at least once each term to share knowledge and determine the best way to support the Candidate’s progress.  Clinical practice courses occur in the school districts and each course is paired with a content related seminar to assist teacher-Candidates with the important content they need to reach all learners in their classroom. In Clinical practice I, Learner development is developed by our Candidates. Clinical Practice II is a continuation of learner development. Candidates must demonstrate competencies in the tasks. In Clinical Practice III, Candidates demonstrate application of content as well and strategies to reach all learners. By Clinical Practice IV, Candidates must show evidence of skills in learner development and demonstrate competency at a sufficient level.  Curriculum Sequence  The courses and their sequence in the curriculum related to application of content is shown below, with courses in bold directly related to developing and demonstrating competency in this area.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Application of Content (AoC)** | | | | | | If Candidates enter without teaching experience, this course is taken prior to intern teaching: | **EDU6003 Introduction to Teaching (2 units)**  30 hours of instruction + 60 hours of Candidate preparation, study, and assignments.  AoC Introduced | | | | | ***Term*** | *3-unit courses*  *Per course:*  *45 hours of instruction + 90 hours of Candidate preparation, study, and assignments* | *1.5-unit supporting seminars*  *Per course:*  *22-23 hours of instruction + 45 hours of Candidate preparation, study, and assignments* | *1.5-unit field trainings*  *Per course:*  *4 Terms (32 weeks resulting in 224 hours of supervised field work). Note even during the terms when Candidates are not taking courses associated with Clinical Practice, they are still being evaluated in their ability to connect theory and classroom experiences for best practices in instructional strategies to reach all learners* | | 1 | **EDU6004 - Educational Foundations**  AoC Introduced |  |  | | 2 | EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application  = | EDU6020 - Seminar: Setting Classroom Procedures | **EDU6046 - Clinical Practice I: Standard Intern**  *AoC Developed* | | 3 | **EDU6112 - Applied Linguistics Seminar: Content Area Reading**  *AoC Developed* | EDU6021 - Seminar: Supporting Differentiated Learning | **EDU6047 - Clinical Practice II: Standard Intern**  *AoC Developed* | | 4 | **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**  *AoC Developed* | **EDU6022 - Seminar: Education Curriculum and Instruction**  *AoC Developed* | **EDU6048 - Clinical Practice III: Standard Intern**  *AoC Developed* | | 5 | **EDU6828 - Secondary Education Methods**  *AoC Developed* | EDU6023 - Seminar: Grading and Goal Setting | **EDU6049 - Clinical Practice IV: Standard Intern**  *AoC Developed, Competency Demonstrated* | | 6 | **TEL7170 - Technology in the Curriculum**  *AoC Developed* |  |  |   The coordinator assigns each candidate enrolled in Clinical Practice a university mentor who works with each candidate directly. The coordinator also oversees our university mentors and monitors the level of written feedback the Mentors provide to the Candidates pertaining to their performance assessments that are linked directly to the CCs. The coordinator holds training sessions for the mentors at the beginning of each Term (training agenda).  Assessment of Candidate Competency  **Embedded Signature Assignments:**  These courses require Candidates to develop unit plans for their classrooms and to demonstrate their capacity and competency in developing end implementing effective [Lesson Plans.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf) Candidates demonstrate their progress in:   * Appropriately implementing a teacher-designed lesson plan * Communicating to learners’ specific standards and high expectations for learning * Linking learning with learner prior knowledge, experiences, and backgrounds * Modeling the skills, concepts, attributes, or thinking processes to be learned * Demonstrating effective written and oral communication * Using appropriate language to communicate with learners clearly and accurately * Using strategies that are appropriate to students’ developmental levels * Incorporating strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity * Encouraging learner critical thinking * Connecting lesson content to real life situations when appropriate * Using technology and a variety of instructional resources appropriately * Using a variety of effective teaching strategies to engage students actively in learning * Maximizing the amount of class time students are engaged in learning which results in a high level of success for students * Providing opportunities for learners to use and practice what is learned * Adjusting instruction based on feedback from learner   **Electronic Journal (E-Journal) communications** -The purpose of the E-Journal (Electronic Journal) is to support communication between the candidate and the university mentor. There are three E-Journals per term, 12 total over the 4 eight-week terms of Clinical Practice. Each E-Journal corresponds to a specific CC. The CCs are aligned with Arizona Standards. The E-Journals are evaluated using the [E-Journal Rubric.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_e-journal_rubric_.pdf) The E-Journal is also used as a reflection tool for candidates to further hone their experiences as they progress in Clinical Practice. Topics addressed are related directly to the Candidate Competencies ([CCs](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_candidate_competencies__cc__evaluation_form_.pdf)), pedagogy coursework and the Professional Development Plan which is found in the [Individual Learning Plan Form](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_individual_learning_plan.pdf).  [Quarterly and Summative Assessment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_candidate_quarterly-and-summative-assessment.pdf) - University mentors regularly assess candidate performance during classroom observations, which include review of lesson plans, observational notes, and goal setting for next observation. Observations must be scheduled at the start of each Term of Clinical Practice by the candidate with their University Mentor and their district-employed support provider. They score candidate proficiency in all CC domains during observational visits. The CC domains cover all the Arizona standards. Progress Assessments are provided and discussed by the university mentor with the candidate and are shared with the university field experience coordinator for any additional input (Progress Assessment).  The mentor identifies any issues/concerns and documents in the observations and Progress Assessment documents. These are then discussed by the Coordinator and where warranted are referred to the Student Evaluation and Review Committee (SERC).  The Assessment schedules are:  *Interns Clinical Practice I-IV:*  •Three (3) university mentor observations per 8-week term, total of 12 observational visits and progress assessments over four terms  •One (1) time each term by their District-employed support provider (4 total observational visits and assessments)  for a total of 16 observational visits and assessments (Progress Assessment).  **Quarterly Assessment** - The Quarterly Assessment is a summative scoring rubric based on the Alliant [CCs](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) which are aligned with Arizona Standards. They are embedded within the required task items. The university mentor completes one (1) Quarterly Assessment (Quarterly Assessment) per term. It is recorded in the Clinical Practice course.  **Summative Assessment** - The final Quarterly Assessment is a Summative Assessment in which the candidate must achieve a proficient score of at least “2” or above in all domains of the [CCs](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) as well as in the Quarterly Assessment. This is recorded in the Clinical Practice course.  Candidates not performing at competency are referred to the Student Evaluation and Review Committee (SERC). The SERC works with the candidate to understand any extenuating circumstances and on strategies for remediation within a specified timeframe. In cases where remediation fails, the SERC recommends dismissal.    The Clinical Practice I and II courses are designed to prepare teacher-Candidates to have the practical experience in K-8 classrooms as well as the knowledge attained from their pedagogy courses to enable them to effectively teach K-8 students. The Clinical Practice I and II courses for student teachers are designed to prepare teacher-Candidates to have the practical experience in K-8 classrooms as well as the knowledge attained from their pedagogy courses to enable them to effectively teach K-8 students.  Core courses support the application of content and skill. For example, **TEL 7170:** **Technology in the Curriculum** is made up of a series of Content Modules which are designed to present Instructional Theory Content, have teacher Candidates select State Standard Content to teach, and apply theory to lesson design and project design of content. Further assignments include community design and digital citizenship. Competence Assessment is Linked to CC’s which are aligned with Arizona State Standards. |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

| **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 Narrative:**  Provide a narrative that gives context and a big picture perspective of how this standard is met. |
| --- |
| Candidates are required to provide a narrative of how they will provide all students opportunities to demonstrate their mastery of the lesson within the SOE lesson plan template. Exit tickets are utilized to allow learners to reflect on their learning and to set future personal mini goals. Formative assessments and data sheets that document learner progress is required in the program through assignments and discussions. The Secondary Education program covers formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development for each learner’s individual needs and employ technological resources to engage learners. [ACEI 4.0; InTASC 6(a), 6(b), 6(e), 6(g), 6(i), 6(j), 6(k), 6(p), 6(u); ISTE-T 2d, 3d]. Through the coursework, Candidates learn and apply multiple strategies while understanding the importance of assessment in order to help engage learners in their own learning, monitor learner progress and growth, and to guide decisions made by both the teacher and the learner.  Formative assessments and data sheets that document learner progress are encouraged in the program through assignments and discussions. Exit tickets are utilized to allow learners to reflect on their learning and to set future personal mini goals. Candidates must show evidence of using formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development for learner’s individual needs and employ technological resources to engage learners. [ACEI 4.0; InTASC 6(a), 6(b), 6(e), 6(g), 6(i), 6(j), 6(k), 6(p), 6(u); ISTE-T 2d, 3d]. Candidates then examine performance data to guide and engage learners in their own thinking and learning, and to inform instructional planning based on identified learning gaps and patterns. [ACEI 4.0; InTASC 6(c), 6(f), 6(l), 7(l)]  Curriculum Sequence  Assessment concepts are incorporated primarily in the courses in bold in the program’s curriculum as shown below:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Assessment (A)** | | | | | | If Candidates enter without teaching experience, this course is taken prior to intern teaching: | **EDU6003 Introduction to Teaching (2 units)**  30 hours of instruction + 60 hours of Candidate preparation, study, and assignments.  *A Introduced* | | | | | ***Term*** | *3-unit courses*  *Per course:*  *45 hours of instruction + 90 hours of Candidate preparation, study, and assignments* | *1.5-unit supporting seminars*  *Per course:*  *22-23 hours of instruction + 45 hours of Candidate preparation, study, and assignments* | *1.5-unit field trainings*  *Per course:*  *4 Terms (32 weeks resulting in 224 hours of supervised field work). Note even during the terms when Candidates are not taking courses associated with Clinical Practice, they are still being evaluated in their ability to connect theory and classroom experiences for best practices in instructional strategies to reach all learners* | | 1 | **EDU6004 - Educational Foundations**  *A Introduced* |  |  | | 2 | EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application | EDU6020 - Seminar: Setting Classroom Procedures | **EDU6046 - Clinical Practice I: Standard Intern**  *A Developed* | | 3 | EDU6112 - Applied Linguistics Seminar: Content Area Reading | EDU6021 - Seminar: Supporting Differentiated Learning | **EDU6047 - Clinical Practice II: Standard Intern**  *A Developed* | | 4 | **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**  *A Developed* | EDU6022 - Seminar: Curriculum and Instruction | **EDU6048 - Clinical Practice III: Standard Intern**  *A Developed* | | 5 | EDU6828 - Secondary Education Methods  *A Developed* | **EDU6023 - Seminar: Grading and Goal Setting**  *A Developed* | **EDU6049 - Clinical Practice IV: Standard Intern**  *A Developed, Competency Demonstrated* | | 6 | **TEL7170 - Technology in the Curriculum**  *A Developed* |  |  |   Assessment is introduced in **EDU 6003:** **Introduction to Teaching Course** for those without prior teaching experiences. Course material in **EDU 6003: Introduction to Teaching**  theoretical understanding include *Diverse learners in the mainstream classroom: Strategies for supporting ALL students across the content areas* (Freeman, Y., Freeman, D. & Ramirez, R., 2008), *Tools for teaching: Discipline, instruction, motivation* (Jones, F., & James, P., 2007), and *First days of school: How to be an effective teacher* (Wong, H., & Wong, R., 2009). Examples of assignments and discussions that specifically support the Candidates introductory understanding of assessment can be found in throughout the entire module as Candidates are required to complete pre-assessments, self-assessments, peer-assessments, and self-reflection.  **EDU 6063:** **Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners** has a module on assessment on authentic assessment and use of rubrics for evaluation. **EDU 6023**: **Grading and Goal Setting** seminar course is the primarily course on assessment and covers assessment for monitoring learner progress, making instructional decisions based on assessments, analyzing assessments, and determining the best assessment tools. In this course, Candidates examine performance data to guide and engage learners in their own thinking about learning, and to inform instructional planning based on identified learning gaps and patterns. [ACEI 4.0; InTASC 6(c), 6(f), 6(l), 7(l)]. Candidates must show that they continuously monitor learner progress to provide effective descriptive feedback, and collaboratively establish learning goals, assisting learners in identifying quality work and analyzing their own assessment results. [ACEI 4.0; InTASC 6(d), 6(m), 6(n), 6 (q), 6(s)].  An assignment example from this course is the assignment Data Driven Instruction:  You will use an assessment of your learner’s work to monitor their proficiency in the content and provide an action plan to address needs revealed by the assessment.    Assessment is also incorporated in courses through the [**Lesson Plans**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf), which include an assessment section for each lesson. Similar to Standard 5, much of the demonstration of assessment proficiency takes place in the Clinical Practice courses where Candidates are evaluated in their classrooms. In the Clinical Practice courses, Candidates discuss and practice mechanisms to assess learners. Candidates practice and demonstrate their ability to use assessment to evaluate student learning and modify instruction. Candidates develop on strategies for formative assessments where they administer ongoing reviews of the learners through their lesson plans and use the information gathered to plan for future instruction.  Candidates also work on engaging in summative assessment to gauge the level of the learner’s comprehension after a unit or investigation such as, a quiz or a test. Candidates are evaluated by the university Mentors and district support providers on all standards including assessment. They are reviewed 16 times during the 32 weeks of the Clinical Practice course series. Evaluations are completed using the Quarterly and Summative assessment forms. The university Mentor and district support providers also meet at least once each term to share knowledge and determine the best way to support the Candidate’s progress.  One of the Collaborative E-Journals during Clinical practice is dedicated to Meaningful Assessment and Grading. In this exercise, Candidates discuss the nature of the data they are collecting and their analysis of the data. Candidates then use multiple sources of data to plan and modify instruction to meet the needs of all learners.  Course descriptions of the courses are linked here: **Course Descriptions.**  Course Readings and Assignments  In addition to the Lemov seminar text, resources used in the **EDU 6023**: **Grading and Goal Setting** seminar course include video segments that demonstrate best practices in assessment. The course requires Candidates to explain their assessment to peers and seek feedback.  The sharing of the work is designed to broaden Candidates’ repertoire of different assessment techniques and provide some ideas on how to improve assessments. Other assessment concepts including modifying assessment to help special needs students and English Language learners demonstrate what they know is also incorporated in this course.  Assignments examples used are in [**Standard 6: Course Details and Assignments**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/standard_6_course_details_and_assignments.1_secondary.docx)  Assessment of Candidate Competency  Assessment of Candidates’ competency at the individual candidate level is based on both classroom assignments and observations. The data for signature assignments is collected in Taskstream. EDU 6023 Grading and Goal Setting incorporates the major Data Driven Instruction assignment over the course. This assignment focuses on effectively and thoughtfully demonstrating the steps of assessment, from planning through analysis and development of an action plan for teaching improvement or modification. Candidates do additional work to consider how the  assessment would be effective with English Language learners and special needs or exceptional learners. Assessments are shared and discussed with peers.  Candidates must score at least 3 out of 4 on the key signature assignments through the program and demonstrate appropriate progress in [the Quarterly and Summative](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_candidate_quarterly-and-summative-assessment-updated_11_21_2018.docx) assessments. Those who don’t, including those who have low grades are referred to the Student Evaluation and Review Committee (SERC). The SERC works with the Candidate to understand any extenuating circumstances and develops strategies for remediation with a specific timeframe. When remediation fails, the SERC recommends dismissal. See the Alliant Student Evaluation and Review Policy at this link: **Student Evaluation and Review Policy**.   * Candidates must assess learners on an ongoing basis and utilize the results to inform future lessons. In summative assessment, Candidates apply an assessment for a unit, test, etc. to determine what learners can do fully or their level of understanding of or proficiency with the material. The Alliant Candidate observation forms and Progress Assessment and Quarterly/Summative Assessment forms as well as [lesson plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_lesson_plan_template.pdf) provides multiple avenues to evaluate Candidates on their ability to monitor the progress of their students. * Candidates must show evidence of using formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development for learner’s individual needs and employ technological resources to engage learners. [ACEI 4.0; InTASC 6(a), 6(b), 6(e), 6(g), 6(i), 6(j), 6(k), 6(p), 6(u); ISTE 2d, 3d] * Candidates then examine performance data to guide and engage learners in their own thinking and learning, and to inform instructional planning based on identified learning gaps and patterns. [ACEI 4.0; InTASC 6(c), 6(f), 6(l), 7(l)]   Candidates must show that they continuously monitor learner progress to provide effective descriptive feedback, and collaboratively establish learning goals, assisting learners in identifying quality work and analyzing their own assessment results. [ACEI 4.0; InTASC 6(d), 6(m), 6(n), 6 (q), 6(s)]. |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

| **Standard #7: Planning for Instruction**  The teacher plans instruction that supports every learner 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 Narrative:**  Provide a narrative that gives context and a big picture perspective of how this standard is met. |
| --- |
| * The secondary education program covers all aspects of developing Candidate competency in planning for instruction. The program covers a variety of skills including knowledge of setting instructional goals, short-term and long term objectives, choosing instructional methods including multiple methods of instruction responsive to learning differences, methods of supporting learners at different levels, planning particular communication and interaction about assignments, instructional materials, and assessing learning. The program provides a lesson plan template for Candidates and invites them to explore other templates in their teaching. The program provides Candidates with understanding of special needs and gifted and talented students as well as English Language learners and requires that they demonstrate competency in planning instruction and assessing the results. Candidates must be able to use state standards for content and English learner proficiency. They are prepared to provide developmentally appropriate instruction and use strategies that will be effective with learners who may be at different levels to ensure that learning is progressing.   To help assure that the needs of different learners can be met, the program requires experience with a diversity group of learners. SOE requires all Candidates to be placed at a school site that has a student body that is comprised of a minimum of 10% each English Language Learners, students with IEPs, and students from low socio-economic backgrounds. Intern teachers who obtain teaching contracts at a school site that does not meet the 10% student body criteria in each those areas, must observe an English Language Learning classroom, or a Special Education classroom, or a Title 1 school, for two full days for every percentage point below the 10% threshold.  This is established at the outset through the MOUs with School Districts. Candidates who are required to observe classes in more diverse settings must write an observation report regarding their experience and discuss the experience with their university Mentors.  Curriculum Sequence  Planning for instruction is incorporated primarily in the courses in bold in the program’s curriculum as shown below.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Planning for Instruction (PFI)** | | | | | | If Candidates enter without teaching experience, this course is taken prior to intern teaching: | **EDU6003 Introduction to Teaching (2 units)**  30 hours of instruction + 60 hours of Candidate preparation, study, and assignments.  PFI Introduced | | | | | ***Term*** | *3-unit courses*  *Per course:*  *45 hours of instruction + 90 hours of Candidate preparation, study, and assignments* | *1.5-unit supporting seminars*  *Per course:*  *22-23 hours of instruction + 45 hours of Candidate preparation, study, and assignments* | *1.5-unit field trainings*  *Per course:*  *4 Terms (32 weeks resulting in 224 hours of supervised field work). Note even during the terms when Candidates are not taking courses associated with Clinical Practice, they are still being evaluated in their ability to connect theory and classroom experiences for best practices in instructional strategies to reach all learners* | | 1 | **EDU6004 - Educational Foundations**  *PFI Introduced* |  |  | | 2 | **EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application**  *PFI Developed* | EDU6020 - Seminar: Setting Classroom Procedures | **EDU6046 - Clinical Practice I: Standard Intern**  *PFI Developed* | | 3 | **EDU6112 - Applied Linguistics Seminar: Content Area Reading**  *PFI Developed* | **EDU6021 - Seminar: Supporting Differentiated Learning**  *PFI Developed* | **EDU6047 - Clinical Practice II: Standard Intern**  *PFI Developed* | | 4 | **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**  *PFI Developed* | **EDU6022 - Seminar: Curriculum and Instruction**  *PFI Developed* | **EDU6048 - Clinical Practice III: Standard Intern**  *PFI Developed* | | 5 | **EDU6828 - Secondary Education Methods**  *PFI Developed* | **EDU6023 - Seminar: Grading and Goal Setting**  *PFI Developed* | **EDU6049 - Clinical Practice IV: Standard Intern**  *PFI Developed, Competency Demonstrated* | | 6 | **TEL7170 - Technology in the Curriculum**  *PFI Developed* |  |  |   Planning for instruction is introduced in the **EDU 6003: Introduction to Teaching** course for those without teaching experience in the fourth week of the course. Course material in **EDU 6003** to support theoretical understanding include *Diverse learners in the mainstream classroom: Strategies for supporting ALL students across the content areas* (Freeman, Y., Freeman, D. & Ramirez, R., 2008), *Tools for teaching: Discipline, instruction, motivation* (Jones, F., & James, P., 2007), and *First days of school: How to be an effective teacher* (Wong, H., & Wong, R., 2009). Examples of assignments and discussions that specifically support the Candidates introductory understanding of lesson planning can be found in week 4 and 5 of the module as Candidates are introduced to standards-based teaching, examine Alliant and online exemplar lesson plans, reflect upon maximizing instructional time, and write their own lesson and unit plans.  Knowledge of various strategies for meeting all learners’ needs is incorporated in the curriculum. Discussion forum questions provide Candidates with opportunities to discuss their specific school context related to additional needs of students that need to be considered. This is followed up in the **EDU 6004:** **Educational Foundations** course.  In **EDU 6004: Educational Foundations**, in addition to specific connected research journals and websites, the required course material to support a Candidate’s theoretical understanding of instructional planning include *Preparing teachers for a changing world: What teachers should learn and be able to do* (Darling-Hammond, D. & Bradford, J., 2005) and *Possible lives: The promise of public education in America* (Rose, M., 1995).  The **EDU 6828: Secondary Education Methods** course covers standards, content, and planning lessons in secondary academic content areas including English Language Arts, Mathematics, Science, Social Studies, Music, Physical Education, Art, and World Languages. This course also covers methods to meet the needs of all learners in the classroom. The seminar courses focus on the four areas of planning, teaching, analysis, and self-evaluation reflection. Candidates address their chosen content area in assignments throughout the courses.  The two seminars **EDU 6021: Supporting Differentiated Learning** and **EDU 6022: Curriculum and Instruction** incorporate planning segments that focus on strategies and preparing to meet the needs of all learners. **EDU 6063: Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners** also covers planning and implementation of instruction for English Language learners.  In the clinical practice courses, Candidates practice and demonstrate their ability to use assessment to plan and modify instruction appropriate for their learners. They evaluated by the university mentor and district support providers 16 times during the 32 weeks of intern teaching. Evaluations are completed using the progress and quarter assessment forms. The university mentor and district support providers also meet at least once each term to share knowledge and determine the best way to support the Candidate’s progress.   * The program is intended to ensure that Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. [ACEI 3.1; InTASC 7(a), 7(c), 7(g), 7(h), 7(i)] and use their knowledge and understanding of individual and group motivation and behavior among leaners at the secondary level to create opportunities for learners’ active engagement in learning, self-motivation, and positive social interaction. [ACEI 3.4; InTASC 7(n); ISTE-T 1c, 2b].   Course texts plus readings, videos content, articles, and exercise support Candidate learning. Course assignments focus the on identifying standards and learners’ needs as the basis for development of appropriate instruction. For example, an assignment in the **Supporting Grading and Goal Setting Seminar** focuses on analyzing data and then using the results to develop an action plan to reteach a concept using the results of the assessment.  Weekly discussions and assignments that prepare a Candidate on instructional planning include creating a lesson plan based on the How People Learn framework in week 3, discussing and then creating educational objectives based on developmentally appropriate practices in week 4, and considering the needs of diverse learners in weeks 5 and 6.  In **EDU 6005**: **Psycho-Educational Development of Diverse Learner Classroom Application**, Candidates learn the about child and adolescent development as foundational knowledge for planning instruction. Learning theory is also covered in this course.  Assignments details used are in [**Standard 7: Course Details and Assignments**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/standard_7_course_details_and_assignments.1_secondary.docx)  Assessment of Candidate Competency  **Embedded Assignments**  Secondary candidates develop unit plans in their area of competency. A signature assignment in the EDU6828 Secondary Methods course is a 2-week unit plan signature assignment.  For this course you will develop a unit of instruction in your subject area. The unit of instruction will be publication-quality; robust, complete, and contain all references and resources for implementation by any teacher in that subject area.  Include the following elements in your Unit of Instruction:  • Cover at least two weeks of instruction on a specific topic  • Align with Arizona and professional standards  • Conform to the principles of blended learning (using both classroom and digital resources to support personalized learning)  • Contain both detailed lesson plans and a website that complements the instructional topic.  • Demonstrate pedagogical methods unique to the subject area, authentic instruction, and authentic assessment  • Reflect the suggestions of an expert reviewer as well as peer and instructor critique  Review the following components with complete instructions listed in the week the component is due:  • Component 1: Proposal (Week 2)  • Component 2: Standards Alignment (Week 3)  • Component 3: Subject Area Observation (Week 4)  • Component 4: Resources and Pedagogy (Week 5)  • Component 5: Course Project Draft (Week 6)  • Component 6: Peer Critique (Week 7)  • Component 7: Expert Critique (Week 7)  • Component 8: Final Draft (Week 8)  • Component 9: Reflection & Anticipation (Week 8)  Course texts plus readings, video content, articles, and exercises support Candidate learning. Course assignments focus on identifying standards and learners’ needs as the basis for development of appropriate instruction. For example, an assignment in the **EDU 6023:** **Supporting Grading and Goal Setting Seminar** focuses on analyzing data and then using the results to develop an action plan to reteach a concept using the results of the assessment.  Candidates learn to make learning relevant to all learners, access prior learning, scaffolding, and to address all learning styles. Candidates write lesson plans, with differentiated instruction, and using the Arizona Standards as the basis of their rigorous lesson objectives. For example, a significant assignment in this area is the lesson plan for a Unit:  For this assignment you will need to write a 2-week unit plan. Everyone has their own preferred method of how to organize their thinking into a unit plan.  Some people buy large [lesson](http://elearning.alliant.edu/mod/glossary/showentry.php?eid=444&displayformat=dictionary) planning books and write everything out in the template provided. Others use desktop calendars.  Regardless of how you organize yourself, all units must include:  **Context:** Brief summary that explains in what grade, content and classroom setting this will be used.  Provide any additional information to help provide necessary context to understand the unit plan.   * **Standards:**Identify and list the relevant standards (Arizona content standards for you grade level) related to your unit of study. * **Assessments:** Write a brief summary at the start to explain what summative assessment(s) are being used at the end of the unit and what formative assessments will be integrated throughout the unit to monitor learner progress towards unit goals. In addition, evidence of monitoring learners for progress over the course of 2 weeks should be embedded within the unit plan itself. * **Objectives:** Clear objectives written for each day that are aligned to Arizona and/or content standards for that grade. * **Scope:** Explains what lessons will be taught each day and major [activities](http://elearning.alliant.edu/mod/glossary/showentry.php?eid=426&displayformat=dictionary) with estimated time frames for each portion * **Sequence:** Shows sequence of lessons over a 2-week period   You can provide the plan for one period/subject, multiple periods/subjects or one whole day if you are in a self-contained class.  This is to benefit you, so do what would help you most.  Teacher-candidates are evaluated in their professional performance by university Mentors on the [CCs](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) (aligned with Arizona and InTASC Standards) in their Clinical Practice courses. During their Clinical Practice courses, Candidates communicate with Mentors related to their instruction, pedagogy coursework, teaching, and professional development plan. These are reviewed, evaluated, and discussed with their university mentor.  Planning Instruction and Designing Learning Experiences for All Learners has the following sub-components:   * Planning based on assessed needs of learners * Establishing goals * Sequencing long & short term * Planning for equitable access * Adapting instructional program.   Candidates demonstrate that they effectively *adapt and integrate* multiple forms of evidence of learning into instruction and instructional planning, often collaborating with colleagues to analyze and advance learning. They *differentiate* instruction based on assessed student needs in order to accelerate all learners’ development and success. Teacher candidates demonstrate proficiency in each of these areas in their Clinical Practice courses through their professional performance and reflection. In their Clinical Practice courses, teacher-candidates use the following [lesson/ unit](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_rubric_for_unit_plan.pdf) plan template to help them prepare to deliver quality instruction for optimal learning. The two seminars **EDU 6021: Supporting Differentiated Learning** and **EDU 6022: Curriculum and Instruction** also incorporate planning segments that focus on differentiating instruction strategies that respond to multiple intelligences and different learning styles. **EDU 6063: Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners** also covers planning and implementation instruction specifically for English Language learners.  In the clinical practice courses, Candidates practice and demonstrate their ability to use assessment to plan and modify instruction appropriate for their learners. They are evaluated by the university mentor and district support providers 16 times during the 32 weeks of intern teaching. Evaluations are completed using the [Quarterly and Summative](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_candidate_quarterly-and-summative-assessment-updated_11_21_2018.docx)  assessment forms. The university mentor and district support providers also meet at least once each term to share knowledge and determine the best way to support the Candidate’s progress.  The entire Secondary Education program focuses on ensuring that Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. [ACEI 3.1; InTASC 7(a), 7(c), 7(g), 7(h), 7(i)] and use their knowledge and understanding of individual and group motivation and behavior among students at the 1-8 level to create opportunities for students' active engagement in learning, self-motivation, and positive social interaction. [ACEI 3.4; InTASC 7(n); ISTE-T 1c, 2b].  Assessment of Candidate Competency  Assessment of Candidates’ competency at the individual candidate level is based on both classroom assignments and observations. The data for signature assignments is collected in Taskstream.  Candidates must score at least 3 out of 4 on the key signature assignments through the program and demonstrate appropriate progress in the [Quarterly and Summative](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_candidate_quarterly-and-summative-assessment-updated_11_21_2018.docx) progress assessments.  Candidates construct a unit of instruction to demonstrate their competencies in addressing access and learning for all learners. The Candidates also focus on the integration of technological resources specific to their content areas and develop lesson plans to meet these needs. (InTASC Standards 7, 9, )  **TEL7170: Technology in the Curriculum** is specifically designed to present recommended pedagogical and instructional theories of integrating technology into the curriculum, select standards based content to be taught, and apply instructional theories in the design of instruction and learning. Teacher candidates gain expertise in bringing together instructional theory content and strategies into instructional design.  Those who don’t, including those who have low grades are referred to the Student Evaluation and Review Committee (SERC). The SERC works with the Candidate to understand any extenuating circumstances and develops strategies for remediation with a specific timeframe. When remediation fails, the SERC recommends dismissal. See the Alliant Student Evaluation and Review Policy at this link: **Student Evaluation and Review Policy**. |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

| **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 Narrative:**  Provide a narrative that gives context and a big picture perspective of how this standard is met. |
| --- |
| The secondary education program covers oral and language development strategies, literacy and vocabulary development strategies, and content-based strategies including problem-based learning, and anchored instruction. Strategies for English Language learners include sheltered instruction, using background knowledge, focusing on vocabulary, group work, and other scaffolding approaches. The program develops Candidate competency using multiple instructional strategies to support knowledge and the application of knowledge. Throughout the program, teacher candidates are guided in developing an array of instructional strategies which support learners in understanding learning goals, interacting with the materials in multiple ways, making connections, achieving learning goals and building learning skills. Throughout the program, teacher Candidates are guided in exploring and developing instructional strategies which support learning of content and knowledge of skill.  Developing instructional strategies is introduced in the **EDU 6003: Introduction to Teaching** course for those without teaching experience in the fourth week in the course and in the first, **EDU 6004: Educational Foundations** course, which focuses on how people learn and culturally responsive pedagogy. Knowledge of various strategies for meeting all learners’ needs is incorporated in the curriculum and students must demonstrate appropriate instructional strategies for the lessons they have chosen in lesson plan assignments. Strategies must be appropriate for special needs, gifted and talented, and English Language learners. This is included in the **Lesson Plan Rubric**. **EDU 6005: Psycho-Educational Development of Diverse Learner Classroom Application** covers instructional approaches to language development are covered and theoretical models are provided to respond to the needs of individual learners or groups of learners.  Developing instructional strategies are introduced in the **EDU 6003: Introduction to Teaching** course for those without teaching experience in the first weeks of the course and in the first, **EDU 6004: Educational Foundations** course, which focuses on how people learn and culturally responsive pedagogy. Knowledge of various strategies for meeting all learners’ needs is incorporated in the curriculum and students must demonstrate appropriate instructional strategies for the lessons they have chosen in lesson plan assignments. Course material in **EDU 6003** to support theoretical understanding include *Diverse learners in the mainstream classroom: Strategies for supporting ALL students across the content areas* (Freeman, Y., Freeman, D. & Ramirez, R., 2008), *Tools for teaching: Discipline, instruction, motivation* (Jones, F., & James, P., 2007), and *First days of school: How to be an effective teacher* (Wong, H., & Wong, R., 2009). Examples of assignments and discussions that specifically support the Candidates introductory understanding of using specific instructional strategies in their lesson planning can be found in weeks 3, 4 and 5 of the module as Candidates are introduced to first introduced to strategies to support special student populations then built upon as Candidates explore the link between instructional strategies and standards-based teaching, and finally they select and provide a rationale of the specific strategies used in their own lesson and unit plans. In **EDU 6004: Educational Foundations**, in addition to specific connected research journals and websites, the required course material to support a Candidate’s theoretical understanding of instructional strategies include *Preparing teachers for a changing world: What teachers should learn and be able to do* (Darling-Hammond, D. & Bradford, J., 2005) and *Possible lives: The promise of public education in America* (Rose, M., 1995). Weekly discussions and assignments that prepare a Candidate on the use of specific instructional strategies to support student knowledge across the content areas are peppered across the 8 week module.  The **EDU 6828: Secondary Education Methods** course also covers instructional strategies for various learners with examples in various disciplines of strategies to engage students with learning in English Language Arts, Mathematics, Science and Social Studies. This course also covers methods to meet the needs of all learners in the classroom. The seminar courses focus on the four areas of planning, teaching, analysis, and self-evaluation reflection. The **EDU 6023: Grading and Goal Setting** seminar courses integrates assessment and the need to think about reteaching skills and looking for inconsistent learning. The **EDU 6022: Curriculum and Instruction Seminar** incorporates strategies for literacy instruction as well as opportunities for feedback from peers on instruction. **EDU 6063: Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners** also covers instruction for English Language learners.  In the clinical practice courses, candidates practice and demonstrate teaching and modifying instruction for their learners. Candidates are evaluated by the university mentor and district support providers 16 times during the 32 weeks of intern teaching. Evaluations are completed using the progress and quarter assessment forms. The university mentor and district support providers also meet at least once each term to share knowledge and determine the best way to support the Candidate’s progress.  Curriculum Sequence  Course that develop Candidates knowledge of Instructional; strategies are in bold in the program’s curriculum as shown below.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Instructional Strategies (IS)** | | | | | | If Candidates enter without teaching experience, this course is taken prior to intern teaching: | **EDU6003 Introduction to Teaching (2 units)**  30 hours of instruction + 60 hours of Candidate preparation, study, and assignments.  IS Introduced | | | | | ***Term*** | *3-unit courses*  *Per course:*  *45 hours of instruction + 90 hours of Candidate preparation, study, and assignments* | *1.5-unit supporting seminars*  *Per course:*  *22-23 hours of instruction + 45 hours of Candidate preparation, study, and assignments* | *1.5-unit field trainings*  *Per course:*  *4 Terms (32 weeks resulting in 224 hours of supervised field work). Note even during the terms when Candidates are not taking courses associated with Clinical Practice, they are still being evaluated in their ability to connect theory and classroom experiences for best practices in instructional strategies to reach all learners* | | 1 | **EDU6004 - Educational Foundations**  IS Introduced |  |  | | 2 | **EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application**  *IS Developed* | EDU6020 - Seminar: Setting Classroom Procedures | **EDU6046 - Clinical Practice I: Standard Intern**  *IS Developed* | | 3 | **EDU6112 - Applied Linguistics Seminar: Content Area Reading**  *IS Developed* | **EDU6021 - Seminar: Supporting Differentiated Learning**  *IS Developed* | **EDU6047 - Clinical Practice II: Standard Intern**  *IS Developed* | | 4 | **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**  *IS Developed* | **EDU6022 - Seminar: Curriculum and Instruction**  *IS Developed* | **EDU6048 - Clinical Practice III: Standard Intern**  *IS Developed* | | 5 | **EDU6828 - Secondary Education Methods**  *IS Developed* | **EDU6023 - Seminar: Grading and Goal Setting**  *IS Developed* | **EDU6049 - Clinical Practice IV: Standard Intern**  *IS Developed, Competency Demonstrated* | | 6 | **TEL7170 - Technology in the Curriculum**  *IS Developed* |  |  |   Candidates are expected to utilize strategies that are appropriate for special needs, gifted and talented, and English Language learners. This is included in the **Lesson Plan Rubric**. **EDU 6005: Psycho-Educational Development of Diverse Learner Classroom Application** covers instructional approaches to language development are covered and theoretical models are provided to respond to the needs of individual learners or groups of learners.  The **EDU 6023: Grading and Goal Setting** seminar courses integrates assessment and the need to think about reteaching skills and looking for inconsistent learning. The **EDU 6022: Curriculum and Instruction Seminar** incorporates strategies for literacy instruction as well as opportunities for feedback from peers on instruction. **EDU 6063: Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners** also covers instruction for English Language learners.  In the clinical practice courses, candidates practice and demonstrate teaching and modifying instruction for their learners. Candidates are evaluated by the university mentor and district support providers 16 times during the 32 weeks of intern teaching. Evaluations are completed using the progress and quarter assessment forms. The university mentor and district support providers also meet at least once each term to share knowledge and determine the best way to support the Candidate’s progress.  Course descriptions of the courses are linked here: **Course Descriptions.**  **Course Assignments**  For example, the course **TEL7170: Technology in the Curriculum** presents a variety of theories in instructional design and experiences requiring application of these theories in designing learning environments and activities. Teacher candidates read about theories, discuss them in project groups and their application to a particular project, and design lessons incorporating concepts presented in the reading.  Teacher candidates further develop lessons and project use in the field in clinical practice and have opportunities to test applications of instructional design in learner learning experiences.  Secondary Education candidates also take **EDU 6112: Applied Linguistics Seminar: Content Area Reading**.  This course covers ELA and English proficiency standards for learners, applied linguistics strategies, and instructional strategies for content-based reading and writing.  Add Course descriptions  Course Readings and Assignments  The key assessment in **EDU 6112** requires teacher Candidates to research and construct a WebQuest. The WebQuest applies evidence-based instructional strategies as well as the utilization of technology for the purposes of engaging learners in learning as well as the promotion of digital literacy. The teacher candidate must show mastery by scoring a 3 or higher on a 4-point rubric. The data for this is collected in Taskstream. (InTASC Standards 4, 8 ISTE 1, 2, 4)  This assignment requires the candidate to teach four lessons in reading and writing using evidence-based strategies learned through research and communication with peers and the instructor in the course.  Assignments details used are in [**Standard 8: Course Details and Assignments**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/standard_8_course_details_and_assignments.1_secondary.docx)  Assessment of Candidate Competency  Assessment of candidates’ competency at the individual candidate level is based on both classroom assignments and clinical practice observations. The data for signature assignments is collected in Taskstream.  Candidates must score at least 3 out of 4 on the key signature assignments through the program and demonstrate appropriate progress in progress and quarterly clinical assessments. Those who don’t, including those who have low grades are referred to the Student Evaluation and Review Committee (SERC). The SERC works with the Candidate to understand any extenuating circumstances and develops strategies for remediation with a specific timeframe. When remediation fails, the SERC recommends dismissal. See the Alliant Student Evaluation and Review Policy at this link: **Student Evaluation and Review Policy**.  The course **EDU 6020: Seminar: Setting Classroom Procedures** focuses on the learning environment including classroom management.  **Embedded Signature Assignment**  Teachers are expected to know their students well and design lessons to meet the needs of different learners. This assignment has you describe a specific lesson and identify specific ways in which you can differentiate your lesson to meet the needs of your two focus students.  **Components** Use the template provided (a modified version of the HSOE Lesson Template that emphasized needs of focus students.)   * **Context:** Provide grade level, content area, length and context of the lesson. Explain how the lesson fits into the overall scope of the unit. * **Lesson Plan Summary:** Describe the student and teacher actions occurring for each portion of the lesson (Opening, Introduction to New Material, Guided Practice, Independent Practice, Closing and Homework). Provide timing details that estimate time allocated within each portion. * **Differentiation – EL:** For each portion of the lesson, think about what strategies are being integrated into the lesson that would support your EL focus student. The questions provided should guide your thinking, but do not need to be answered in each lesson portion. * **Differentiation – SN:** For each portion of the lesson, think about what strategies are being integrated into the lesson that would support your special needs focus student (i.e. the student that has a specific learning challenge). The questions provided should guide your thinking, but do not need to be answered in each lesson portion.   **Implementation.** Teach the lesson and collect student work (*e.g.* written assignment, videos of students doing an activity, photos of projects, etc.) that show students demonstrating knowledge to share with peers in upcoming weeks.  **Submission:** You will need to post your Differentiation Artifact to your Peer Group Discussion by the end of Week 6.  Another assignment in the EDU 6020: Setting Classroom Procedures seminar course is:  Current Teachers: Routines Reboot    Being several weeks into the school year, you already have many policies, procedures, and routines in place. Some may be working for you, while others may need a ‘reboot’ to get them working better. The goal of this assignment is to get you thinking critically about the efficiency and effectiveness of your classroom practices and to provide the incentive for you to revise a policy that isn’t working as well as it could.  Identify three of your most problematic policies, procedures, and routines. Write a paragraph summary for each of your selections that includes:    Current practice   * What is the policy, procedure, or routine? * What are your current expectations? * What are students’ actions? What are your actions? * When does it take place?   Reflection of current practice   * What specifically is not working with this particular policy, procedure, or routine? * Why do you think it is currently not working?   Action plan for change   * What are your new expectations? * What specific steps for this policy, procedure, or routine will you change? * What will be the students’ actions? What will be your actions? * How are you implementing the changes in your class? * How will you communicate the changes regarding the new expectations or specific steps? * What, if any, other support, or supplies will you need?   Select one of the actions plans to implement prior to the end of Week 6.    Note. You will be sharing your findings with your classmate’s during Week 6. Review the Implementation Summary and Artifact Sharing discussion assignment for more details.    Teaching routines can be the most tedious part of starting out the school year, but it is vital to a well-managed classroom. Having a clear idea of what you want to see happen will make it easier to provide clear expectations to your students.  The goal of the assignment is to get you thinking critically about how you want to run your future classroom and using your observational experiences to help guide you in thinking through what your policies and procedures will be.    Create three classroom policies, procedures, or routines that you will institute in your classroom.  Write a paragraph summary for each of your creations that includes:    Description of the policy, procedure, or routine   * What are the specific steps for this policy, procedure, or routine? * What are students’ actions? What are your actions? * When does it take place?   Rationale   * Why are you choosing and implementing this routine? * What will be your expectations?   Introduction to your students   * How and when will you introduce this procedure to your students? * How will it be practiced ensuring all students understand your expectations?   Throughout the program, teacher Candidates are guided in exploring and developing instructional strategies which support learning of content and knowledge of skill.  **The SOE Secondary Education Program is Grounded in a Philosophy of active learning, application of knowledge and inclusive excellence.**  Candidates are trained and evaluated on the use of multiple instructional approaches that support the needs of different learners. For example the course **TEL7170: Technology in the Curriculum** presents a variety of theories in instructional design and experiences requiring application of these theories in designing learning environments and activities. Teacher Candidates read about theories and their application to a particular project, discuss them in groups, and design lessons incorporating concepts presented in the reading.  Teacher Candidates further develop lessons and project use in the field in clinical practice and have opportunities to test applications of instructional design in student learning experiences. |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |
|  |  |

| **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 Narrative:**  Provide a narrative that gives context and a big picture perspective of how this standard is met. |
| --- |
| Throughout the program, the concepts of reflecting on learning and using assessment results, using peer and colleague feedback, and the cycle of inquiry are incorporated into the curriculum. In the first course, EDU 6004: Educational Foundations, Candidates are called to develop their own philosophy on teaching and meeting the needs of diverse students. Student develop their own curricular vision and identify what their classrooms should feel like to all learners. This course sets the expectations that Candidates will demonstrate knowledge of content, standards, and legal and ethical requirements plus self-assessment, and peer and supervisor feedback, to ensure effective teaching and learning. Candidates are expected to demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities in course assignments and reflective journals. They are also expected to demonstrate fairness and the belief that all students can learn and be dedicated to their learning as part of their commitment to diversity. **EDU 6005: Psycho-educational Development of Diverse Learner Classroom Application** incorporates the concept of teachers as advocates for their learners.  The seminar courses focus on analysis and reflection/self-evaluation which reinforce the cycle of planning, teaching, and analysis for making changes and modifications to practice. Candidates analyze their own lesson plans and performance in order to provide effective instruction for diverse learners and all learners.  A Professional Development Plan is incorporated in the clinical practice courses. A form for that plan is at this link: [Individual Learning Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_individual_learning_plan.pdf). Each Candidate is required to have a Professional Development Plan by completing and modifying an [Individual Learning Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_individual_learning_plan.pdf) at the end of her Clinical Practice to reflect on their areas of strength, needed development, and to further their learning through strategic planning.  The **TEL 7170: Technology in the Curriculum** is designed to support the development of professional learning and ethical practice in relation to the use of technology, copyright and fair use, and accessibility. All assignments develop professional skills and knowledge, including technology and technology integration skills such as online networking in discussion forums and email and web development. Candidate develop their understanding of the benefits and challenges of technology use, analyze and develop policies for technology in education, and develop community materials for the classroom, including for parents, to frame and support the use of technology integration in the classroom community.  Each Candidate is required to have a Professional Development Plan by completing and modifying [an Individual Learning Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_individual_learning_plan.pdf) at the end of Clinical Practice to reflect on their areas of strength, needed development, and to further their learning through strategic planning.  Curriculum Sequence  Professional development and growth are embedded in all courses but made more explicit in the courses in bold in the program curriculum as shown below.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Professional Development** | | | | | | If Candidates enter without teaching experience, this course is taken prior to intern teaching: | **EDU6003 Introduction to Teaching (2 units)**  30 hours of instruction + 60 hours of Candidate preparation, study, and assignments.  *PD Introduced* | | | | | ***Term*** | *3-unit courses*  *Per course:*  *45 hours of instruction + 90 hours of Candidate preparation, study, and assignments* | *1.5-unit supporting seminars*  *Per course:*  *22-23 hours of instruction + 45 hours of Candidate preparation, study, and assignments* | *1.5-unit field trainings*  *Per course:*  *4 Terms (32 weeks resulting in 224 hours of supervised field work). Note even during the terms when Candidates are not taking courses associated with Clinical Practice, they are still being evaluated in their ability to connect theory and classroom experiences for best practices in instructional strategies to reach all learners* | | 1 | **EDU6004 - Educational Foundations**  *PD Introduced* |  |  | | 2 | **EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application**  *PD Developed* | **EDU6020 - Seminar: Setting Classroom Procedures**  *PD Developed* | **EDU6046 - Clinical Practice I: Standard Intern**  *PD Developed* | | 3 | EDU6112 - Applied Linguistics Seminar: Content Areas Reading  *PD Developed* | **EDU6021 - Seminar: Supporting Differentiated Learning**  *PD Developed* | **EDU6047 - Clinical Practice II: Standard Intern**  *PD Developed* | | 4 | **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**  *PD Developed* | **EDU6022 - Seminar: Curriculum and Instruction**  *PD Developed* | **EDU6048 - Clinical Practice III: Standard Intern**  *PD Developed* | | 5 | **EDU6828 - Secondary Education Methods**  *PD Developed* | **EDU6023 - Seminar: Grading and Goal Setting**  *PD Developed* | **EDU6049 - Clinical Practice IV: Standard Intern**  *PD Developed, Competency Demonstrated* | | 6 | **TEL7170 - Technology in the Curriculum**  *PD Developed* |  |  |   Assignment examples are in [**Standard 9: Course Details and Assignments**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/standard_9_course_details_and_assignments.1_secondary.docx)  Course Readings and Assignments  Course assignments focus on keeping abreast of standards and laws, self-assessment, reflection, and feedback. Assignments such as “rebooting” routines and getting peer feedback on assignments play an important role in developing teacher education dispositions , including modeling positive behavior in the classroom and critical self-reflection. The Classroom Snapshot assignment in the **EDU 6022:** **Setting Classroom Procedures** seminar requires that candidates videotape themselves and share it with others for feedback about how they manage their classrooms and interact with their learners.  Throughout the programs, candidates are given evaluative feedback about their growth and development as teachers. This feedback – observed in the classroom in addition to the coursework is a critical part of how candidates are mentored into the teaching profession, including reinforcing and modeling expectations of high standards of performance and the dispositions of the profession. [ACEI 5.0; InTASC 9(l), 9(o)]  Course texts plus readings, video content on instructional strategies, articles that support the needs of various learners, and exercise support Candidate learning. Examples assignment related to planning instruction include:  Course assignments focus on keeping abreast of standards and laws, self-assessment, reflection, and feedback. Assignments such as “rebooting” routines and getting peer feedback on assignments play an important role in developing norms of professionalism. The Classroom Snapshot assignment in the **Setting Classroom Procedures** seminar requires that candidates videotape themselves and share it with others for feedback.  In the seminar course EDU 6020, teacher candidates are required to write reflections that evaluate their current practice in the area of classroom management. They are then required to choose two examples of their current practice that they need to “reboot” in order to adapt their practice to meet the needs of the learners. Once they have spent some time rebooting their chosen routines, they reflect on the changes made and how their classroom management has improved.  Throughout the programs, candidates are given evaluative feedback about their growth and development as teachers. This feedback – observed in the classroom in addition to the coursework is a critical part of how candidates are mentored into the teaching profession, with all of the expectation of performance and the dispositions of the profession.  Candidates reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning in order to improve student learning. [ACEI 5.0; InTASC 9(l), 9(o)]. Candidates also demonstrate that they continually evaluate the effects of their professional decisions and actions on learners, families and other professionals in the learning community and actively seek out opportunities to grow professionally and align practices with laws related to educational equity. [ACEI 5.1; InTASC 9(a), 9(b), 9(c), 9(d), 9(e), 9(j), 9(k); ISTE-T 4b, 4d, 5a, 5c]. |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

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

| **Standard Narrative:**  Provide a narrative that gives context and a big picture perspective of how this standard is met. |
| --- |
| The program supports Candidates to develop professionally as members of the greater education community. Through the professional development emphasis, teachers learn to reach out to their students’ families and build communities of learning. They recognize the need to advocate for learners and serve the educational needs of the local community.  The following courses incorporate connections with the community, and educational community:   * **EDU 6005: Psycho-Educational Development of Diverse Learner Classroom Application** addresses the need for advocacy including the incorporation of a signature assignment course project that the school that would address a common childhood or family issue. * **EDU 6063: Principles, Practices, and Socio-Cultural Issues of Teaching English Language Learners** has an assignment that promotes student connection and family participation * **TEL 7170: Technology in the Curriculum** incorporates technology resources including ongoing initiatives and organizations that provide ongoing development for teachers and a connection to the development of the field such as AACE, ISTE, and iNACOL.   Curriculum Sequence  Leadership and collaboration (LC), professional growth and linkages to the greater teaching community are incorporated in the resources of the assignments throughout program. Connections with the broader community are incorporated in the courses in bold below.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Leadership and Collaboration (LC)** | | | | | | If Candidates enter without teaching experience, this course is taken prior to intern teaching: | EDU6003 Introduction to Teaching (2 units)  30 hours of instruction + 60 hours of Candidate preparation, study, and assignments. | | | | | ***Term*** | *3-unit courses*  *Per course:*  *45 hours of instruction + 90 hours of Candidate preparation, study, and assignments* | *1.5-unit supporting seminars*  *Per course:*  *22-23 hours of instruction + 45 hours of Candidate preparation, study, and assignments* | *1.5-unit field trainings*  *Per course:*  *4 Terms (32 weeks resulting in 224 hours of supervised field work). Note even during the terms when Candidates are not taking courses associated with Clinical Practice, they are still being evaluated in their ability to connect theory and classroom experiences for best practices in instructional strategies to reach all learners* | | 1 | EDU6004 - Educational Foundations |  |  | | 2 | **EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application**  *LC Introduced, Developed* | EDU6020 - Seminar: Setting Classroom Procedures | **EDU6046 - Clinical Practice I: Standard Intern**  *LC Developed* | | 3 | EDU6112 - Applied Linguistics Seminar: Content Area Reading | **EDU6021 - Seminar: Supporting Differentiated Learning**  *LC Developed* | **EDU6047 - Clinical Practice II: Standard Intern**  *IS Developed* | | 4 | **EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners**  *LC Developed* | EDU6022 - Seminar: Curriculum and Instruction | **EDU6048 - Clinical Practice III: Standard Intern**  *LC Developed* | | 5 | **EDU6828 - Secondary Education Methods**  *LC Developed* | **EDU6023 - Seminar: Grading and Goal Setting**  *LC Developed* | **EDU6049 - Clinical Practice IV: Standard Intern**  *LC Developed* | | 6 | **TEL7170 - Technology in the Curriculum**  *LC Developed* |  |  |   The following courses incorporate connections with the community, and educational community:   * **Psycho-Educational Development of Diverse Learner Classroom Application** addresses the need for advocacy including the incorporation of a signature assignment course project that the school that would address a common childhood or family issue. * **Principles, Practices, and Socio-Cultural Issues of Teaching English Language Learners** has an assignment that promotes student connection and family participation * **Technology in the Curriculum** incorporates technology resources including ongoing initiatives and organizations that provide ongoing development for teachers and a connection to the development of the field such as AACE, ISTE, and iNACOL.   Course descriptions of the courses are linked here: **Course Descriptions.** Assignments details used are in [**Standard 10: Course Details and Assignments**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/standard_10_course_details_and_assignments.1_secondary.docx)**.**  Candidates collaboratively plan short- and long-term range goals utilizing professionals with specialized expertise to meet individual student needs and enhance learning. [ACEI 3.2; InTASC 7(e), 7(f), 7(o), 7(p)]. Candidates demonstrate strategies to establish and maintain positive collaborative relationships with families, school colleagues, other professionals, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children. [ACEI 5.2; InTASC 1(c), 1(k), 1(j), 10(a), 10(b), 10(d), 10(e), 10(f), 10(i), 10(j), 10(k), 10(n), 10(o), 10(q), 10(r); ISTE-T 3b, 3c, 5b, 5d].  The SOE curriculum stresses the importance of collaboration between Candidates and the various stakeholders. Assignments are designed to enable Candidates understand the critical importance of stakeholder involvement and to identify and utilize strategies to engage stakeholders in order to assure learner success. In the Clinical Practice courses for example, Candidates design solutions to engage stakeholders in areas such as: learner behavior, academic progress, special needs, curricular issues, instructional strategies, instructional technology and more (Burden & Byrd, 2010).  In the required course **TEL 7170: Technology in the Curriculum**, teacher Candidates develop leadership and collaboration skills through assignments. A key assignment involves creating a website that must include a section devoted to involving parents in technology use and integration.  Another assignment has the candidate taking leadership in developing State, National and International policy in technology use. A final key assignment involves the teacher candidate leading the school in a technology integration project which advances the profession with collaborative group work in a team.  **EDU 6005: Psycho-Educational Development of the Diverse Learner Classroom Application**, requires a key assessment as the culmination of the research and learning from the course. In this key assessment, teacher Candidates take a leadership role in creating a website that focuses on a common challenge/disability/the gifted that can affect students in the school and home setting. The website must offer a forum for stakeholders to be able to collaborate and communicate.  Candidates must provide structured activities, solid strategies and creative solutions to an issue that is concerning many parents and teachers. To ensure proficiency, the key assessment is graded on a 4-point rubric. The candidate must score a 3 or better to pass. The key assessment scoring and data are located in Taskstream.  Candidates are evaluated by university mentors and provide reflective assignments on the [CCs.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) The Professional Learning and Ethical Practice Educator areas of review has the following components:   * Reflect on practice & student learning * Purposeful professional growth * Collaborate with colleagues * Work with families * Manage professional responsibilities * Integrity and ethical conduct   Evaluation of this domain includes   * Evidence of collaboration with colleagues, supervisors, and families to reflect on and improve teaching practice and student success. * Responsiveness to summative and formative assessments of teaching by seeking out and experimenting with new approaches and methods in order to improve. * Evidence of seeking information about areas of strength and areas for growth based on multiple forms of evidence of practice. * Demonstration of regular collaboration with colleagues and supervisors to improve teaching practice and student success. * Planning and implementation of professional goals and there use to guide improvement efforts. * And, finally, evidence of professional development opportunities to continuously improve.   Candidates must show evidence that they reflect about their own educational journey and that of others, setting a context for thinking about the educational needs and challenges of the greater community.  Candidates are prepared to continue to continue development of the leadership competency in the profession upon program completion through the Alliant In Service Academy and other professional development opportunities.  **Linkage with Clinical Practice, Regular Evaluation, and Quality Assurance**  The clinical practice courses are designed with ongoing assessments and feedback to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Candidates work with university mentors in coordination with district support providers and/or master teachers to hone their collaborative skills.  This multi-stakeholder engagement approach accompanied by the connection between the coursework and real-life situations of being in a classroom, allows Candidates to reflect on the experience and to develop their own strategies for identifying and engaging stakeholders.  As we evaluated our program in relation to Standard 10, we determined that we needed to strengthen the area of leadership and collaboration in our program and create a stronger alignment to learner success.  We plan to add four additional assignments on leadership and collaboration for students in our program, one each in the Clinical Practice Courses I, II, III, and IV.  The four assignments focus on:   * Teacher Collaboration * Parent Collaboration * Community Collaboration and Leadership * Leadership in the Profession   Those draft assignments are listed in the [Leadership and Collaboration](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/leadership_and_collaboration_v.2.docx) document and will be reviewed by our curriculum committee in December for finalization. |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**Application and Review Process (ARTICLE R7-2-604.03.A.7.b)**

| **Prompt: *Describe the application and review process for persons enrolling in the program.*** | **250 Word Limit** |
| --- | --- |
| The following is a brief summary of what candidates must have or submit to apply:   * Submit an Alliant [online application for Admission Information Collected Electronically:](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/application_information_collected_electronically.pdf)   <https://alliantcommunity.force.com/Alliant/Alliant_Regist?utm_source=%20&utm_medium=%20&utm_>  campaign=%20&utm\_content=%20&utm\_term=   * **Degree requirements**: Earned a bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country. * Official transcript(s) from all regionally-accredited colleges and universities attended with a minimum cumulative GPA of 2.5 * **Proof of English proficiency** (International students only) * Choose: Secondary Education/Single Subject, Secondary Education/Multiple Subject, or Education Specialist. * Submit an online application with a personal statement (2-4 pages). Essay should include the following: a brief autobiographical statement; professional aspirations; any professional organizations to which applicant belongs; honors, activities, and other accomplishments; any experience in the field to which application is made, which may include any experience in K-12 settings or higher education, teaching, or working with children and adolescents. * Two letters of recommendation (from supervisors, academic instructors, volunteer coordinators or other professional and/or academic relationships) * Attend Interview with the program director or faculty (interviews may be completed face-to-face or via phone or Internet.   For Candidates to enroll in Clinical Practice courses, they must have the following documented in their files, which are maintained by the credentialing department:   * Official undergraduate transcripts * A photocopy of your valid Arizona Department of Public Safety Identity Verified Prints (IVP) fingerprint card. * Negative TB result * Passing NES/AEPA Assessment of Professional Knowledge score reports * Passing NES/AEPA Assessment of Subject Knowledge score reports * US/Arizona Constitution Exam   **Requirements below are Intern Specific:**   * Teaching Intern Certificate * Employment Verification form (from a district/charter we have an active MOU with; if not, student will not be allowed to enroll in Clinical Practice until we have one) * Copy of offer of employment letter * Release form   Applicants are **required**to pass the Arizona Certification Secondary Subject Knowledge exam (NES or AEPA) in the academic subject they plan to teach in order to enter the program. The link to the exams on the Arizona Department of Education website (ADE) is below.  [**http://www.azed.gov/educator-certification/testing-information/**](http://www.azed.gov/educator-certification/testing-information/) | |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**Enrollment Application Forms (ARTICLE R7-2-604.03.A.7.b)**

| **Enrollment Forms and Descriptions** | |
| --- | --- |
| **Attachment Name** | **Brief Description** |
| Alliant Application Form | Online application form to gain entrance into the university |
| Transcripts from all prior institutions attended | Shows all classes and grades earned including GPA |
| Fingerprint Card | A photocopy of your valid Arizona Department of Public Safety Identity Verified Prints (IVP) fingerprint card. |
| Health Certificate | Recent Certificate verifying negative TB Test |
| Constitution Exam Certificates | US and Arizona Constitution Exam |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**District and School Participants (ARTICLE R7-2-604.03.A.7.c.i)**

| **District and School Name** | |
| --- | --- |
| **District Name** | **School Name** |
| **Glendale Secondary School District #40** | Schools in the entire school district |
| **Waiting To get From Thomas** |  |
| **Waiting To get from Thomas** | Click here to enter text. |

Please see Glendale [**Secondary School District MOU Support Letter**](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/arizona_glendale_elementary_school_district_alliant_mou_support_letter.pdf). We have been working with several school districts and provided our MOU to several Arizona school districts. We expect to get more letters and MOUs from several school districts and will forward those. Several are still waiting board decisions and others want to know if we have been approved to offer our program in Arizona and will provide us the signed MOU then.

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**ARTICLE R7-2-604.03.A.7.c.ii**

| **Prompt: *Describe the length of time the candidate will be required to participate in a supervised, school-based experience including any orientation.*** | **250 Word Limit** |
| --- | --- |
| Candidates are provided orientation at the beginning of their program. The orientation is both in the Canvas LMS and through the University mentors and School District site support provider. While our Intern Candidates are required to participate throughout their enrollment in the program, there are various points of review. Each candidate is assigned a University Mentor.  Candidates are engaged in supervised school-based experience throughout the program. Additionally, Candidates are in school-based clinical practice courses for four 8-week terms, a total of 32 weeks of supervised school-based experience. University Mentors regularly assess candidate performance. These include: classroom observations, review of lesson plans, observational notes and goal setting for the next observation. Observations must be scheduled at the start of each Term of Clinical Practice by the candidate with their University Mentor and their District-employed Support Provider.  Candidate progress is documented through the Clinical practice courses. In Clinical Practice I-IV Candidates have a minimum of:   * Three (3) university mentor observations per 8-week term,[total of 12 observational visits and progress assessments](#TEDprogressassessment) over four terms * One (1) time each term by their District-employed support provider (4 total observational visits and assessments) for a total of 16 observational visits and assessments. | |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**ARTICLE R7-2-604.03.A.7.c.iii**

|  |  |
| --- | --- |
| **Prompt: *Explain how the structure, supervision and evaluation of the school-based experience prepare candidates to be effective educators as they enter the profession. The supervision must be by an Effective or Highly Effective teacher.*** | **250 Word Limit** |
| Our supervision and evaluation structure is designed to assess Candidates and their progress on meeting the Standards. Candidates are evaluated by both University mentors and site-based district support providers through observations, curriculum plans, assignments, and assessments to determine the level of candidate effectiveness in classroom practice. Candidates contributions to the work of their colleagues in the school are also taken into consideration. The Teacher Education Department’s Memorandum of Understanding (MOU) with School Districts requires all Candidates to work in diverse settings to ensure that Candidates have the opportunities to understand and address issues of English Learners, gifted learners, Learners with disabilities, and learners from low socioeconomic backgrounds.  The clinical practice courses are designed with ongoing assessments and feedback to help Candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Candidates work with university mentors in coordination with district support providers and/or master teachers.  **Assessments of Performance used in Clinical Practice**:  **Electronic Journal (E-Journal) communications** -The purpose of the E-Journal ([Electronic Journal](#TEDejournalsample)) is to support communication between the Candidate and the University Mentor. The E-Journal is also used as a reflection tool for Candidates to further hone their experiences as they progress in Clinical Practice.  Topics addressed are related directly to the Standards, pedagogy coursework and the Professional Development Plan. There are three E-Journals per term, 12 total over the 4 eight-week terms of Clinical Practice. Each E-Journal corresponds to specific [CCs.](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_teacher_candidate_competencies_evaluation_form__updated_11_21_2018.docx) The CCs are aligned with Arizona standards.  [Quarterly and Summative Assessments](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_candidate_quarterly-and-summative-assessment-updated_11_21_2018.docx) - University Mentors regularly assess candidate performance during classroom observations, which include review of lesson plans, observational notes, and goal setting for next observation. Progress Assessments are provided and discussed by the University Mentor with the candidate and are shared with the University Field Experience Coordinator for any additional input [(Progress Assessment](#TEDprogressassessment)). The Mentor identifies any issues/concerns and documents in the observations and Progress Assessment documents.  The Coordinator reviews and Candidates falling below expected levels of performance are referred to the Student Evaluation and Review Committee (SERC). | |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**ARTICLE R7-2-604.03.A.7.c.iv**

|  |  |
| --- | --- |
| **Prompt: *Explain how the supervised, school-based experience will promote the effectiveness of the candidate.*** | **250 Word Limit** |
| The school-based experience is an opportunity for the University and the school district to share responsibility for continuous improvement of candidate preparation. University Field supervisors assist Candidates to understand the learning context of your school and classroom/s. The university field supervisor and the Candidate discuss among other things strategies to address: unique learning needs of the learners, cultural/personal/community assets, special features of the school, etc. By design, the school-based experience (a) extends candidates’ understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to Candidates’ meeting the CCs, and (c) contributes to candidates’ preparation for the teaching performance assessment. Candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities. SOE through the University Field Experience Supervisor, and Mentors, partner with the school districts in designing (a) structured guidance and regular site-based support and supervision and (b) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections, and individual and small-group teaching opportunities. Emphasis is placed on collaboration with the school district to ensure that all Candidates participate in structured and guided observations or participates in instruction of learners in settings and grade levels different from their regular assignment.  Candidates hone their learning and progression in the following key areas:   * Planning to support varied learner needs * Using knowledge of learners to inform teaching and learning * Planning assessments to monitor/support learning * Engaging learner sin their own learning process * Deepening learner learning * Analyzing teaching effectiveness   Support Provider Training:University Mentors are trained each term in person by the University Field Experience Coordinator. Alliant's Teacher Education Department has created a Clinical Practice online course for university supervisors and district-employed university support providers. This course explains the Clinical Practice requirements, provides model assessments, and teaches Adult Learning Theory to better assist our university mentors and support providers teach, coach, and guide their teacher-candidates to be highly effective K-12 teachers. | |
|  | |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**Forms for the school-based experience (ARTICLE R7-2-604.03.A.7.c.v)**

| **Forms and Brief Description** | |
| --- | --- |
| **Form Name:** | **Description** |
| Alliant SOE Candidate Competencies(CC) | The CCs are aligned with Arizona and InTASC standards and comprise the body of knowledge, skills, and abilities that Candidates need to have. Candidates demonstrate their knowledge of the CCs by successfully completing course work, engaging in clinical practice based on the CCs. Candidates must meet these requirements as part of verification of program completion. CCs is measured through field supervision and coursework. |
| Learner Development Evaluation Rubric | Evaluates Candidates on their ability to develop lessons and classroom management plans to meet the needs of all learners and to create inclusive and effective learning environments |
| Rubric for Unit Plan | Utilized to evaluate Candidate effectiveness in lesson planning and planning for instruction |
| Lesson Plan Template | Used to guide Candidates to develop and deliver effective lessons that takes into consideration for example: learning differences, individual and collaborative learning |
| Quarterly and Summative Assessments | Assesses Candidates effectiveness on all the standards during Clinical Practice |
| Teacher Candidate E-Journal Rubric | Used to evaluate Candidates ability to self-reflect on and develop strategies for continuous improvement in their Clinical practice Series. |
| Support Provider Meeting Notes | Used by University Mentors and District support providers to document Candidate progress and to identify areas for improvement |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**Staff, Roles and Responsibilities and Credentials (ARTICLE R7-2-604.03.A.8)**

| **Staff Members, Credentials, Roles and Responsibilities** | | |
| --- | --- | --- |
| **Staff Name** | **Staff Credentials** | **Roles and Responsibilities** |
| Dr. Tracy Heller | Doctorate in Psychology | Provost-Chief Academic Officer for the University |
| Dr. Mary Oling-Sisay | Doctorate in Education | Dean-Chief Academic Officer for SOE |
|  |  | Assistant Dean for SOE |
| Dr. Diana Concannon | Doctorate in Psychology | Associate Provost Strategic Initiatives and Partnerships-Supports course development and quality assurance of courses |
| Ms. Patty Mullen | B.A. | Associate Provost for Institutional Research-Accreditation Liaison Officer for the University. Data collection analysis and quality assurance |
| Tara Lopez | M.A. Has a Teaching Credential | Assessment & Reporting Analyst |
| Paul Welch | M.A. | Registrar |
| Deborah Spindler | M.A. | Director Student Financial Services |
| Michael Sulger | M.B.A. | Director Student Business Services |
| Dr. Sonja Arnak | Doctorate in Education, Holds a Teaching Credential | Program Director, Teacher Education |
| Dr. Stephen Cochrane | Doctorate in Education, Holds a Teaching Credential | Program Director, Special Education |
| Ms. Leah Felson | M.A | Clinical Practice Coordinator |
| James Bailey | M.A | Field Experience Specialist |
| Ms. Debra-lea Olazaba | M.A | Accountability Officer |
| Ms. Suzanne Garrett | M.A | Senior Credential Analyst |
| Ms. Mariah Klein | M.A | Credential Analyst |
| Christine Shine | M.A | Credential Analyst |
| Catherine Boulton | M.A | Academic Program Coordinator |
| Celia Lopez | M.A | Academic Advisor |
| Michelle Jackson | M.A. | Senior Director Academic Advising Services |
| Thomas Provenzano | M.A | Senior Academic Advisor |
| Gail Sullivan | M.A, Holds a Teaching Credential | Academic Advisor |
| Thanayi Karenga | M.A | Senior Academic Analyst |
| Angela Erdman | M.A | Senior Director, Admissions |
| Joseph Deragisch | M.A, | Senior Admissions Counselor |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**Time to Complete Program (ARTICLE R7-2-604.03.A.9)**

| **Prompt: *Describe in statement form the length of time a candidate enrolled in the program will complete the program. “…which must allow for the completion of the program within one year but not more than three years”*** | **250 Word Limit** |
| --- | --- |
| The Alliant School of Education offers a post-baccalaureate program leading to a secondary teacher certificate. Upon admission, Candidates are provided a Master Plan of study which typically is completed in 12 months. If a Candidate due to extenuating circumstances needs to take an approved academic leave of absence or attend part time, they may select to extend the program for up to 2 years. Upon admission each Candidate is provided with a Curriculum Map which covers 12 months or 18 months if the Candidate elects to earn a master’s degree as well. | |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**Learner Success and Evaluation Tracking (ARTICLE R7-2-604.03.A.10)**

| **Prompt: *A description of the manner in which a candidate will be evaluated for success or failure in the program and the tracking of the progress of each candidate.*** | **250 Word Limit** |
| --- | --- |
| Upon admission to the program, Candidates receive a copy of the *Teacher Candidate Competencies (CC’s).* The CC’s are the expectations for Alliant teacher Candidates. The CCs are aligned with all 10 Arizona Standards as well as the InTASC standards. Candidates are expected to demonstrate that they are prepared to teach all children and youth. This preparation results from the combination of successful completion of coursework and display of important human characteristics which teachers should possess. Because the CC’s are used throughout from admission to graduation, some criteria will be more relevant when Candidates are in Clinical Practice fieldwork and others when students are completing coursework.  The areas that the CC’s  address are (I) Learner and Learning, (II) Content Knowledge, (III) Instructional Practice, (IV) Professional Responsibility, (V) Educational Technology, and (VI) additional academic and professional requirements.  *Teacher-Candidate Academic Support*  Program Faculty and Staff provide support for the candidates in each course. Teacher Candidates are assigned an academic advisor upon entry into their course of study and are readily accessible via phone or email. Moreover, faculty provide their personal phone numbers, email address, and hold regular office hours.  All students have access to BrainFuse, which is a free tutorial service that provides editing and writing lab tutors for students. Moreover, faculty have access to the Starfish advising system, which provides detailed information regarding Candidate progress. Starfish enables course faculty to directly communicate with academic advisors to notify them that a student is struggling in their course. Alliant's Registrar's Office has an automated system that flags candidates with warning and probational statuses when their grades are low.  Finally, students who struggle in their course of study are referred to the Student Evaluation and Review Committee (SERC). The SERC discusses with Candidates areas of deficiency, provided mentoring and a remediation plan to support success. Candidates who fail to abide by the remediation plan are dismissed from the program. | |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

| **Tracking and Evaluation Documents**  Provide all documents that support the candidate tracking and evaluation (i.e. data table, surveys, etc.). | |
| --- | --- |
| **Attachment Name:** | **Brief description of evidence/rationale:** |
| Alliant Candidate Competencies(CC | The CCs are aligned with Arizona and InTASC standards and comprise the body of knowledge, skills, and abilities that Candidates need to have. Candidates demonstrate their knowledge of the CCs by successfully completing course work, engaging in clinical practice based on the CCs. Candidates must meet these requirements as part of verification of program completion. CCs is measured through field supervision and coursework |
| Alliant SOE Learner Development Evaluation Rubric | Evaluates Candidates on their ability to develop lessons and classroom management plans to meet the needs of all learners and to create inclusive and effective learning environments |
| Teacher Candidate Plan of Improvement | This is used to track Candidate remediation efforts including milestones, deadlines, and failure to meet expectations. |
| Lesson Plan Template | This is a template that guides Candidates to develop effective lessons and to deliver he lessons in a way that meets the needs of all learners |
| Alliant SOE Rubric for Lesson Plan Review | This is used to evaluate the lesson plan |
| Alliant SOE Candidate Quarterly and Summative Assessment | This documents Candidate progression the Clinical Practice Series. It evaluates Candidate sin their ability to meet all 10 standards. |
| Individual Learning Plan | This is used to document elements of a Candidate’s Professional Development Plan |
| Rubric for Assessing Candidate Performance | This is used to evaluate Candidate performance on various tasks in courses |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |

**Program Success (ARTICLE R7-2-604.03.A.11)**

| **Prompt: *Provide a description of your organization’s evaluation process for the program’s success which must include the information required for the evaluation pursuant to R7-2-604.02(K)(4).*** | **250 Word Limit** |
| --- | --- |
| Alliant’s SOE has a School-based Assessment Committee (AC). The Dean, the programs directors, and the accountability officers are members of the Assessment Committee. The Teacher Education program director is a member of the Assessment Committee and participates in the assessment discussions.  The AC is collectively responsible for program quality assurance for all programs in the school. While the Unit also participates in program review however, rather than program review, with assessment and evaluation being conducted only at the program level, the AC is the key group in responsibility for overall quality assurance. Additionally, the School also participates in the institutional process of program review. The Assessment Committee is the “bookend” committee to the SOE Curriculum Committee: the curriculum committee reviews and approves curriculum and changes and the Assessment Committee reviews results of the curriculum and changes.  Taskstream Assessment System Obtained to Support Assessment and Quality Assurance  Alliant uses the Taskstream assessment management and candidate digital portfolio system. This system provides for   * Documenting of assessment plans and results * Documenting of annual improvement plans and the status of the plans * Assessing Candidate performance and compilation of the results from the rubrics * Documentation of the achievement of candidate requirements * Links with the Canvas Learning Management system   Data supporting the efficacy of the SOE teacher preparation program, which may include stakeholder surveys, completer data and student achievement data is discussed at the AC meetings. At the AC meetings, data issues and assessment data are reviewed and discussed. Data summaries and analysis is housed in the Taskstream assessment system, are reviewed to determine continuous improvement.  Assessment 2016-2016  **Assessment 2016-17**   |  |  |  | | --- | --- | --- | | [ss secondary assessment summary](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_ss_secondary_assessment_summary_snapshot.pdf) | [edu 6063 oral language development strategies](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu_6063_oral_language_development_strategies.pdf) | [edu 6112 single subject reading lesson plan assignment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu6112_single_subject_reading_lesson_plan_assignment._.pdf) | | [ss secondary detailed assessment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_ss_secondary_detailed_assessment_report.xlsx) | [edu 6112 webquest](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu_6112_webquest.pdf) | [tel 7170 ed tech project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_tel_7170_ed_tech_proj..pdf) | | [edu 6063 eldsdaie lesson plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu__6063_eldsdaie_lesson_plan_analysis.pdf) | [edu 6004 classroom management plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu6004_classroom_management_plan.pdf) |  | | [edu 6012 webquest](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu_6012_webquest.pdf) | [edu 6005 course project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2016_2017_edu6005_course_project.pdf) |  |   Assessment 2017-2018  **Assessment 2017-18**   |  |  |  |  | | --- | --- | --- | --- | | [Ss standard intern results summary](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/ss_standard_intern_results_summary.11.23.18.pdf) | [edu 6004 classroom management plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu6004_classroom_management_plan.pdf) | [edu 6063 oral language development strategies](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu_6063_oral_language_development_strategies.pdf) | [edu 6112 single subject reading lesson plan assignment](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu6112_single_subject_reading_lesson_plan_assignment._.pdf) | | [Ss standard intern detailed report](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/ss_standard_intern_detail_report._11.23.18.xlsx) | [edu 6005 course project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu6005_course_project.pdf) | [edu 6828 single subject teaching methods course project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu6828_single_subject_teaching_methods_course_project.pdf) | | [edu 6012 webquest](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu_6012_webquest.pdf) | [tel 7170 blended learning lesson plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__tel_7170__blended_learning_lesson_plan.pdf) | [tch 7621 course project critical thinking unit plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_tch_7621_course_project_critical_thinking_unit_plan.pdf) | | [edu 6112 webquest](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018__edu_6112_webquest.pdf) | [edu 6063 eld sdaie lesson plan analysis](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_edu_6063_eld_sdaie_lesson_plan_analysis.pdf) | [tel 7170 ed tech project](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/2017_2018_tel_7170_ed_tech_proj..pdf) |   **Accreditation Documents**   |  |  |  | | --- | --- | --- | | [ms elem and ss secondary plo alignment to intasc standards](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/ms_elem_and_ss_secondary_plo_alignment_to_intasc_standards_snapshot.pdf) | [alignment to intasc standards with detailed assessment reports](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/plo_alignment_to_intasc_standards_with_detailed_assessment_reports_elementary_and_secondary_2016_2017_and_2017_2018.pdf) | [Ss Secondary standard intern curriculum map](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/ss_secondary_standard_intern_curriculum_map._11.23.18.pdf) | | |

|  |  |
| --- | --- |
| **Review Team Use Only** | **Score: Unmet (0 pts)  Approaches (1 pts)  Meets (2 pts)  Exceeds (3pts)** |
| **Required Additional Information:** |  |