

# **Syllabus – Online**

## **Clinical Practice: Standard Intern/Alternative Track**

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### **Course Information**

**Term and Year:**

**Class Location:**

### **Instructor Information**

**Name:**

**Phone:**

**Email:**

**Availability:**

**Office Hours:**

### **University Mission Statement**

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

### **The School of Education (SOE)**

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission:** SOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision:** To develop and promote transformative educational experiences that optimize human potential.

**Goals:** The School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

### Unit Guiding Principles

SOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As 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 (D).

**L= Leadership:** Innovation with Accountability

**E= Engagement:** Active Learning

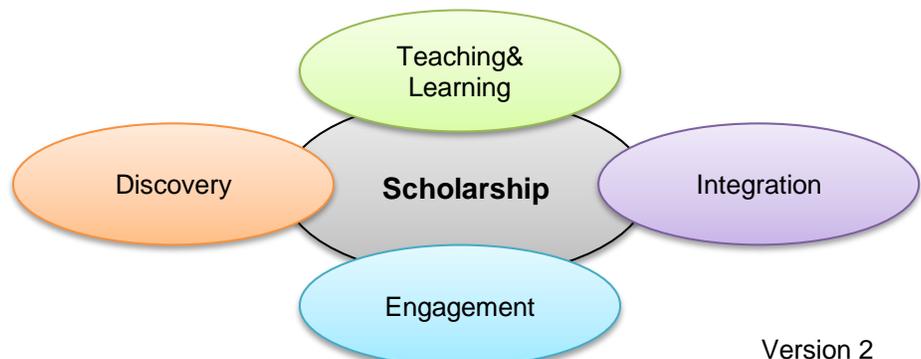
**A=Application:** Theory to Practice

**D=Dedication:** Inclusive Excellence

### Theoretical Framework

SOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

SOE utilizes Boyer's model of the scholarship of application:



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Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;  
Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;  
Application – Taking the new knowledge acquired and utilizing to solve society's problems; and  
Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to SOE. Each of the four areas informs the guiding principles of LEAD for SOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): SOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in SOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which SOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate SOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, SOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how SOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for SOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

## National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1:** Learner Development
- **Standard 2:** Learning Differences
- **Standard 3:** Learning Environments
- **Standard 4:** Content Knowledge
- **Standard 5:** Application of Content
- **Standard 6:** Assessment
- **Standard 7:** Planning for Instruction
- **Standard 8:** Instructional Strategies
- **Standard 9:** Professional Learning and Ethical Practices
- **Standard 10:** Leadership and Collaboration

Retrieved from [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

## International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1:** Facilitate and inspire student learning and creativity
- **Standard 2:** Design and develop digital age learning experiences and assessments
- **Standard 3:** Model digital age work and learning
- **Standard 4:** Promote and model digital citizenship and responsibility
- **Standard 5:** Engage in professional growth and leadership

Retrieved from [https://id.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-T\\_PDF.pdf](https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)

## Teaching Performance Expectations (TPEs)

- **TPE 1: Engaging and Supporting All Students in Learning**
- **TPE 2: Creating and Maintaining Effective Environments for Student Learning**
- **TPE 3: Understanding and Organizing Subject Matter for Student Learning**
- **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**
- **TPE 5: Assessing Student Learning**
- **TPE 6: Developing as a Professional Educator**

## Preliminary Multiple Subject and Single Subject Credential Program Standards

- **Standard 1:** Program Design and Curriculum
- **Standard 2:** Preparing Candidates to Master the Teaching Performance Expectations (TPEs)
- **Standard 3:** Clinical Practice
- **Standard 4:** Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements
- **Standard 5:** Implementation of a Teaching Performance Assessment
- **Standard 6:** Clear/Induction Transition Plan

Retrieved from [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0)

## Student Expectations

**Respectful Speech and Actions:** As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior:** This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

## Required Course Materials

The materials for this course can be downloaded from Canvas.

## Instructor Policies

### Late Assignments

Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

### Feedback

Each week, I will provide grades/scores and comments on assignments within 4 days of the last day of the week unless I notify you otherwise.

### Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

## University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

### Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination,

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fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as “Any passing off of another’s ideas, words, or work as one’s own”) is considered to be a violation of the *University’s Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University’s Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

### **Disability Accommodations Request**

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

### **Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty**

In keeping with the institution’s commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University’s schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

### **Attendance**

If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

| Length of Course | Absences Allowed | Absences Resulting in Drop |
|------------------|------------------|----------------------------|
| 1-4 weeks        | 0                | 1                          |
| 5-9 weeks        | 1                | 2                          |
| 10+ weeks        | 2                | 3                          |

Note. Academically related activities are used to calculate a student's official last date of attendance with the institution. To be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

### **Technology Requirements and Support**

Canvas Technical Support is available by calling 1-844-527-0334, or by using the Live Chat option. Answers to the most common issues are found in the Canvas Guides which are accessible by clicking Help link located in the bottom left-hand side of the canvas course Web Page.

**Course Overview**

**Week 1** ..... **9**

**Week 2** ..... **11**

**Week 3** ..... **13**

**Week 4** ..... **14**

**Week 5** ..... **15**

**Week 6** ..... **16**

**Week 7** ..... **17**

**Week 8** ..... **19**

## Course Grading

Grading is in accordance with the academic policies of Alliant International University.

| Percentage | Letter Grade |
|------------|--------------|
| 94-100     | A            |
| 90-93      | A-           |
| 87-89      | B+           |
| 84-86      | B            |
| 80-83      | B-           |
| 77-79      | C+           |
| 74-76      | C            |
| 70-73      | C-           |
| 67-69      | D+           |
| 64-66      | D            |
| 61-63      | D-           |
| < 61%      | F            |

Final grades will be determined as follows based on the following points:

## Course Assessments

| Assessment   | Point Value |
|--|-------------|
| <b>Week 1</b>  |             |
| Discussion: Language Demands   | 25          |
| Assignment: Professional Development Plan                            | 50          |
| <b>Week 2</b>  |             |
| Assignment: Supporting Language Needs                                | 50          |
| Assignment: Week 2 Video Progress Assessment                         | 100         |
| <b>Week 3</b>  |             |
| Discussion: Student Work Samples                                     | 25          |
| Assignment: Family Communication                                     | 50          |
| <b>Week 4</b>  |             |
| Assignment: District Support Provider Meeting Notes & Data Sheet     | 100         |
| Assignment: Week 4 Video Progress Assessment                         | 100         |
| <b>Week 5</b>  |             |
| Discussion: Diverse Learning Needs                                   | 25          |
| Assignment: Lesson Plan  | 60          |
| <b>Week 6</b>  |             |
| Assignment: Week 6 Video Progress Assessment                         | 100         |
| <b>Week 7</b>  |             |
| Assignment: Intern Support Log & Suicide Prevention Training for All | 100         |
| Assignment: Intern Placement Check                                   | 90          |
| <b>Week 8</b>  |             |
| Discussion: Reflection   | 25          |
| Assignment: Quarterly Assessment                                     | 100         |
| <b>Total Points</b>  | <b>1000</b> |

**\*Note.** Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

## Week 1

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### Activities and Resources

| Readings  |  |
|---|--|
| <p><b>Review</b> the following:</p> <ul style="list-style-type: none"><li>• edTPA General Information</li><li>• edTPA Preparation presentation</li><li>• TPE InTASC Alignment Chart</li><li>• Rubric Evidence Chart</li><li>• Submission/Score Schedule</li></ul> |  |

| Discussion: Clinical Practice Introduction  |  |
|---|--|
| <p><b>Utilize</b> the video function within the discussion forum to introduce yourself to the class.</p> <p><b>Record</b> a 2-to 4-minute response to the following prompts in the Clinical Practice Introduction discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What is the academic credential you are seeking?</li><li>• What is the grade level of the students you are currently teaching?</li><li>• What are three of your educational strengths? Why do you consider them strengths?</li><li>• Why is planning and instruction important to student success?</li></ul> <p><b>Note.</b> This is a place where you can begin to build a community of learning and support that can be maintained once you obtain your degree and enter professional practice.</p> <p><b>Reply</b> to three classmate's posts by Sunday. If possible, respond to posts that have not yet received comment from a classmate.</p> |  |

### Assignments

| Discussion: Language Demands   |  |
|--|--|
| <p><b>Utilize</b> the video function within the discussion forum to record your responses.</p> <p><b>Record</b> a 2-to 4-minute response to the following prompt in the Language demands discussion forum by Wednesday: <i>How do you identify and support language demands?</i></p> <p><b>Reply</b> to three classmate's posts, applying the <a href="#">RISE Model for Peer Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> |  |

| Assignment: Professional Development Plan   |  |
|---|--|
| <p>The purpose of the professional development plan is to reflect on and improve your practice through collaborative inquiry, observation feedback, and your performance data. It is important to understand your responsibility for ongoing professional learning.</p> <p><b>Review</b> the Teacher Standards supporting your State.</p> |  |

**Identify** your strengths and areas of need within those standards. For example, a strength could be knowledge of the subject matter and an area of need could be designing cross disciplinary learning sequences.

**Complete** the Professional Development Plan document. Use detailed language when describing your strengths and areas of need.

**Include** relevant examples where appropriate.

**Note.** Providing detailed and descriptive language will demonstrate your knowledge of the Teaching Standard and your ability to apply learned content to the real world, with relevant and supporting examples.

**Ensure** your stated goals are specific, measurable, and relevant to your past and current experiences. Include examples of how you plan to meet your goals once you are a credentialed educator.

**Submit** your completed Professional Development Plan by Sunday.

## Week 2

### Assignments

| Assignment: Supporting Language Needs  |  |   |
|--|--|---|
| <p><b>Provide</b> 3-to 4-evidence-based strategies that support the best practice listed, using the table below:</p>   |  |   |
| Best Practice  | What it Means  | 3-to 4-evidence-based strategies for use in the classroom |
| Vocabulary Instruction and Language Development  | Introduces topics by teaching essential vocabulary before students engage in task or text.             |   |
| Explicit forms of academic English   | Identifies the purpose and meaning of a specific passage, word problem, graph, timetable, etc.         |   |
| Guided Interaction   | Articulates content and language outcomes for each lesson to increase students' attention to concepts. |   |
| Meaningful Contextualization   | Makes new concepts meaningful via demonstration, relating them to real-life situations, etc.           |   |
| Modeling, Visuals, and Graphic Organizers  | Provides models, nonlinguistic representations or demonstrations of key concepts                       |   |
| <p><b>Copy and paste</b> the table into your own Word document to complete the last column.</p> <p><b>Submit</b> the completed table as a Word document by Sunday.</p> |  |   |

| Assignment: Week 2 Video Progress Assessment   |  |  |
|--|--|--|
| <p><b>Select</b> a 15-minute segment of your lesson plan that provides evidence of InTASC Standards 1 &amp; 2.</p> <p><b>Refer</b> to the TPE InTASC Alignment Chart to see which TPEs are supported.</p> <p><b>Ensure</b> you have permission to record your students by having them complete the permissions slips:</p> <ul style="list-style-type: none"> <li>English Permission Slip</li> <li>Spanish Permission Slip</li> </ul> <p><b>Record</b> yourself teaching the selected 15-minute segment of your lesson plan. The segment <i>must</i> include you teaching a minimum of four students. <b>Videos under 15 mins can result in a deduction of points and a possible grade of zero.</b></p> |  |  |

**Note.** You will receive a notification to your Alliant email when you have been granted access to Teaching Channel. Be sure to review the video tutorial provided by your course instructor within the Canvas Course Announcements.

**Upload** the recording on Teaching Channel and a detailed and descriptive copy of your lesson plan along with any assessments or other documents supporting your lesson.

**Complete** the Pre-Observation questions on Teaching Channel to support your lesson.

**Download** your assessment report from Teaching Channel.

**Submit** your assessment report to Canvas by Sunday.

## Week 3

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### Assignments

#### Discussion: Student Work Samples

**Utilize** the video function within the discussion forum to record your responses.

**Record** a 2-to 4-minute response to the following prompt in the Student Work Samples discussion forum by Wednesday: *How do students' work samples help you to identify students struggling with the learning goals?*

**Reply** to three classmate's posts, applying the [RISE Model for Peer Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

#### Assignment: Family Communication

**Write** an 8-to 10 paragraph response to the following questions:

- How do you welcome families?
- What are one or two positive comments that would build a relationship and form a partnership?
- What information do you want to elicit from the family?

**Note.** For the following questions, select one student to guide your response.

- What are the students' strengths?
- What are 1-to 2-areas for growth?
- Are there any concerns about health and safety?
- How will you support the identified learning goals for this student?
- What strategies can the family implement at home to support student growth?
- What assessments can be used to demonstrate student growth and success?

**Submit** your response as a Word document by Sunday.

## Week 4

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### Assignments

|   |  |
|---|--|
| <b>Assignment: District Support Provider Meeting Notes &amp; Data Sheet</b> |  |
|---|--|

**Complete** the District Support Provider Meeting Notes & Data Sheet.

**Submit** the Data Sheet by Sunday.

|   |  |
|---|--|
| <b>Assignment: Week 4 Video Progress Assessment</b> |  |
|---|--|

**Select** a 15-minute segment of your lesson plan that provides evidence of InTASC Standards 3 & 4.

**Refer** to the TPE InTASC Alignment Chart to see which TPEs are supported.

**Ensure** you have permission to record your students by having them complete the permissions slips:

- English Permission Slip
- Spanish Permission Slip

**Record** yourself teaching the selected 15-minute segment of your lesson plan. The segment *must* include you teaching a minimum of four students. **Videos under 15 mins can result in a deduction of points and a possible grade of zero.**

**Note.** You will receive a notification to your Alliant email when you have been granted access to Teaching Channel. Be sure to review the video tutorial provided by your course instructor within the Canvas Course Announcements.

**Upload** the recording on Teaching Channel and a detailed and descriptive copy of your lesson plan along with any assessments or other documents supporting your lesson.

**Complete** the Pre-Observation questions on Teaching Channel to support your lesson.

**Download** your assessment report from Teaching Channel.

**Submit** your assessment report to Canvas by Sunday.

## Week 5

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### Assignments

|  |      |
|--|------|
| <b>Discussion: Diverse Learning Needs</b>  |      |
| <p><b>Utilize</b> the video function within the discussion forum to record your responses.</p> <p><b>Record</b> a 2-to 4-minute response to the following prompts in the Diverse Learning Needs discussion forum by Wednesday: <i>How do you address diverse learning needs of students in your class?</i></p> <p><b>Reply</b> to three classmate's posts, applying the <a href="#">RISE Model for Peer Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>   |      |
| <b>Assignment: Lesson Plan</b>   | TPE4 |
| <p><b>Write</b> a lesson plan using the SOE Lesson Plan Template on any topic supported by the credential you are seeking.</p> <p><b>Review</b> the TIPS for completing the SOE Lesson Plan Template.</p> <p><b>Provide</b> explanations that are descriptive and visual enough for a substitute teacher to understand your intent.</p> <p><b>Ensure</b> your objectives are measurable, and the activities support the academic growth toward the Academic Standard, learning goal and measurable objective(s).</p> <p><b>Include</b> the following information with your lesson plan:</p> <ul style="list-style-type: none"><li>• A short introduction that provides context to the lesson.</li><li>• Identify what grade, content and classroom setting this will be used.</li><li>• Identify when this lesson will be used within the scope of a unit.</li></ul> <p><b>Note.</b> Duplicate lesson plans will not be accepted and could receive a grade of zero.</p> <p><b>Submit</b> your Lesson Plan by Sunday.</p> |      |

## Week 6

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### Assignment: Week 6 Video Progress Assessment

**Select** a 15-minute segment of your lesson plan that provides evidence of InTASC Standards 5 & 6.

**Refer** to the TPE InTASC Alignment Chart to see which TPEs are supported.

**Ensure** you have permission to record your students by having them complete the permissions slips:

- English Permission Slip
- Spanish Permission Slip

**Record** yourself teaching the selected 15-minute segment of your lesson plan. The segment *must* include you teaching a minimum of four students. **Videos under 15 mins can result in a deduction of points and a possible grade of zero.**

**Note.** You will receive a notification to your Alliant email when you have been granted access to Teaching Channel. If you did not receive this notification contact the Teaching Channel Team. Be sure to review the video tutorial provided by your course instructor within the Canvas Course Announcements.

**Upload** the recording on Teaching Channel and a detailed and descriptive copy of your lesson plan along with any assessments or other documents supporting your lesson.

**Complete** the Pre-Observation questions on Teaching Channel to support your lesson.

**Download** your assessment report from Teaching Channel.

**Submit** your assessment report to Canvas by Sunday.

## Week 7

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### Assignments

#### Assignment: Intern Support Log

A minimum of 144 hours of support and supervision per school year will be logged including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. In addition, interns who lack an English Learner Authorization are required to receive an additional 45 hours of support by a supervisor or mentor who has a valid English Learner authorization.

This term, in addition to the hours you are currently teaching, complete a minimum of *five hours* of observations in a variety of grade levels and settings. It is important to observe and obtain different instructional practices, strategies and approaches from other proficient educators outside of your own classroom setting. You also need to observe students who are classified as English Language Learners. For example, if you teach high school, you will need to visit a middle school and if you teach lower elementary school you will need to visit an upper elementary middle or high school.

**Review** the following:

- Intern Support Log Instructions
- Translating State Standards Text Into Practice

**Complete** the 2nd Term of Clinical Practice tab in the Intern Support Log.

**Note.** Substitute teaching *will not* count towards any of your Clinical Practice hours or courses.

**Obtain** a wet signature from the District Support Provider. Failure to do so will result in a grade of zero.

**Submit** your Log by Sunday.

#### Assignment: Intern Placement Check

**Complete** the [Intern Tracking Form](#).

**Note.** Be sure to check the box to receive an email receipt of your responses.

**Submit** the receipt by Sunday.

#### Assignment: Suicide Prevention Training for All

An evidence-based Suicide Prevention Training will provide skills to feel more prepared and confident to talk with students about their mental health. The training will guide you in preparing a School Orientation for incoming students. This orientation will guide students in identifying school stressors and in developing healthy goals. Supporting students' mental health can shift school-culture to be more supportive of student well-being.

**Review** Resources – see Kognito link in *Canvas for Suicide Prevention Training for All*

**Complete** Suicide Prevention Training for All: Talking about suicide in School. After completing the *Suicide Prevention Training for All*, create a [School Orientation Plan](#) (SOP) for talking to students about suicide

using the guidance from the training including (1) suicide prevention plan (2) identifying the warning signs of suicidal behaviors in adolescents and teens and (3) appropriate intervention and referral techniques.

**Resource(s):**

Kognito Training: Suicide Prevention Training for All (link available via Canvas)

Ybarra, M. L., Mitchell, K. J., & Kosciw, J. (2014). The relation between suicidal ideation and bullying victimization in a national sample of transgender and non-transgender adolescents. In P. Goldblum, D.

Espelage, J. Chu, & B. Bonar (Eds.), Youth Suicide and Bullying: Challenges and Strategies for Prevention and Intervention (pp. 134–145). doi:10.1093/med:psych/9780199950706.003.0012

Student Support Programs: [A Community of Support](#)

If you would like additional Training, Alliant offers CE Unit Hours:

Suicide: Statistics, Assessment, Prevention & Interventions and Special Population Considerations ([6 Ce Unit Hours](#))

## Week 8

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### Assignments

| Discussion: Reflection   |  |
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| <p><b>Utilize</b> the video function within the discussion forum to record your responses.</p> <p><b>Record</b> a 2-to 4-minute response to the following prompts in the Reflection discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What did you learn during these past seven Weeks?</li><li>• What changed your thinking?</li><li>• What is different about you as a professional?</li></ul> <p><b>Reply</b> to three classmate's posts, applying the <a href="#">RISE Model for Peer Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>  |  |
| Assignment: Quarterly Assessment   |  |
| <p>The Quarterly Assessment is a summative scoring rubric based on the Teaching Performance Expectations (TPEs). The University Instructor/Mentor will complete this form and return to you as a final assessment of your teaching performance.</p> <p><b>Note.</b> You 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 do not, including those who have low grades, are referred to the Student Evaluation and Review Committee (SERC).</p> <p>SERC will work with you to understand any extenuating circumstances and develop strategies for remediation with a specific timeframe. The follow up action is documented in the <a href="#">Teacher Candidate Plan of Improvement</a>. When remediation fails, SERC recommends dismissal. See the <a href="#">Student Evaluation and Review Policy</a>.</p> <p><b>Complete</b> the Quarterly Assessment document.</p> <p><b>Submit</b> your Assessment by Sunday</p> |  |

**Rubrics**

**Discussion Rubric**

|  | <b>Meets Requirements<br/>100%</b>   | <b>Approaches Requirements<br/>67%</b>   | <b>Below Requirements<br/>33%</b>   |
|--|--|--|---|
| <b>Initial Response to the Forum Topic</b><br>15 points            | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.             | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| <b>Feedback to Peer's Response to the Forum Topic</b><br>10 points | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement.                               | Feedback was superficial and did not cover all levels of the RISE model.                |

**Professional Development Plan Rubric**

|  | <b>Exceeds Requirements<br/>100%</b>  | <b>Meets Requirements<br/>82%</b>   | <b>Approaches Requirements<br/>73%</b>  | <b>Below Requirements<br/>62%</b>  |
|--|---|---|---|--|
| <b>Strengths &amp; Weakness with TPEs</b><br>20 points | Demonstrates an above average level of knowledge of the required elements. Includes detailed, specific and descriptive strengths and weaknesses | Knowledge of the required elements is proficient. Includes descriptive strengths and weaknesses | Knowledge of the required elements is not yet proficient. Includes general and vague strengths and weaknesses | Knowledge of the required elements is introductory. Strengths and weaknesses are limited and not supported |
| <b>Professional Goals</b><br>20 points                 | Provides detailed, specific and relevant examples supporting all 3 professional and measurable goals  | Provides detailed and relevant examples supporting all 3 professional and measurable goals      | Provides general and vague examples supporting all 3 professional and measurable goals                        | Provides not examples supporting strengths and weaknesses and no measurable goals                          |
| <b>Application</b><br>10 points                        | Demonstrates an above average level of knowledge of the connection between goals and practice.  | Knowledge of the connection between goals and practice is proficient.                           | Knowledge of the connection between goals and practice is not yet proficient.                                 | Knowledge of the connection between goals and practice is introductory.                                    |

**Week 2 Video Progress Assessment Rubric**

|   | <b>Exceeds Requirements<br/>100%</b>  | <b>Meets Requirements<br/>82%</b>   | <b>Approaches Requirements<br/>73%</b>  | <b>Below Requirements<br/>62%</b>  |
|---|---|---|---|--|
| <b>Teaching Standard 1: Learner Development</b><br>(TPE 1: Engaging and Supporting All Students in Learning)<br>50 points | Candidate clearly communicates instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they | Candidate clearly communicates instructional objectives and purposes (connection to the "real world"). Ensures active participation of all students and encourages students | Makes reasonable attempts to communicate instructional objectives and purposes (connection to the "real world"). Ensures active participation of all students and encourages students | Lacks a clear communication of instructional objectives. Does not ask questions. Unidirectional flow of communication from teacher to students. Does not attempt to make |

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|   | are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidate examines why and use strategies to re-engage them.  | to share their points of view.  | to share their points of view.  | instruction relevant to students' lives.  |
| <p><b>Teaching Standard 2: Learning Differences</b><br/>(TPE 1: Engaging and Supporting All Students in Learning)<br/>50 points</p> | Candidate encourages students to examine points of view during the lessons. They use community resources, student experiences and applied learning activities to make instruction relevant. They ask stimulating questions and challenge student ideas. Candidate is teaching student to respond to and frame meaningful questions. | Extends the intellectual quality of student thinking by asking stimulating questions, challenging student ideas, and teaching students how to respond to and frame questions. Uses community resources, student experiences, technology OR applied learning activities to make instruction relevant. Fosters teacher-student and student-student communication and collaboration. | Asks mostly known answer questions but makes some attempts to extend the quality of student thinking by asking stimulating questions, challenging student ideas, or teaching students how to respond to and frame questions. Occasionally uses community resources, student experiences, technology OR applied learning activities to make instruction relevant. Makes reasonable attempts to foster teacher-student and student-student communication and collaboration. | Gives little time for student participation and rarely gives the opportunity for students to share their point of view. |

**Week 4 Video Progress Assessment Rubric**

|   | <b>Exceeds Requirements<br/>100%</b>  | <b>Meets Requirements<br/>82%</b>   | <b>Approaches Requirements<br/>73%</b>  | <b>Below Requirements<br/>62%</b>  |
|---|---|---|---|--|
| <p><b>Teaching Standard 3: Learning Environment</b><br/>(TPE 2: Creating and Maintaining Effective Environment for Students Learning)<br/>50 points</p> | Level 3, plus uses time effectively to maximize learning for ALL students. Level 3, plus facilitates collaboration with families and school personnel to develop and maintain a positive climate for learning | Uses instructional time effectively to address content standards and goals, adjusting appropriately to optimize student learning opportunities and outcomes. Establishes procedures and manages transitions to maximize instructional time. Establishes a sense of community and promotes student effort and engagement by creating and/or maintain structures that emphasize collaborative activities and joint problem solving. Develops, maintains, and modifies as needed clear expectations for academic | Makes reasonable attempts to use instructional time effectively to address content standards and goals, adjusting occasionally for student learning opportunities and outcomes. Makes reasonable attempts to establish procedures and manage transitions to maximize instructional time. Makes reasonable attempts to create a positive climate for learning including collaborative activities and joint problem | Does not effectively use instructional time to address content standard and goals. Does not adjust for student learning opportunities and outcomes. Does not establish procedures or manage transitions to maximize instructional time. Does not create a positive climate for learning. Does not adequately develop or maintain clear expectations for academic and social behavior. Cannot write and implement an individual/class |

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|  |  | and social behavior. Students feel safe to make mistakes and take academic risks from which they learn. Writes and implements individual/class student discipline plans. Establishes a caring, respectful, fair rapport with students, family, and school community, dealing appropriately with sensitive issues.  | solving. Makes reasonable attempts to develop and maintain clear expectations for academic and social behavior. Makes attempts to ensure that students feel safe to make mistakes and take academic risks from which they learn. With guidance, can write and implement an individual/class student discipline plan. Is developing the ability to establish a caring, respectful, fair rapport with students, family, and school community, dealing appropriately with sensitive issues. | student discipline plan. Does not establish a caring, respectful, fair rapport with students, family, and school community.   |
| <p><b>Teaching Standard 4: Content Knowledge</b><br/>(TPE 3: Understanding and Organizing Subject Matter for Student Learning)<br/>50 points</p> | Level 3, plus instruction is consistently responsive to ALL students' needs. | In lesson planning and delivery, demonstrates a clear understanding of the Common Core and/or state academic content standards, the vertical alignment of the curriculum from grade to grade, how to select and organize curricula and evidence-based instructional strategies, and how to make instructional decisions based upon student learning and academic language needs. | In lesson planning and delivery, demonstrates some understanding of the Common Core and/or state academic content standards, how to select and organize curricula and evidence-based instructional strategies, and how to make instructional decisions based upon student learning and academic language needs.  | In lesson planning and delivery, shows limited knowledge of the Common Core and/or state academic content standards. May choose ineffective instructional strategies to help students learn and has difficulty organizing the curriculum. |

**Week 6 Video Progress Assessment Rubric**

|  | <b>Exceeds Requirements<br/>100%</b>   | <b>Meets Requirements<br/>82%</b>   | <b>Approaches Requirements<br/>73%</b>  | <b>Below Requirements<br/>62%</b>   |
|--|--|---|---|---|
| <p><b>Teaching Standard 5: Application Content</b><br/>(TPE 3: Understanding and Organizing Subject Matter for Student Learning)<br/>50 points</p> | Level 3, plus instruction is consistently responsive to ALL students' needs. | In lesson planning and delivery, demonstrates a clear understanding of the Common Core and/or state academic content standards, the vertical alignment of the curriculum from grade to grade, how to select and organize curricula and evidence-based instructional | In lesson planning and delivery, demonstrates some understanding of the Common Core and/or state academic content standards, how to select and organize curricula and evidence-based instructional strategies, and how to make instructional decisions based upon student | In lesson planning and delivery, shows limited knowledge of the Common Core and/or state academic content standards. May choose ineffective instructional strategies to help students learn and has difficulty organizing the curriculum. |

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|   |  | strategies, and how to make instructional decisions based upon student learning and academic language needs.   | learning and academic language needs.   |  |
| <p><b>Teaching Standard 6: Assessment</b><br/>(TPE 5: Assessing Student Learning)<br/>50 points</p> | <p>Level 3, plus effectively and consistently uses planned formative assessments.<br/>Level 3, plus consistently uses results of multiple measures, including student self-assessment and reflection, to guide instructional decisions for all students.</p> | <p>Effectively uses progress monitoring at key points during instruction to adjust instruction. Re-teaches content (when needed) and checks for and addresses common student misconceptions/ misunderstandings. Appropriately administers a variety of assessments to determine students' progress and plan instruction. Accurately interprets assessment results of individuals and groups in order to develop and modify instruction. Effectively applies the requirements for appropriate assessment and identification of students whose cultural, ethnic, or linguistic differences may be confused with manifestations of a disability. Gives students specific and timely feedback on their learning. Teaches students how to use self-assessment strategies. Explains to families how to help students achieve the curriculum.</p> | <p>Makes reasonable attempts to use progress monitoring during instruction. Makes reasonable attempts to re-teach content (when needed), and check for common student misconceptions/ misunderstandings. Is developing in the ability to administer a variety of assessments to determine students' progress and plan instruction. Sometimes interprets assessment results of individuals and groups in order to develop and modify instruction. Attempts to apply the requirements for appropriate assessment and identification of students whose cultural, ethnic, or linguistic differences may be confused with manifestations of a disability. Is developing in the ability to give students specific and timely feedback and communicate with families concerning student achievement.</p> | <p>Rarely uses progress monitoring during instruction, re-teaches content, or checks for common student misconceptions/ misunderstandings. Rarely uses assessments of any kind to determine students' progress or plan instruction. Rarely or incorrectly interprets assessment results to modify instruction. Does not apply the requirements for appropriate assessment and identification of students whose cultural, ethnic, or linguistic differences may be confused with manifestations of a disability. Rarely gives students feedback or communicates with families concerning student achievement.</p> |

**Assignment–Generic 50 Points**

|                                      | <p><b>Exceeds Requirements</b><br/>100%</p>  | <p><b>Meets Requirements</b><br/>82%</p>  | <p><b>Approaches Requirements</b><br/>73%</p>   | <p><b>Below Requirements</b><br/>62%</p>   |
|--------------------------------------|--|---|---|--|
| <p><b>Elements</b><br/>20 points</p> | <p>Demonstrates an above average level of knowledge of the required elements. Includes detailed, specific and descriptive content.</p> | <p>Knowledge of the required elements is proficient. Includes descriptive strengths and weaknesses.</p> | <p>Knowledge of the required elements is not yet proficient. Includes general and vague strengths and weaknesses.</p> | <p>Knowledge of the required elements is introductory. Strengths and weaknesses are limited and not supported.</p> |

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| <b>Improvements &amp; Specific Growths</b><br>20 points  | Provides detailed, specific and relevant examples supporting implementation.   | Provides detailed and relevant examples supporting all 3 professional and measurable goals.        | Provides general and vague examples supporting all 3 professional and measurable goals. | Provides not examples supporting strengths and weaknesses and no measurable goals.  |
| <b>Application in Learning Environments</b><br>10 points | Demonstrates an above average level of knowledge of the connection between the different learning environments is descriptive, relevant and appropriate. | Knowledge of the connection between the different learning environments is discussed, but general. | Knowledge of the connection between the different learning environments is vague.       | Knowledge of the connection between the different learning environments is limited. |

**Lesson Plan Rubric**

|   | <b>Exceeds Requirements</b><br><b>100%</b>  | <b>Meets Requirements</b><br><b>82%</b>   | <b>Approaches Requirements</b><br><b>73%</b>   | <b>Below Requirements</b><br><b>62%</b>   |
|---|---|---|--|---|
| <b>Opening</b><br>5 points                | Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for EL and SN students | Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for EL and SN students | Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for EL and SN students | More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; EL and/or SN strategies are not adequate or need more explanation |
| <b>Intro to New Material</b><br>10 points | Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for EL and SN students | Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for EL and SN students | Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for EL and SN students | More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; EL and/or SN strategies are not adequate or need more explanation |
| <b>Guided Practice</b><br>10 points       | Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific,   | Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited;   | Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details  | More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for  |

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|  | appropriate examples of how to differentiate instruction for EL and SN students  | Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for EL and SN students   | needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for EL and SN students   | class setting; More details needed to address questions related to prompt; EL and/or SN strategies are not adequate or need more explanation   |
| <b>Independent Practice</b><br>10 points   | Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for EL and SN students  | Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for EL and SN students   | Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for EL and SN students   | More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; EL and/or SN strategies are not adequate or need more explanation  |
| <b>Closure &amp; Homework</b><br>10 points | Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for EL and SN students; Clearly states whether homework will be assigned or not; Clear progression from lesson described; Realistic and age appropriate | Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for EL and SN students; Clearly states whether homework will be assigned or not; Clear progression from lesson described | Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for EL and SN students; Clearly states whether homework will be assigned or not; Unclear of the connection between lesson and homework | More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; EL and/or SN strategies are not adequate or need more explanation; Does not explain whether or not homework will be assigned |
|  |  | <b>Meets Requirements</b><br><b>100%</b>  | <b>Approaches Requirements</b><br><b>67%</b>   | <b>Below Requirements</b><br><b>33%</b>  |
| <b>Context</b><br>3 points                 |  | Provides context to the lesson plan describing the grade, content and class setting   | More details needed to understand the class setting  | Does not provide a context to lesson plan  |
| <b>Objective</b><br>3 points               |  | Clear, specific, measurable and achievable objective; Written in student friendly language; Aligned to standards; Related to lesson   | More specificity needed; Seems unachievable in one lesson; Wordy or vague  | Objective is not aligned to standard; Objective is not related to lesson described   |
| <b>Assessment</b><br>3 points              |  | Clearly indicates the way(s) student  | More specific details needed to understand   | Does not describe a method of how  |

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|                              |  | progress will be monitored during and after lesson  | how student progress will be monitored             | students will be monitored  |
| <b>Standards</b><br>3 points |  | Identified standards for the correct grade and content area; Standards related to lesson described      | Connection between standards and lesson is unclear | Does not provide the correct standards for the grade and content area |
| <b>Materials</b><br>3 points |  | Thorough list of materials required for the lesson described; Includes quantities and any prep required | Some keys items described in lesson are listed     | Does not provide a list of materials for lesson                       |

**District Support Provider Meeting Notes & Data Sheet**

|                        | <b>Meets Requirements<br/>100 Points</b>   | <b>Below Requirements<br/>0 Points</b>                               |
|------------------------|--|--|
| <b>Form Completion</b> | Form has been completed in its entirety and submitted for the assignment prior to or by the assigned due date. | Form was not completed in its entirety or was not submitted on time. |

**Intern Support Log**

|                        | <b>Meets Requirements<br/>100 Points</b>   | <b>Below Requirements<br/>0 Points</b>                               |
|------------------------|--|--|
| <b>Form Completion</b> | Form has been completed in its entirety and submitted for the assignment prior to or by the assigned due date. | Form was not completed in its entirety or was not submitted on time. |

**Intern Placement Check**

|                        | <b>Meets Requirements<br/>90 Points</b>  | <b>Below Requirements<br/>0 Points</b>  |
|------------------------|--|---|
| <b>Form Completion</b> | Application has been completed in its entirety and email receipt is submitted for the assignment prior to or by the assigned due date. | Application was not completed in its entirety or email receipt was not submitted on time. |

**Quarterly Assessment**

| <b>4 (100-90pts)</b><br>Exceptional Competency   | <b>3 (89-80pts)</b><br>Proficient Competency   | <b>2 (79-70 pts)</b><br>Basic Competency  | <b>1 (69-60)</b><br>Minimal Competency   | <b>0 (below 59)</b><br>No Competency   |
|--|--|---|--|--|
| Exceptional Competency for TPEs demonstrated; highly recommended for beginning teaching service. | Proficient Competency for TPEs demonstrated; recommended for beginning teaching service. | Basic Competency for TPEs demonstrated; recommended with development considerations for beginning teaching service. | Minimal Competency for TPEs demonstrated; recommended with reservation for beginning teaching service. | No Competency for TPEs demonstrated; not recommended for beginning teaching service. |