Faculty Instructional Guide
EDU62030: Professional Learning & Practice

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.

Teacher Education Program Objectives (PO)

- **PO1**: Integrate a research- and evidence-based theory of teaching and learning.
- **PO2:** Integrate multiple opportunities for teacher candidates to learn, apply, reflect and receive feedback on each applicable nationally recognized standards.
- **PO3:** Provide teacher candidates with multiple opportunities to learn through application of theory to practice through collaboration with school sites and master teachers.
- **PO4:** Assess teacher candidates progress towards mastering the applicable nationally recognized standards at multiple points.
- **PO5:** Provide teacher candidates with multiple formative opportunities to prepare for the state assessments.
- **PO6:** Compile a professional development and growth plan for each teacher candidate.

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.

EDU62030: Professional Learning & Practice

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
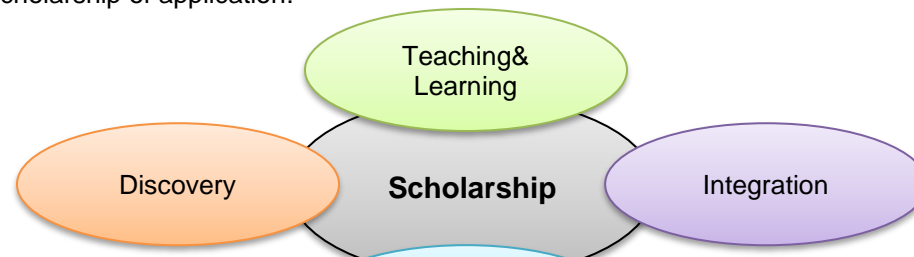**E**= Engagement: Active Learning
A=Application: Theory to Practice
D=Dedication: Inclusive Excellence

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:

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

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

EDU62030: Professional Learning & Practice

Course Description

This course provides candidates with the foundational tools and knowledge necessary to successfully obtain their teacher certification by the completion of their enrolled program. Requirements of teacher certification for candidate's state and the teacher education program standards will be explored so candidates will become deeply familiar with the requirements and will be able to establish a solid foundation as they begin their teaching career. Candidates will review program expectations, codes of conduct, academic performance expectations, and various technology tools. Candidates will also be introduced to core concepts in teaching such as content development, co-teaching, co-planning, lesson planning, and various teaching models to support the diverse needs of all learners.

Professional Standards Alignment

School of Education (SOE)			
CLO	**Program Outcome**	**InTASC**	**ISTE**
CLO1: Navigate educational and learning platforms effectively.	PO6	Standard 9	Standard 5
CLO2: Interpret teacher education and professional standards related to your enrolled program.	PO6	Standard 9	Standard 5
CLO3: Determine the expectations of your enrolled program, codes of conduct, and academic performance.	PO6	Standard 9	Standard 5

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

Kelly, M. (2010). *The everything new teacher book: A survival guide for the first year and beyond* (2nd ed.). Simon and Schuster.

> ISBN: 9781440500381
> eISBN: 9781440500398

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

> ISBN: 9781433832161

Individual Development Plan + OneDrive Presentation

Teacher Education Clinical Practice Handbook

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

> Retrieved from 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

> Retrieved from https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

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

EDU62030: Professional Learning & Practice

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, 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.

Turnitin
Faculty may use Turnitin, a plagiarism checking tool. Turnitin checks student papers against the current and archived internet, scholarly databases, and a global repository of student papers.

Students who use Turnitin-enabled assignments should be aware that the product is subject to an End User License Agreement (EULA). Students are encouraged to read the entire EULA; a few key points have summarized below for ease of reference:

- The EULA is an agreement directly between the user (i.e., you) and iParadigms, which licenses Turnitin. It does not involve the University.

- iParadigms reserves the right to change the agreement at any time. In some cases, the user will be required to agree to the revised EULA terms. In others, the terms may change without notification.

- If a student objects to terms of the EULA and, therefore, does not press the "I agree" button that permits access to the product, they must discuss contingency or ramifications with the course faculty member.

- Once a paper is submitted to Turnitin, iParadigms reserves the right to use it for providing services and improving the software's services. This right is permanent and irrevocable. iParadigms reserves the right to use any communications including email, transmit or post through the site for its business purposes. iParadigms may not use ideas set forth in submitted papers for its own purposes. However, it may use any ideas set forth in any communications for its own purposes. These rights are permanent and irrevocable.

- Indemnification – you may not hold iParadigms responsible for any "claims, losses, damages, deficiencies, liabilities, costs or expenses" that may arise from using Turnitin

Direct any questions or concerns regarding this agreement or Turnitin to your course faculty member.

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

RISE Model for Online Discussions

The Discussions in this course are designed for us all to learn from each other, and to explore diverse viewpoints. I want you to think very critically about the important issues in our course, and to challenge me and your classmates to develop and substantiate our opinions. Or, you may even get us to change our opinions, which is okay, too! We are all here to learn from each other.

Each week you will participate in the Discussions at least three times.

1. Respond to the initial question. Your response must be substantive, and reflect not only your own experience and opinion, but also cite expert opinions, either from our course readings or other cited sources.
2. Comment, question, or debate a classmate's response. However you respond, you must meet the standards of the RISE model. Responses that do not adhere to the RISE model earn 0 points.
3. Answer or comment further on a question to your original response.

You may contribute to the Discussion as freely and frequently as you wish, but three entries each week are a minimum.

Signature Assignment: Growth Plan

Complete the SOE Guiding Principles Dispositions Checklist.

Write a three-to four-page growth plan for how you will improve in areas of need from the disposition's checklist.

Consider the following when developing your growth plan:

*   Specific goals that are attainable, relevant, and timebound.
*   Forms of growth where progress can be measured such as webinars, podcasts, or research-based strategies to improve cognition.
*   Engaging in situations that challenge your understanding of diversity, race, culture, etc.
*   Your Roadmap to Certification from Week 6: What do you want to achieve before you obtain your certification?

Include reference to support your strategies.

Format your paper consistent with APA style guidelines.

Submit your paper as a Word document by Sunday.

Signature Assignment Rubric

	Exceeds Requirements	Meets Requirements	Approaches Requirements	Below Requirements
Elements 40 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Goals 100	Goals listed are attainable, relevant, timebound to the roadmap, and measurable.	Goals listed are attainable, relevant, timebound, and measurable.	Goals listed do not have one or more of the following: attainable, relevant, timebound to the roadmap, and measurable.	Goals listed are not attainable, relevant, timebound to the roadmap, or measurable.
References 30 points	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.
Format 30 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.
PO6: Compile a professional development and growth plan for each teacher candidate.	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
Specialty Standards:				
InTASC 9: Developing as a Professional Educator	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

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 points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	20
Scavenger Hunt/Quiz	15
Activity	20
Paper	15
Signature Assignment	30

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Peer Feedback & Critique		Discussion	40
Assignment: Canvas Scavenger Hunt		Scavenger Hunt/Quiz	20
Week 2			
Discussion: Let's Take a Pulse		Discussion	40
Assignment: Trainings		Activity	20
Assignment: Library Scavenger Hunt		Scavenger Hunt/Quiz	20
Assignment: OneDrive		Activity	30

EDU62030: Professional Learning & Practice

Week 3		
Discussion: Professional Dispositions	Discussion	40
Assignment: APA Style Quiz	Scavenger Hunt/Quiz	20
Week 4		
Discussion: Code of Conduct & Ethics	Discussion	40
Assignment: Assurance Forms	Activity	30
Assignment: Program Pathway	Activity	35
Week 5		
Discussion: Professional Teaching Standards	Discussion	40
Assignment: Alignment Table	Activity	35
Assignment: Technology Resources Google Doc	Activity	45
Assignment: Teaching Standards Reflection Paper	Paper	50
Week 6		
Discussion: Certification & Assessments	Discussion	40
Assignment: Roadmap to Certification	Activity	45
Week 7		
Discussion: Lesson Plan Template	Discussion	40
Discussion: Learning Models	Discussion	40
Assignment: Co-teaching & Co-Planning Reflection Paper	Paper	50
Week 8		
Discussion: Professional Development	Discussion	40
Discussion: Vulnerability	Discussion	40
Assignment: Growth Plan	Signature Assignment	200
Total Points		**1000**

*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: Navigating Canvas

Learning Objectives

1.1 Analyze the importance of professional discourse in the online format.	CLO1
1.2 Navigate Canvas effectively.	CLO1

Activities and Resources

Canvas Guide Videos	1.2

Watch the following videos:

- Canvas Overview (6:04)
- Conversations Overview (4:14)
- Discussions Overview (3:33)
- Assignment Submissions (4:36)
- Quizzes (4:56)
- Grades (4:38)

Modules Page	1.2

The Modules Page in Canvas can be a very useful tool for you. In Modules, you can view all the weeks in your course, organized by order of progression. As a student, only the current or prior weeks are available for you to submit assignments or respond to a discussion thread.

From the Modules page, you can look ahead to see what is due in upcoming weeks. To look ahead, open Modules:

- From the Course Navigation menu on the left, click the **Modules** link.
- Scroll down to an upcoming week
- Click on **Week 2: Assignments**

This opens a page where you can view all the assignments due in Week 2. You can also click on **Learning Objectives** and **Activities & Resources** each week to view those as well.

Refer to The Modules Page document available in Canvas for screen shots you can follow.

Providing Feedback	1.1
Navigate to the Rise Model from Make Sense Media by Emily Wray: http://www.emilywray.com/rise-model **Scroll** down to Downloadables and click on RISE Model for Peer Feedback (PDF). **Read** the RISE Model for Peer Feedback.	

Assignments

Discussion: Peer Feedback & Critique	1.1
Review the RISE Model for Peer Feedback from the Activities and Resources for this week. **View** the "Peer Critique: Creating a Culture of Revision" video [4:32] from YouTube. **Respond** to the following prompts in the Peer Feedback & Critique discussion forum by Wednesday: • What is the difference between a discussion you have in a college course and a casual conversation with a friend? • Why is it important to interact with fellow students respectfully in online discussions? • How can the concepts presented in the video and the RISE Model be applied in online discussions? • Why is it important to critique the work and not the person? • How can engaging in meaningful feedback deepen your own learning? **Note**. Your initial response to the discussion prompts must be substantive: It must be between 100-to 250-words and it must include citations and references, consistent with APA style guidelines. **Reply** to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Assignment: Canvas Scavenger Hunt	1.2
Locate a link or provide an answer to the items requested below: • Provide a link to where you can access your syllabus online. • Check the Module for Week 3. Provide the names of the Week 3 assignments.	

- Check the Discussions. What is the Discussion topic for Week 5?
- Provide a link to where you can access the announcements.
- Share an announcement title.
- What is the instructors contact information?
- What are the instructor's office hours?
- Are there any quizzes scheduled for this course?

Submit your responses by Sunday.

Week 2: Online Resources

Learning Objectives

2.1 Determine how to appropriately navigate various online resources necessary to be a successful student.	CLO1

Activities and Resources

Important Sites to Bookmark	2.1
Bookmark the following sites: • [Alliant Portal](#) Provides you with specific information about your schedule and courses • [Alliant Hub](#) Provides you with general information about the University • [Alliant Library](#) Provides you with access to books, academic journals and articles • [Alliant Information Technology](#) Provides Quick Links to online services, IT Helpdesk hours and account and password information • [Teaching Channel](#) The secure video platform for self-reflection and instructional coaching used in your program	

Alliant Library	2.1
Navigate to the [Video Tutorials](#) page for the Alliant Library. **View** any of the videos that interest you. Ensure you view the following videos: • "Browse Issues of a Journal" [2:16] • "Searching for Articles" [8:43]	

Additional Resources	2.1
Tips for Success **View** the "[Alliant Tips for Success in Online Classes](#)" video [5:25]. **Read** the "[Common Mistakes to Avoid as a New Online Student](#)" from Learn How to Become.	

Microsoft© OneDrive

View the Individual Development Plan + OneDrive Presentation available in the Course Materials section of Canvas.

Assignments

Discussion: Let's Take a Pulse	2.1

Respond to the following prompts in the Let's Take a Pulse discussion forum by Wednesday:

- What one resource this week did you find useful? Why?
- What do you want more information about?

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

Assignment: Trainings	2.1

Review the Teaching Channel section of the [SOE Teacher Education Clinical Practice Resources]() page on Canvas.

Complete the following trainings:

- [ProQuest Research Companion]()–10 Modules
- [Teaching Channel Orientation Scavenger Hunt]():

    o Log in to your Teaching Channel account
    o Scroll down to Teaching Channel Orientation
    o Click on Teaching Channel Orientation
    o Click on the hyperlink for the Teaching Channel Orientation Scavenger Hunt

Note. Take a screenshot of the 100% completion screen for both trainings, this will be your proof of completion.

Submit proof of completion for both trainings by Sunday.

Assignment: Library Scavenger Hunt	2.1

Navigate to the Alliant Library. You should have bookmarked this page from the Activities and Resources for this week.

- Scroll down to the column titled Research.
- Click on **Databases**
- Scroll down to the E section
- Click on EBSCOhost Research Databases

Note. You may be prompted to login to use this database. Use your Last name as your username and your student ID number for your password.

Conduct a basic search.

- Enter search terms related to an issue in your current organization or the career field in which you are interested.
- Click Search to see the results.
- Click the **Advanced Search** link to narrow your search further:
- Enter the publish dates January 2012 to August 2014.
- Click **Search** to find articles within that timeframe

Read two articles from your search results that you find interesting.

Compose an APA reference for both articles and respond to the following questions:

- Are the articles you read peer reviewed?
- How could you save your articles online? To your computer?
- How could you include only Academic Journals in your search results?

Submit your references and responses to the questions as a Word document by Sunday.

Assignment: OneDrive	2.1

Create a folder to begin your Individual Development Plan (IDP) Portfolio in OneDrive using your Alliant Email account.

Label your IDP folder in accordance with slide 16 of the Individual Development Plan + OneDrive Presentation.

Share access to that folder with the following:

- Your course instructor
- SOE Department Shared Email Address for the IDP → SOEIDP@alliant.edu

Submit the shared link to that shared folder by Sunday.

Week 3: SOE Requirements

Learning Objectives

3.1 Determine the importance of SOE's Unit Guiding Principles.	CLO3
3.2 Apply APA style guidelines appropriately.	CLO3

Activities and Resources

Readings	3.1, 3.2
SOE Clinical Practice Handbook **Read** the following sections: • Alliant International University pp. 3-4 • School of Education (SOE) pp. 5-7 • Program Overview pp. 8-16 • Clinical Practice Overview pp. 17-20 • Getting Started pp. 21-36	
Online Resources **Visit** APA Style from the American Psychological Association. **Explore** the Tutorials and Webinars and Handouts and Guides pages of the website. **Note**. It is strongly recommended that you purchase the Publication Manual of the American Psychological Association, current edition. It will become a valuable resource tool for you during your program.	

Assignments

Discussion: Professional Dispositions	3.1
Respond to the following prompts in the Professional Dispositions discussion forum by Wednesday:	

- What are your thoughts about the dispositions, in the Getting Started section of the SOE Clinical Practice Handbook?
- Why do you think there is a need for Professional Dispositions in the field of Teacher Education?
- How do the professional dispositions, the theoretical framework, and SOE's Unit Guiding Principles support Alliant's Institutional values?
- How may the professional dispositions, the theoretical framework, and SOE's Unit Guiding Principles, help develop ethical integrity and character in the field of teacher education?

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

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: APA Style Quiz	3.2
Complete the APA Style Quiz by Sunday.	
Faculty Notes. **Use** the APA Style Worksheet Key to grade the quiz. It is available in the Files section of the course.	

Week 4: Teacher Education Program

Learning Objectives

4.1 Determine the requirements to successfully complete your program pathway.	CLO3
4.2 Explain the student academic code of conduct and ethics policy.	CLO3

Activities and Resources

Readings	4.1, 4.2
The Everything New Teacher Book • Ch. 1: Welcome to Teaching • Ch. 2: The Secret Formula for Success	
SOE Clinical Practice Handbook **Read** the following sections: • Roles and Responsibilities pp. 37-55 • Clinical Practice Courses: Student Teaching Track p. 56 • Clinical Practice Courses: Standard & ECO Interns p. 57 • Glossary pp. 58-64 • Frequently Asked Questions p. 65	

Assignments

Discussion: Code of Conduct & Ethics	4.2
Read the Student Code of Conduct and Ethics: Academic policy. **Respond** to the following prompt in the Code of Conduct & Ethics discussion forum by Wednesday: What could you do to avoid violating the student academic code of conduct and ethics policy?	

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

> Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Assurance Forms	4.1

Complete the Assurance Form for your selected pathway:

- Student Teaching Pathway
- Student Intern & ECO Pathways

Note. Links to the Assurance forms can be found in the Course Materials page.

Complete the [Professional Learning General Information Form](#).

Save the following to the shared OneDrive folder you created in Week 2:

- Completed Assurance Form
- Email receipt of your responses to the Professional Learning General Information Form

Submit the link to that shared folder, with instructions on how to find the forms, by Sunday.

Assignment: Program Pathway	4.1

Respond to the following question in any format you like. Be creative here, it could be a podcast, short video, song, letter, pamphlet. etc.

      What does successful completion of your program pathway look like?

Include the following information:

- What courses do you need to take?
- Which of those courses require you to complete clinical practice hours?
- How many hours should you complete in each of those courses to stay on track?
- Of those hours how many should be spent in observation? How many should be spent teaching?
- How often will you be formally evaluated during the program?

Submit your response as a common file such as docx, xlsx, pptx or a link by Sunday.

Note. If you created a podcast or short video, upload it to your shared OneDrive folder and submit the link to the shared folder.

Week 5: Teaching Standards

Learning Objectives

5.1 Compare the InTASC with your state's standards for K-12 teacher preparation.	CLO2
5.2 Interpret the ISTE Standards.	CLO2
5.3 Analyze the importance of the standards.	CLO2

Activities and Resources

Readings	5.1, 5.2, 5.3
The Everything New Teacher Book • Ch. 11: Technology in the Classroom • Ch. 20: The Pendulum Swing of Reform • Ch. 21: Thinking about Education in a New Way	
Read the following teaching standards: • National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards • International Society for Technology in Education (ISTE) Standards for Teachers **Note**. If you are seeking a teacher credential in another state, research your state's professional standards for teachers. Some states refer to these as professional teaching standards.	
YouTube **View** the following videos: • "What is the SAMR Model and what does it look like in schools?" [2:11] • "The SAMR Model Explained By Students" [3:54]	

Assignments

Discussion: Professional Teaching Standards	5.3

Respond to the following prompts in the Professional Teaching Standards discussion forum by Wednesday:

- How are you feeling now?
- What tips or tricks can you use to become intimate with these standards?
- How can we approach learning these standards, so we do not become overwhelmed?
- How do these standards support your ability to teach the content specific standards for your subject area?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Alignment Table	5.1

Compare the InTASC Standards with your state's professional standards for teachers.

Complete the InTASC Standards to State Standards Alignment Table template. Your table should have all 10 InTASC Standards listed in one column and the alignment of your state's professional standards. Below is an example:

InTASC Standards 1-10
Standard 1: Learner Development
Standard 2: Learning Differences

Include a link to your state's professional standards for teachers.

Submit your template as a Word document by Friday.

Assignment: Technology Resources Google Doc	5.2

Access the link to the Technology Resources shared google doc, provided by your course instructor as an announcement.

Select one of the resources listed and type your name in the Student Name column. This is a first come first serve activity, so make sure to type your name in the row of the program you want to research.

Complete the row for the program you selected by Sunday. If you know of a program you want to research that is not on the list, add it to the table at the end.

Review the explanations for each column heading:

- **Demos, Tours, or Sample Videos & Link**: Search the site or YouTube for demos, tours, or sample videos. Include links to two or three of the most useful information.
- **About Us**: What did you find out from reading the About Use page of the resource? For example: The resource was created by a well-known EdTech Leader.
- **Use Friendly**: How user friendly is it for students? For Teachers?
- **Grade Levels**: what grade level(s) if this appropriate for?
- **SAMR**: Where on the SAMR Model would this resource be?
- **ISTE Standard**: Which ISTE Standard would utilizing this resource support? Provide rationale.

Note. Google docs will automatically save your changes.

Faculty Note.

Use the Technology Resources document to create a shared Google doc. You will need to have a Google account in order to set-up this assignment.

Review the following instructions:

- Upload files and folders to Google Drive: https://support.google.com/drive/answer/2424368?co=GENIE.Platform%3DDesktop&hl=en
- Share files from Google Drive: https://support.google.com/docs/answer/2494822?co=GENIE.Platform%3DDesktop&hl=en

Assignment: Teaching Standards Reflection Paper	5.3

Write a one-to two-page reflection of the standards. Consider the following:

- How are the standards important for your own learning?
- How the standards ensure the students you will eventually teach are successful?
- What steps will you take to become more intimate with these standards?
- How will you support reading and math literacy in your content area?

Submit your reflection as a Word document by Sunday.

Week 6: Goal Setting

Learning Objectives

6.1 Determine your state's certification requirements and credentialing assessments.	CLO2
6.2 Formulate a timeline for successfully obtaining your teacher certification.	CLO2

Activities and Resources

Readings	5.1, 5.2, 5.3

The Everything New Teacher Book

- Ch. 3: From Expectations to Results
- Ch. 24: Survival Mode: First Day, First Week

Credentialing Requirements	6.1, 6.2

Navigate to Arizona Department of Education.

Explore the information on

- Steps to Become a Teacher
- Make and Follow Your Career Plan

Note. If you are seeking a teacher credential in another state, research resources on teaching credentialing requirements for your state. Begin by searching your state's .gov site.

Credentialing Assessments	6.1, 6.2

Navigate to the Arizona Educator Proficiency Assessments website.

Explore all available content.

Click on Preparation Materials.

Locate the preparation materials for *all* the required assessments you must pass to obtain teacher certification for your enrolled program.

Note. If you are seeking a teacher credential in another state, research resources on credentialing assessments for your state. Begin by searching your state's .gov site.

Assignments

Discussion: Certification & Assessments	6.1

Respond to the following prompts in the Certification & Assessments discussion forum by Wednesday:

- After reviewing your state's certification requirements and credentialing assessments, what concerns do you have about being able to complete everything?
- What insights have you gained about the credentialing process?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Roadmap to Certification	6.1, 6.2

Create a roadmap or timeline that identifies crucial components to obtain teacher certification for your enrolled program.

Ensure to include:

- Specific courses to complete your enrolled program pathway
- Educator credentialing assessments you must pass
- Program pathway requirements
- 3 Celebration points along your path
- Possible points where you might be detoured and how to get back on track – nothing is perfect!
- Milestones in your personal life as well
- References to where you obtained or verified your information

Utilize a visual tool such as PowerPoint, Visme, or other tool with which you are familiar, to create your timeline.

Submit your timeline as a common file such as docx, xlsx, pptx or a link by Sunday.

Week 7: Instruction

Learning Objectives

7.1 Explain the concepts of co-teaching and co-planning.	CLO3
7.2 Compare universal design for learning and differentiation.	CLO3
7.3 Determine the benefits of a flipped classroom model and a blended learning model for your classroom.	CLO3
7.4 Identify key components in an effective lesson plan.	CLO3

Activities and Resources

Readings	7.1, 7.2, 7.3, 7.4

The Everything New Teacher Book

- Ch. 5: Behavior Management
- Ch. 8: Working with a Lesson Plan
- Ch. 10: A Variety of Teaching Methods
- Ch. 17: Meeting Diverse Needs

Alliant Library

Beninghof, A. M. (2015). To Clone or Not To Clone? *Educational Leadership*, 73(4), 10–15.

Tomlinson, C. A., & Imbeau, M. B. (2012). Common Sticking Points: About Differentiation. *School Administrator*, 69(5), 19–22.

Online Resources

Grafwallner, P. (2019). A Framework for Lesson Planning. *Edutopia*.

Staff. (2018). What Is Differentiated Instruction? *We Are Teachers*.

World Economic Forum. (2016). New vision for education: fostering social and emotional learning through technology. Geneva, Switzerland: World Economic Forum. Retrieved from http://hdl.voced.edu.au/10707/443447.

Read the following from CAST:

- [About Universal Design for Learning](#) Ensure to view the video on the page.
- [The UDL Guidelines](#)
- [FAQ for UDL](#)

For the following, make sure to click on **View full infographic**:

- [The Flipped Classroom Infographic: Turning Traditional Education On Its Head](#)
- [Blended Learning Infographic: A Disruptive Innovation](#)
- [A Breakdown Of Blended Learning](#)

YouTube

View the following videos:

- "[Co-Teaching: A Mentoring Strategy for Preservice Teachers](#)" [5:18]
- "[Blended Learning: Making it Work in Your Classroom](#)" [5:15]
- "[Flipping the Classroom - Simply Speaking](#)" [3:23]
- "[Flipped Classrooms and Video as Homework](#)" [2:14]

Assignments

Discussion: Lesson Plan Template	7.4

Read the Lesson Plan Template Instructions document and review the Lesson Plan Template.

Respond to the following prompts in the Lesson Plan Template discussion forum by Wednesday:

- How does the lesson plan template provided differ from others you have seen?
- What three elements do you think you will find challenging? Provide rationale for your response.

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

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Learning Models	7.2, 7.3

Respond to the following prompts in the Learning Models discussion forum by Friday:

- Compare the components of UDL and differentiation. In your opinion, how are they similar? How are they different?
- How can a flipped classroom support either model?
- How can blended learning support either model?
- How do each of these learning modules support the diversity of learners you will find in your classroom?
- How might these learning models support English language learners, and special education students?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Co-teaching, Co-Planning & Classroom Management Reflection Paper	7.1

Locate a peer-reviewed journal article from the Alliant Library on each of the following topics:

- Co-teaching and co-planning.
- Classroom management.

Write a three-to five-page reflection that includes the following:

- Summary of the key points.
- Information you found useful.
- A classroom management plan.
- How you might integrate the information presented to support a diversity of learners, including English language and special education students.

Format your paper consistent with APA style guidelines.

Submit your paper as a Word document by Sunday.

Week 8: Professional Development

Learning Objectives

8.1 Assess your ability level within each disposition area.	CLO3
8.2 Analyze how you may continually grow as a professional.	CLO3

Activities and Resources

Readings	8.1, 8.2
Alliant Library Goodwin, B., & Taylor, M. (2019). Finding the Right Glue: Peer coaching—done well—can make professional learning stick. *Educational Leadership*, 77(3), 84–85.	
Online Resources Lam. C. (2014). 11 Habits of an Effective Teacher. *Edutopia*. Palmer, T. (2015). 15 Characteristics of a 21st-Century Teacher. *Edutopia*.	
YouTube **View** the following videos: • "Using Video for Professional Development" video [4:27]. • "How to Train a Brain: Crash Course Psychology #11" [11:48]. • "The Bobo Beatdown: Crash Course Psychology #12" [9:34]. • "The power of vulnerability | Brené Brown | TEDxHouston" [20:44]	

Assignments

Discussion: Professional Development	8.2
Explore the 2018, volume 76, Issue 3 of Educational Leadership from the Alliant Library.	

Read an article that captures your attention or looks interesting to you.

Respond to the following prompts in the Professional Development discussion forum by Wednesday:

- Share the APA citation of the article that you read.
- Why did the article capture your attention or look interesting to you?
- How can the ideas presented inform your continued professional development?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Vulnerability	8.2

View "The power of vulnerability | Brené Brown | TEDxHouston" video [20:44] from YouTube.

Respond to the following prompts in the Vulnerability discussion forum by Friday:

- How can vulnerability help improve your professional life on the road to becoming an educational leader? Consider not only your students, but your colleagues.
- How might you apply the principles of observational social learning to the message presented by Brené Brown?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Growth Plan	8.1

Complete the SOE Guiding Principles Dispositions Checklist.

Write a three-to four-page growth plan for how you will improve in areas of need from the disposition's checklist.

Consider the following when developing your growth plan:

- Specific goals that are attainable, relevant, and timebound.
- Forms of growth where progress can be measured such as webinars, podcasts, or research-based strategies to improve cognition.
- Engaging in situations that challenge your understanding of diversity, race, culture, etc.
- Your Roadmap to Certification from Week 6: What do you want to achieve before you obtain your certification?

Include references to support your strategies.

Format your paper consistent with APA style guidelines.

Submit your growth plan to the Turnitin Growth Plan assignment forum. Review the report to ensure your assignment has a 20% or less similarity index.

Submit your paper as a Word document, your Turnitin Growth Plan, and your completed Guiding Principles Dispositions Checklist by Sunday.

Rubrics

Discussion Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Initial Response to the Forum Topic 25 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience.	Topic is addressed thoughtfully, supported by citations to personal experience.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience.	Topic is addressed superficially.
Feedback to Peer's Response to the Forum Topic 15 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented and builds on prior posts.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented and builds on prior posts.	Feedback was thoughtful but did not include specific suggestions and references for improvement and builds on prior posts.	Feedback was superficial and did not cover all levels of the RISE model and builds on prior posts.

Assignment Rubric–Generic 30 points

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 10 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 20 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

Assignment Rubric–Generic 35 points

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 10 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 25 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

Alignment Table Rubric

	Meets Requirements 35 Points	Approaches Requirements 20 Points	Below Requirements 0 Points
Assessment Completion	Comparison of InTASC Standards with your state's professional standards is complete and accurate. Link to your state's professional standards is included.	Comparison of InTASC Standards with your state's professional standards is incomplete and inaccurate. Link to your state's professional standards is not included.	Nothing submitted.

Assignment Rubric–Generic 45 points

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 15 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 30 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

Paper Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 15 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 25 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
References 5 points	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.

EDU62030: Professional Learning & Practice

Format 5 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Signature Assignment Rubric

	Exceeds Requirements	Meets Requirements	Approaches Requirements	Below Requirements
Elements 40 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Goals 100	Goals listed are attainable, relevant, timebound to the roadmap, and measurable.	Goals listed are attainable, relevant, timebound, and measurable.	Goals listed do not have one or more of the following: attainable, relevant, timebound to the roadmap, and measurable.	Goals listed are not attainable, relevant, timebound to the roadmap, or measurable.
References 30 points	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.
Format 30 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.
PO6: Compile a professional development and growth plan for each teacher candidate.	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
Specialty Standards				
InTASC 9 & 10: Developing as a Professional Educator	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.