

# Faculty Instructional Guide

## EDU62360: Clinical Practice I: Student Teaching

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### 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 Teaching Performance Expectations or 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 Teaching Performance Expectations or applicable nationally recognized standards at multiple points.
- **PO5:** Provide teacher candidates with multiple formative opportunities to prepare for the Teaching Performance Assessment (TPA).
- **PO6:** Compile a professional development and growth plan for each teacher candidate.

### The California School of Education (CSOE)

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 California 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:** CSOE 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 California 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**

CSOE'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**

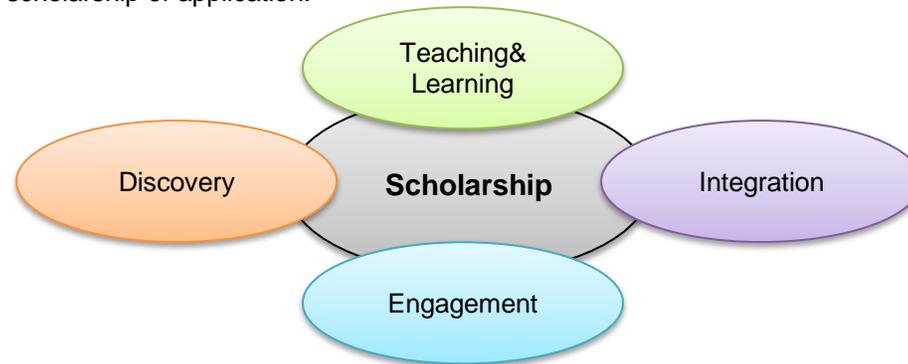
**A=Application: Theory to Practice**

**D=Dedication: Inclusive Excellence**

### **Theoretical Framework**

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

C 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 CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*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): CSOE 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 CSOE 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 CSOE 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 CSOE's attainments in this sphere.

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*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, CSOE 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 CSOE 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 CSOE 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

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- **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)

### California 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

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### Course Description

This course provides an introductory overview of planning and instruction, focusing on the key elements for effective instructional design using a student-centered approach. Through your observations as student teachers, you will identify how lessons are designed and reflect how the TPEs are incorporated in the lessons. You will be introduced to the evidence-based practice of backwards design principles, and will use the evidence from your observations and coursework to develop a unit plan by applying culturally responsive teaching practices to create effective learning goals, differentiated instruction and UDL principles, multiple types of assessment to monitor for learning and evaluate for mastery, develop learning tasks that are connected to real world applications, and give students the opportunity to develop their language skills to deepen content understanding.

### Professional Standards Alignment

California School of Education (CSOE)				
CLO	Program Outcome	InTASC	ISTE	TPE's
<b>CLO1:</b> Interpret backwards planning principles with instructional design.	PO2, 3, 4, 5	Standards 1, 2, 4, 5	Standard 1	TPE1; TPE3
<b>CLO2:</b> Distinguish between effective and ineffective learning goals that are specific and measurable.	PO2, 3, 4, 5	Standards 1, 2, 4, 5	Standard 1	TPE1; TPE3

<b>CLO3:</b> Identify differentiated instruction strategies, UDL principles, and academic language that deepen student understanding of the content.	PO2, 3, 4, 5	Standards 1–5	Standard 1	TPE1; TPE2; TPE3
<b>CLO4:</b> Determine the importance of connecting learning to the students' interests to make subject matter content personally relevant in real world applications.	PO2, 3, 4, 5	Standards 1, 2, 3	Standard 1	TPE1; TPE2
<b>CLO5:</b> Analyze multiple types of assessments to monitor student learning.	PO2, 3, 4, 5	Standards 1, 2	Standard 2	TPE1
<b>CLO6:</b> Integrate reflection as a strategy to improve teacher-efficacy and self-care.	PO2, 3, 4, 5	Standards 1, 2, 4, 5	Standard 5	TPE1; TPE3

### 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

Estes, T. H., & Mintz, S. L. (2016). *Instruction: A models approach*. (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

ISBN: 9780133985580

Reeves, A. R. (2011). *Where great teaching begins: Planning for student thinking and learning*. Alexandria, VA: ASCD.

ISBN: 9781416614272

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. (5th ed.). Mountain View, CA: Harry K. Wong Publications.

ISBN: 9780976423386

Hammond, Z. H. (2015). *Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

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ISBN: 9781483308012

**Note.** These books will be used in each of your clinical practice courses.

## 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, 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: Getting to Know Your Students: Student–Teacher Relationship..... 17**

**Week 2: Equity, Diversity & Inclusion..... 20**

**Week 3: Backwards Planning Instructional Design–Big Picture Thinking ..... 23**

**Week 4: Developing Learning Objectives Using Models ..... 26**

**Week 5: Developing Assessments to Monitor Learning..... 28**

**Week 6: Planning Learning Experiences & Instruction with Academics & Social Emotional Learning ..... 31**

**Week 7: Preparing to Teach–Reflective Practitioner ..... 34**

**Week 8: Self Care & Teacher Efficacy ..... 37**

### 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: Lesson Plan

You will complete portions of the CSOE Lesson Plan Template during Weeks 4–7 of this course. By the end of the course you will have a fully developed and effective Lesson Plan that you can add to your IDP or include as part of a Professional Portfolio.

The CSOE Lesson Plan Template has been divided into portions that you will complete each week:

- Week 3: Develop learning objectives
- Week 4: Refine learning objectives as needed
- Week 5: Assessment
- Week 6: Activities
- Week 7: Technology & Classroom Management
- Week 8: Review & Revise

Detailed instructions on what to complete can be found in each weekly module.

### Signature Assignment Rubric

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 75%</b>	<b>Approaches Requirements 68%</b>	<b>Below Requirements 35%</b>
<b>Opening</b>	Timing is realistic; Clearly describes action of teacher	Timing needs to be broken down into smaller time chunks; Clearly	Clearly describes action of teacher and student; Strategies are not clearly	More details needed to understand what is happening

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<p>16 points</p>	<p>and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.</p>	<p>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 diverse students.</p>	<p>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 diverse students.</p>	<p>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; diverse strategies are not adequate or need more explanation.</p>
<p><b>Intro to New Material</b> 18 points</p>	<p>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 diverse students.</p>	<p>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 diverse students.</p>	<p>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 diverse students.</p>	<p>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; diverse strategies are not adequate or need more explanation.</p>
<p><b>Guided Practice</b> 18 points</p>	<p>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 diverse students.</p>	<p>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 diverse students.</p>	<p>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 diverse students.</p>	<p>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; diverse strategies are not adequate or need more explanation.</p>
<p><b>Independent Practice</b> 16 points</p>	<p>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 diverse students.</p>	<p>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 diverse students.</p>	<p>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 diverse students.</p>	<p>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; diverse strategies are not adequate or need more explanation.</p>
<p><b>Closing &amp; Homework</b> 16 points</p>	<p>Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited;</p>	<p>Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies</p>	<p>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</p>	<p>More details needed to understand what is happening at each step in the lesson; Strategies are not clearly</p>

	Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson described; Realistic and age appropriate.	are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson described.	address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Unclear of the connection between lesson and homework.	indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation; Does not explain whether or not homework will be assigned.
<b>Classroom Management</b> 18 points	Description of healthy, supportive, and safe learning environment is appropriate and relevant.	Description of healthy, supportive, and safe learning environment is appropriate.	Description of healthy, supportive, and safe learning environment is limited.	Description of healthy, supportive, and safe learning environment is inappropriate or missing.
<b>Lesson Reflections</b> 18 points	Explanation provided for why the SEL strategy engages, enhances or extends the lesson is excellent. Explanation provided for why the assessment and rubric would work with the content area is appropriate and relevant.	Explanation provided for the SEL strategy engages, enhances or extends the lesson is appropriate. Explanation provided for why the assessment and rubric would work with the content area is appropriate.	Explanation provided for why the SEL strategy engages, enhances or extends the lesson is limited. Explanation provided for why the assessment and rubric would work with the content area is limited.	Explanation provided for why the SEL strategy engages, enhances or extends the lesson is inappropriate or missing. Explanation provided for why the assessment and rubric would work with the content area is inappropriate or missing.
		<b>Meets Requirements</b> <b>100%</b>	<b>Approaches Requirements</b> <b>68%</b>	<b>Below Requirements</b> <b>35%</b>
<b>Context</b> 5 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> 18 points		Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
<b>Assessment</b> 18 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.

<p><b>State or Common Core</b> 10 points</p>		<p>Identified standards for the correct grade and content area; Standards related to lesson described.</p>	<p>Connection between standards and lesson is unclear.</p>	<p>Does not provide the correct standards for the grade and content area.</p>
<p><b>ISTE &amp; Professional Teaching Standards</b> 10 points</p>		<p>Identified standards for the correct grade and content area; Standards related to lesson described. Incorporation of Edpuzzle platform is effectively used to engage, enhance, or extend the learning objectives.</p>	<p>Connection between standards and lesson is unclear. Incorporation of Edpuzzle platform is adequately used to engage, enhance, or extend the learning objectives.</p>	<p>Does not provide the correct standards for the grade and content area. Incorporation of Edpuzzle platform is missing or does not engage, enhance, or extend the learning objectives.</p>
<p><b>Differentiation</b> 18 points</p>		<p>Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.</p>	<p>Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.</p>	<p>Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.</p>
<p><b>Diverse Learners (Mixed Abilities)</b> 18 points</p>		<p>Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.</p>	<p>Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.</p>	<p>Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner.</p>
<p><b>Social and Emotional Skills</b> 18 points</p>		<p>Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.</p>	<p>More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.</p>	<p>Does not describe how social and emotional competencies and character skills are supported by the lesson.</p>
<p><b>Materials</b> 10 points</p>		<p>Thorough list of materials required for the lesson described; Includes quantities and any prep required.</p>	<p>Some keys items described in lesson are listed.</p>	<p>Does not provide a list of materials for lesson.</p>
<p><b>References</b> 10 points</p>		<p>The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.</p>	<p>The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.</p>	<p>Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.</p>

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<b>PO2:</b> Integrate multiple opportunities for teacher candidates to learn, apply, reflect and receive feedback on each Teaching Performance Expectations or applicable nationally recognized standards	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.
<b>PO3:</b> Provide teacher candidates with multiple opportunities to learn through application of theory to practice through collaboration with school sites and master teachers.	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.
<b>PO4:</b> Assess teacher candidates progress towards mastering the Teaching Performance Expectations or applicable nationally recognized standards at multiple points.	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.
<b>PO5:</b> Provide teacher candidates with multiple formative opportunities to prepare for the Teaching Performance Assessment (TPA).	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.
<b>Specialty Standards: Teacher Performance Expectations (TPEs)</b>				
<b>TPE1:</b> Engaging and Supporting All Students in Learning	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.
<b>TPE2:</b> Creating and Maintaining Effective Environments for Student Learning	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.
<b>TPE3:</b> Understanding and Organizing Subject Matter for Student Learning	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	15
Designing Instruction	15
Signature Assignment	30
Observations & Log	40

### Course Assessments

Assessment	Due	Assignment Category	Point Value
<b>Week 1</b>			
Discussion: Inquiry		Discussion	25
Assignment: Introductions		Discussion	25
<b>Week 2</b>			
Discussion: Positive Expectations		Discussion	25
Assignment: Application to Student Teach		Observations & Log	50
Assignment: Minimize Your Implicit Bias		Designing Instruction	50
Assignment: Week 2 Classroom Observation		Observations & Log	10
<b>Week 3</b>			

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Discussion: Learning Objectives	Discussion	25
Assignment: Lesson Plan Part 1	Designing Instruction	50
Assignment: Week 3 Classroom Observation	Observations & Log	10
<b>Week 4</b>		
Discussion: Specific & Measurable	Discussion	25
Assignment: Lesson Plan Part 2	Designing Instruction	50
Assignment: Week 4 Classroom Observation	Observations & Log	10
<b>Week 5</b>		
Discussion: Assessment Mistakes	Discussion	25
Assignment: Lesson Plan Part 3	Designing Instruction	50
Assignment: Week 5 Classroom Observation	Observations & Log	10
<b>Week 6</b>		
Discussion: Steps for Instructional Design	Discussion	25
Assignment: Lesson Plan Part 4	Designing Instruction	50
Assignment: Week 6 Classroom Observation	Observations & Log	10
<b>Week 7</b>		
Discussion: The Reflective Practitioner	Discussion	25
Assignment: Lesson Plan Part 5	Designing Instruction	50
Assignment: Week 7 Classroom Observation	Observations & Log	10
<b>Week 8</b>		
Discussion: Teacher Efficacy & Self-Care	Discussion	25
Assignment: Lesson Plan Part 6	Signature Assignment	255
Assignment: Week 8 Classroom Observation	Observations & Log	10
Assignment: Verification of Hours Log	Observations & Log	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: Getting to Know Your Students: Student–Teacher Relationship

### Learning Objectives

1.1 Determine the importance of the student-teacher relationship.	CLO4
1.2 Analyze the value of building respect and rapport with your students.	CLO4

### Activities and Resources

<b>Readings</b>	1.1, 1.2
<b><i>Culturally Responsive Teaching &amp; the Brain</i></b>	
Ch. 1: Climbing Out of the Gap	
<b><i>Where Great Teaching Begins</i></b>	
Ch. 1: Instructional Design: Who and What Is It For?	
<b><i>The First Days of School</i></b>	
<p><b>Read</b> Unit A: Basic Understandings–The Teacher:</p> <ul style="list-style-type: none"> <li>• Ch. 1: What is an Effective Teacher</li> <li>• Ch. 2: How to Succeed in the First Days of School</li> <li>• Ch. 3: How the First Year Can Be Successful</li> <li>• Ch. 4: How to Close the Student Achievement Gap</li> <li>• Ch. 5: How Proven, Research-Based Practices Help</li> </ul>	
<b>YouTube</b>	
View the <a href="#">“Zaretta Hammond "Culturally Responsive Teaching" at the San Francisco Public Library”</a> video [22:49].	

<b>Preparation: Teacher Observation Form &amp; Log</b>	COURSE
<b>Arrange</b> to observe a variety of lessons within your content area at a local school, school district, or charter school.	

**Ensure** your location is on the “Active MOU list for Alliant Students” spreadsheet. If you have not selected a location or are unsure if your location is on the list, contact your course instructor for guidance immediately.

**Complete** a minimum of *60 hours* of observation during this course. Observe a variety of lessons within your content area. For example, a single subject science candidate should observe a variety of lessons delivered in middle and high school classrooms as well as a variety of content areas that fall within secondary science such as biology, A.P. Chemistry, astronomy, etc. Multiple subject candidates should observe all subject areas.

**Document** your hours on the VERIFICATION OF HOURS LOG - Student Teaching - CP I & CP II spreadsheet using detailed, descriptive and relevant language. A minimum of 60 hours of observation is required during this course, that averages to about 7.5 each week. It is recommended that you establish and maintain a regular schedule for completing your hours.

**Reflect** on your observations using the Classroom Observation Form. Each week will focus on one or more TPE Domains. The focus each week is different, you will need to carefully review the instructions provided each week to ensure you are focusing on the correct TPE Domain(s). Planning your observations with the correct focus will be key to your success in this course.

**Collect** a wet signature or a verified e-signature at the end of the observation. A wet signature or a verified e-signature is required to receive full credit for your log.

**Note.** You *cannot* use any paid or substitute hours towards any of your Clinical Practice courses.

**Submit** your completed observation log by Sunday of Week 8.

### Assignments

<b>Discussion: Inquiry</b>	1.2
<p><b>Respond</b> to the following prompts in the Inquiry discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• Hammond states that “inquiry is the great cognitive equalizer:” What is the importance of inquiry to TPE Domain 1 or InTASC Standards 1 &amp; 2? Be specific.</li> <li>• Compare Hammond’s notion with Reeves’ ideas on instructional design in Ch. 1 of <i>Where Great Teaching Begins</i>.</li> <li>• How might Hammonds &amp; Reeves approaches help build respect and rapport with your students?</li> </ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Assignment: Introductions</b>	1.1, 1.2

**Access** the Flipgrid link provided by your course instructor in the Announcements section.

**Create** a 2-to 4-minute video on Flipgrid answering the following questions:

- What is your name? What subject matter do you want to teach?
- Why do you want to become a teacher?
- What is your teaching philosophy?
- What will you do the first days of school to begin building the student-teacher relationship?
- How does building rapport with your students support them in learning?

**Ensure** you add your video by Friday.

**Review** the videos posted by your classmates.

#### **Faculty Note**

**Review** the [Getting Started with Flipgrid](#) webpage if you are not familiar with the tool.

**Ensure** you view the "[Educators: Getting Started with Flipgrid](#)" video.

**Post** the join link as an announcement.

## ***Week 2: Equity, Diversity & Inclusion***

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### **Learning Objectives**

2.1 Analyze how positive expectations can support and engage students in learning.	CLO4
2.2 Interpret the concepts of equity, diversity, and inclusion.	CLO4
2.3 Determine the effect of implicit bias on your interactions with students	CLO4
2.4 Interpret various methods TPE Domain 1 or InTASC Standards 1 & 2 might be applied in the classroom.	COURSE

### **Activities and Resources**

<b>Readings</b>	2.1, 2.2, 2.3, 2.4
<b><i>Instruction</i></b>	
Ch. 1: Standards and Content in Schools	
<b><i>Culturally Responsive Teaching &amp; the Brain</i></b>	
Ch. 2: What's Culture Got to Do With It?	
<b><i>Where Great Teaching Begins</i></b>	
<ul style="list-style-type: none"> <li>Ch. 2: Objectives as the Foundation for Learning-Focused Instruction</li> <li>Ch. 3: A Closer Look at the Language of Objectives</li> </ul>	
<b><i>The First Days of School</i></b>	
<b>Read</b> the following chapters in Unit B: First Characteristic–Positive Expectations:	
<ul style="list-style-type: none"> <li>Ch. 6: Why Positive Expectations Are Important</li> <li>Ch. 7: How to Invite Students to Learning</li> <li>Ch. 8: How to Dress for Success</li> </ul>	

<p><b>YouTube</b></p> <p>View the <a href="#">Implicit Bias Video Series</a> of 7 videos.</p>
<p><b>Edpuzzle</b></p> <p>Review the information on the <a href="#">Edpuzzle Help Center</a> webpage.</p> <p>Explore Edpuzzle as a technology tool you could utilize in the classroom.</p> <p><b>Note.</b> You will be using Edpuzzle this week for the assignment.</p>

**Assignments**

<b>Discussion: Positive Expectations</b>	2.1
<p><b>Respond</b> to the following prompts in the Positive Expectations discussion forum by Wednesday: According to Wong &amp; Wong, positive expectations are important to help students succeed.</p> <ul style="list-style-type: none"> <li>• How important are positive expectations to TPE Domain 1 or InTASC Standards 1 &amp; 2? Be specific.</li> <li>• What is the statement of positive expectations that you will present on the first day of school?</li> <li>• How will you create a classroom climate that communicates positive expectations?</li> <li>• How will you convey positive expectation to the all students?</li> <li>• How will you create and communicate a classroom environment of high expectations?</li> </ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Assignment: Application to Student Teach</b>	N/A
<p><b>Navigate</b> to the Application to Student Teach web form located at <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=6h31Pi8Yx0mfTfiULviYZZIK9ojJFZRJrLoRPiCxpERUN0pQMzdaTEc4Mkc0QVFORkxISDg3Qkl2US4u">https://forms.office.com/Pages/ResponsePage.aspx?id=6h31Pi8Yx0mfTfiULviYZZIK9ojJFZRJrLoRPiCxpERUN0pQMzdaTEc4Mkc0QVFORkxISDg3Qkl2US4u</a></p> <p><b>Complete</b> the online form to submit your student teaching placement preferences. A minimum of three placements must be included. Missing content will result in a deduction of points.</p> <p><b>Submit</b> the email receipt you will receive by Sunday.</p>	

<b>Assignment: Minimize Your Implicit Bias</b>	2.2, 2.3
<p>Hammond refers to implicit bias as the unconscious attitudes and stereotypes that shape our response to certain groups. UCLA Vice Chancellor Jerry Kang presents the concept of the Tournament of Merit to address equity and proposes counter measures to mitigate biases and their impact.</p> <p><b>View</b> the "<a href="#">National University   Classroom Teaching Video   Student Engagement - Part 1</a>" video [10:00].</p> <p><b>Identify</b> 2-3 instances of where implicit bias might exist.</p> <p><b>Use</b> Edpuzzle to annotate the video with those instances.</p> <p><b>Write</b> a brief response to the following question: If you were the teacher in this classroom, what countermeasures or practices could you implement to minimize the implicit bias?</p> <p><b>Submit</b> a link to your annotated video along with your written response by Sunday.</p>	

<b>Assignment: Week 2 Classroom Observation</b>	2.4
<p><b>Conduct</b> a minimum of 2 hours of classroom observation this week focusing on TPE Domain 1 or InTASC Standards 1 &amp; 2.</p> <p><b>Complete</b> the Classroom Observation Form for TPE Domain 1 or InTASC Standards 1 &amp; 2.</p> <p><b>Note.</b> It is unlikely that all professional teaching standards within a TPE Domain or InTASC Standard can be observed in a single classroom visit.</p> <p><b>Submit</b> your completed Classroom Observation Form by Sunday.</p>	

## Week 3: Backwards Planning Instructional Design–Big Picture Thinking

### Learning Objectives

3.1 Analyze Backwards Design as an instructional design approach.	CLO1
3.2 Implement the strategy of starting with the learner outcomes first to create learning objectives.	CLO2
3.3 Interpret various methods TPE Domain 2 or InTASC Standard 3 might be applied in the classroom.	COURSE

### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3
<b>Instruction</b>	
Ch. 2: Objectives, Assessment, and Instruction	
<b>Where Great Teaching Begins</b>	
Ch. 4: Two Special Cases When Creating Objectives: <i>Read and Write</i>	
<b>Review</b> Ch. 3: A Closer Look at the Language of Objectives as needed.	
<b>The First Days of School</b>	
<b>Review</b> the following chapters in Unit B: First Characteristic–Positive Expectations:	
<ul style="list-style-type: none"> <li>• Ch. 6: Why Positive Expectations Are Important</li> <li>• Ch. 7: How to Invite Students to Learning</li> <li>• Ch. 8: How to Dress for Success</li> </ul>	
<b>YouTube</b>	
<b>View</b> the <a href="#">“What is Understanding by Design? Author Jay McTighe explains”</a> video [7:04].	

### Assignments

Discussion: Learning Objectives	3.1
<p><b>Respond</b> to the following prompts in the Learning Objectives discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Compare the 'KUD' approach to creating instructional objectives from <i>Instruction</i> and the instructional objectives approach from <i>Where Great Teaching Begins</i>.</li><li>• How do the KUD approach and instructional objectives approach to creating learning objectives support TPE Domain 2 or InTASC Standard 3? Be specific.</li></ul> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>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!'</p>	

Assignment: Lesson Plan Part 1	3.2
<p><b>Select</b> a content standard or strand from your field of study.</p> <p><b>Apply</b> the following questions from <i>Instruction</i> to your selected standard or strain:</p> <ul style="list-style-type: none"><li>• What would the behavior of a student who had accomplished this standard look like?</li><li>• What are the specific activities and behaviors one might engage in to practice the standard?</li><li>• What specific information and skills does each standard imply?</li><li>• What are the skills and knowledge that should precede this standard?</li><li>• What are the skills and knowledge that will come after students meet this standard?</li></ul> <p><b>Develop</b> student-centered and thinking-centered learning objectives from your selected standard using the approach from <i>Where Great Teaching Begins</i>.</p> <p><b>Note.</b> Since content standards vary widely in their depth and scope, there is no requirement to write a minimum number of learning objectives. The requirement is to have enough learning objectives to ensure the depth and scope of the standard can be addressed in a one-week unit with four lessons.</p> <p><b>Submit</b> the following in a Word document by Sunday:</p> <ul style="list-style-type: none"><li>• Content standard or strain selected</li><li>• Your reflection on the questions</li></ul>	

- Learning objectives developed

**Assignment: Week 3 Classroom Observation**

3.3

**Conduct** a minimum of 2 hours of classroom observation this week focusing on TPE Domain 2 or InTASC Standard 3.

**Complete** the Classroom Observation Form for TPE Domain 2 or InTASC Standard 3.

**Note.** It is unlikely that all professional teaching standards within a TPE Domain or InTASC Standard can be observed in a single classroom visit.

**Submit** your completed Classroom Observation Form by Sunday.

## Week 4: Developing Learning Objectives Using Models

### Learning Objectives

4.1 Determine the importance of having specific and measurable learning objectives.	CLO2
4.2 Implement the strategy of starting with the learner outcomes first to build your lesson planning.	CLO1, CLO2
4.3 Interpret various methods TPE Domain 3 or InTASC Standards 4 & 5 might be applied in the classroom.	COURSE

### Activities and Resources

<b>Readings</b>	4.1, 4.2, 4.3
<b>Instruction</b>	
Ch. 3: The Direct Instruction Model	
<b>Where Great Teaching Begins</b>	
<ul style="list-style-type: none"> <li>Ch. 5: Checking the Validity of Objectives</li> <li>Ch. 6: Creating Instructional Objectives</li> </ul>	
<b>The First Days of School</b>	
<p><b>Read</b> the following:</p> <ul style="list-style-type: none"> <li>Ch. 9: How to Create a Culture of Courtesy and Cooperation in Unit B: First Characteristic–Positive Expectations.</li> <li>Ch. 10: Why You Want a Well-Managed Classroom in Unit C: Second Characteristic–Classroom Management.</li> </ul>	

### Assignments

<b>Discussion: Specific &amp; Measurable</b>	4.1
<p><b>Respond</b> to the following prompts in the Specific &amp; Measurable discussion forum by Wednesday: How might having specific and measurable learning objectives facilitate student learning and understanding to support TPE Domain 3 or InTASC Standards 4 &amp; 5? Be specific.</p>	

**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: Lesson Plan Part 2**

4.2

**Review** the CSOE Lesson Plan Template Instructions.

**Complete** the following sections of the template:

- Grade
- Subject
- Lesson Summary
- How is Theory applied in this lesson?
- State or Common Core
- Measurable Objective

**Use** the learning objectives you created in Week 3 for the Measurable Objective section of the template.

**Incorporate** the feedback you received from the course instructor on Lesson Plan Part 1.

**Submit** your Lesson Plan, with any artifacts, materials and assessments needed thus far, for the lesson by Sunday.

**Assignment: Week 4 Classroom Observation**

4.3

**Conduct** a minimum of 2 hours of classroom observation this week focusing on TPE Domain 3 or InTASC Standards 4 & 5.

**Complete** the Classroom Observation Form for TPE Domain 3 or InTASC Standards 4 & 5.

**Note.** It is unlikely that all professional teaching standards within a TPE Domain or InTASC Standard can be observed in a single classroom visit.

**Submit** your completed Classroom Observation Form by Sunday.

## Week 5: Developing Assessments to Monitor Learning

### Learning Objectives

5.1 Analyze the qualities of good assessment design.	CLO5
5.2 Integrate effective assessment and rubric design in lesson planning.	CLO5
5.3 Interpret various methods TPE Domains 1–3 or InTASC Standards 1–5 might be applied in the classroom.	COURSE

### Activities and Resources

<b>Readings</b>	5.1, 5.2, 5.3
<p><b><i>Culturally Responsive Teaching &amp; the Brain</i></b></p> <p>Ch. 3: This Is Your Brain on Culture</p>	
<p><b><i>Where Great Teaching Begins</i></b></p> <ul style="list-style-type: none"> <li>Ch. 7: Developing Assessment</li> <li>Ch. 8: Checklists and Rubrics</li> </ul>	
<p><b><i>Alliant Library</i></b></p> <p>Conrad, D., &amp; Openo, J. (2018). <a href="#">Assessment strategies for online learning: Engagement and authenticity</a>. Athabasca University Press, Edmonton. Available from: ProQuest Ebook Central.</p> <p><b>Read</b> the following:</p> <ul style="list-style-type: none"> <li>Ch. 4: Authenticity and Engagement: The Question of Quality in Assessment</li> <li>Ch. 5: Assessment Using E-Portfolios, Journals, Projects, and Group Work</li> </ul>	

### Assignments

<b>Discussion: Assessment Mistakes</b>	5.1
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**Find** an Edpuzzle lesson plan on [Common Sense Education](#) that contains any of the mistakes identifies in Ch. 7 of *Where Great Teaching Begins*.

**Respond** to the following prompts in the Assessment Mistakes discussion forum by Wednesday:

- Provide a link to the Edpuzzle you evaluated.
- Which mistake would it fall under? Provide rationale for your selection.
- What changes would you make in the lesson to avoid these pitfalls?
- How would those changes strengthen alignment to TPE Domains 1–3 or InTASC Standards 1–5?

**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: Lesson Plan Part 3**

5.2

**Complete** the following sections of the CSOE Lesson Plan Template:

- Assessment
- Opening
- Lesson Reflection

**Select** one of the assessment types in Ch. 5 of *Assessment Strategies for Online Learning* that would work in your content area.

**Create** a rubric for the assessment in the lesson plan that follows the guidelines from Ch. 8 of *Where Great Teaching Begins*.

**Provide** rationale in the Lesson Reflection portion of the CSOE Lesson Plan Template for why you think the assessment and rubric would work in your content area.

**Incorporate** the feedback you received from the course instructor on Lesson Plan Part 2.

**Submit** your Lesson Plan, with all artifacts, materials and assessments needed thus far, for the lesson by Sunday.

**Assignment: Week 5 Classroom Observation**

5.3

**Conduct** a minimum of 2 hours of classroom observation this week focusing on TPE Domains 1–3 or InTASC Standards 1–5.

**Complete** the Classroom Observation Form for TPE Domains 1–3 or InTASC Standards 1–5.

**Note.** It is unlikely that all professional teaching standards within a TPE Domain or InTASC Standard can be observed in a single classroom visit.

**Submit** your completed Classroom Observation Form by Sunday.

## ***Week 6: Planning Learning Experiences & Instruction with Academics & Social Emotional Learning***

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### **Learning Objectives**

<b>6.1</b> Analyze various methods to design instruction.	CLO1, CLO3
<b>6.2</b> Integrate strategies to support both academic and socio-emotional learning in lesson planning.	CLO1, CLO3
<b>6.3</b> Interpret various methods TPE Domains 1–3 or InTASC Standards 1–5 might be applied in the classroom.	COURSE

### **Activities and Resources**

<b>Readings</b>	6.1, 6.2, 6.3
<b><i>Culturally Responsive Teaching &amp; the Brain</i></b>	
Ch. 5: Building the Foundation of Learning Partnerships	
<b><i>Where Great Teaching Begins</i></b>	
<ul style="list-style-type: none"> <li>Ch. 9: Designing Learning Activities</li> <li>Ch. 10: Creating Plans for Learning</li> </ul>	
<b><i>The First Days of School</i></b>	
<b>Review</b> the following: <ul style="list-style-type: none"> <li>Ch. 9: How to Create a Culture of Courtesy and Cooperation in Unit B: First Characteristic–Positive Expectations.</li> <li>Ch. 10: Why You Want a Well-Managed Classroom in Unit C: Second Characteristic–Classroom Management.</li> </ul>	
<b><i>YouTube</i></b>	
View the “ <a href="#">Every Opportunity</a> ” video [3:49].	
<b><i>Alliant Library</i></b>	

Lai, C.-P., Zhang, W., & Chang, Y.-L. (2020). [Differentiated instruction enhances sixth-grade students' mathematics self-efficacy, learning motives, and problem-solving skills](#). *Social Behavior & Personality: An International Journal*, 48(6), 1–13.

Sugishita, J., & Dresser, R. (2019). [Social-Emotional Learning \(SEL\) in a Field Course: Preservice Teachers Practice SEL-Supportive Instructional Strategies](#). *Journal of Inquiry and Action in Education*, 10(1), 36–67.

## Assignments

### Discussion: Steps for Instructional Design

6.1

**Respond** to the following prompts in the Steps for Instructional Design discussion forum by Wednesday:

- Compare the steps for instructional design in Ch. 9 of *Where Great Teaching Begins* to the longitudinal study from the Lai, Zhang, & Chang, article.
- How important are instructional design and differentiated instruction to supporting TPE Domains 1–3 or InTASC Standards 1–5? Be specific.

**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: Lesson Plan Part 4

6.2

**Complete** the following sections of the CSOE Lesson Plan Template:

- Diverse Learners
- Differentiation
- Introduction of New Material
- Guided Practice
- Independent Practice
- Closing
- Homework
- Collaboration
- Social and Emotional Skills (SEL)
- Lesson Reflection

**Incorporate** one of the SEL strategies from the Sugishita & Dresser article into the lesson.

**Provide** rationale in the Lesson Reflection portion of the CSOE Lesson Plan Template for why you think the strategy engages, enhances, or extends the lesson.

**Note.** Duplicate lesson plans will not be accepted and could receive a grade of zero.

**Incorporate** the feedback you received from the course instructor on Lesson Plan Part 3.

**Submit** your Lesson Plan, with all artifacts, materials and assessments needed for the lesson by Sunday.

**Assignment: Week 6 Classroom Observation**

6.3

**Conduct** a minimum of 2 hours of classroom observation this week focusing on TPE Domains 1–3 or InTASC Standards 1–5.

**Complete** the Classroom Observation Form for TPE Domains 1–3 or InTASC Standards 1–5.

**Note.** It is unlikely that all professional teaching standards within a TPE Domain or InTASC Standard can be observed in a single classroom visit.

**Submit** your completed Classroom Observation Form by Sunday.

## Week 7: Preparing to Teach–Reflective Practitioner

### Learning Objectives

7.1 Determine the importance of continuous self-reflection of your teaching practice.	CLO6
7.2 Interpret various methods TPE Domains 1–3 or InTASC Standards 1–5 might be applied in the classroom.	COURSE

### Activities and Resources

<b>Readings</b>	7.1, 7.2
<p><b><i>Culturally Responsive Teaching &amp; the Brain</i></b></p> <p>Ch. 4: Preparing to Be a Culturally Responsive Practitioner</p>	
<p><b><i>The First Days of School</i></b></p> <p>Read the following chapters in Unit C: Second Characteristic–Classroom Management:</p> <ul style="list-style-type: none"> <li>• Ch. 11: How to Have Your Classroom Ready</li> <li>• Ch. 12: How to Introduce Yourself to Students</li> <li>• Ch. 13: How to Arrange and Assign Seating</li> <li>• Ch. 14: How to Start a Class Effectively Each Day</li> <li>• Ch. 15: How to Teach Classroom Procedures</li> <li>• Ch. 16: How to Create Consistency in the Classroom</li> <li>• Ch. 17: How to Have an Effective Discipline Plan</li> </ul>	
<p><b><i>Edutopia</i></b></p> <p>Provenzano, N. (2014). <a href="#">The Reflective Teacher: Taking a Long Look</a>. <i>Edutopia</i>.</p>	
<p><b><i>YouTube</i></b></p> <p>View the “<a href="#">How to Use Google Classroom 2020 - Tutorial for Beginners</a>” video [24:13].</p> <p><b>Note.</b> If you do not have a Google account, you will need to create one to complete the assignment this week.</p>	

## Assignments

<b>Discussion: The Reflective Practitioner</b>	7.1
<p><b>Record</b> yourself delivering the “Opening of your lesson plan. Share a link to your recording.</p> <p><b>Respond</b> to the following prompts in The Reflective Practitioner discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What improvements would you make based on the strategies presented in the Provenzano article?</li><li>• How would these improvements better support TPE Domains 1–3 or InTASC Standards 1–5?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Assignment: Lesson Plan Part 5</b>	7.1
<p><b>Complete</b> the following sections of the CSOE Lesson Plan Template:</p> <ul style="list-style-type: none"><li>• ISTE Standards for Students</li><li>• Classroom Management</li><li>• Professional Teaching Standards</li><li>• References</li></ul> <p><b>Incorporate</b> the Edpuzzle platform into your lesson. When completing the ISTE Standards for Students section, explain how the Edpuzzle platform is used to engage, enhance, or extend the learning objectives.</p> <p><b>Note.</b> Duplicate lesson plans will not be accepted and could receive a grade of zero.</p> <p><b>Incorporate</b> the feedback you received from the course instructor on Lesson Plan Part 4.</p> <p><b>Submit</b> your Lesson Plan, with all artifacts, materials and assessments needed for the lesson by Sunday.</p>	
<b>Assignment: Week 7 Classroom Observation</b>	7.2
<p><b>Conduct</b> a minimum of 2 hours of classroom observation this week focusing on TPE Domains 1–3 or InTASC Standards 1–5.</p> <p><b>Complete</b> the Classroom Observation Form for TPE Domains 1–3 or InTASC Standards 1–5.</p>	

**Note.** It is unlikely that all professional teaching standards within a TPE Domain or InTASC Standard can be observed in a single classroom visit.

**Submit** your completed Classroom Observation Form by Sunday.

## Week 8: Self Care & Teacher Efficacy

### Learning Objectives

8.1 Analyze elements of teacher effectiveness and how to practice self-care to maintain balance.	CLO6
8.2 Interpret various methods TPE Domains 1–3 or InTASC Standards 1–5 might be applied in the classroom.	COURSE

### Activities and Resources

<b>Readings</b>	8.1, 8.2
<p><b>Alliant Library</b></p> <p>Donohoo, J. (2018). <a href="#">Collective teacher efficacy research: Productive patterns of behaviour and other positive consequences</a>. <i>Journal of Educational Change</i>, 19(3), 323–345.</p> <p>Lesh, J. J. (2020). <a href="#">Don't Forget About Yourself: Words of Wisdom on Special Education Teacher Self-Care</a>. <i>Teaching Exceptional Children</i>, 52(6), 367–369.</p> <p>Wang, L.-Y., Tan, L.-S., Li, J.-Y., Tan, I., &amp; Lim, X.-F. (2017). <a href="#">A qualitative inquiry on sources of teacher efficacy in teaching low-achieving students</a>. <i>Journal of Educational Research</i>, 110(2), 140–150.</p>	

### Assignments

<b>Discussion: Teacher Efficacy &amp; Self-Care</b>	8.1
<p><b>Respond</b> to the following prompts in the Teacher Efficacy &amp; Self-Care discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• What are some of the key take-aways from the articles?</li> <li>• How would you create your plan of action for self-care to maintain your effectiveness in the classroom?</li> <li>• How might your plan of action support TPE Domains 1–3 or InTASC Standards 1–5?</li> </ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

<b>Assignment: Lesson Plan Part 6</b>	8.1
<p><b>Incorporate</b> the feedback you received from the course instructor on Lesson Plan Part 5.</p> <p><b>Create</b> a subfolder in the IDP folder on One Drive with your Lesson Plan, and all artifacts, materials and assessments needed for the lesson. Title the folder CP1 Artifacts. You should have created the IDP folder in an earlier course.</p> <p><b>Share</b> the folder with your course instructor.</p> <p><b>Submit</b> a link to the shared folder by Sunday.</p>	
<b>Assignment: Week 8 Classroom Observation</b>	8.2
<p><b>Conduct</b> a minimum of 2 hours of classroom observation this week focusing on TPE Domains 1–3 or InTASC Standards 1–5.</p> <p><b>Complete</b> the Classroom Observation Form for TPE Domains 1–3 or InTASC Standards 1–5.</p> <p><b>Note.</b> It is unlikely that all professional teaching standards within a TPE Domain or InTASC Standard can be observed in a single classroom visit.</p> <p><b>Submit</b> your completed Classroom Observation Form by Sunday.</p>	
<b>Assignment: Verification of Hours Log</b>	8.2
<p><b>Arrange</b> to observe a variety of lessons within your content area at a local school, school district, or charter school.</p> <p><b>Ensure</b> your location is on the “Active MOU list for Alliant Students” spreadsheet. If you have not selected a location or are unsure if your location is on the list, contact your course instructor for guidance immediately.</p> <p><b>Complete</b> a minimum of <i>60 hours</i> of observation during this course. Observe a variety of lessons within your content area. For example, a single subject science candidate should observe a variety of lessons delivered in middle and high school classrooms as well as a variety of content areas that fall within secondary science such as biology, A.P. Chemistry, astronomy, etc. Multiple subject candidates should observe all subject areas.</p> <p><b>Document</b> your hours on the VERIFICATION OF HOURS LOG - Student Teaching - CP I &amp; CP II spreadsheet using detailed, descriptive and relevant language. A minimum of 60 hours of observation is required during this course, that averages to about 7.5 each week. It is recommended that you establish and maintain a regular schedule for completing your hours.</p> <p><b>Collect</b> a wet signature or a verified e-signature at the end of the observation. A wet signature or a verified e-signature is required to receive full credit for your log.</p>	

**Note.** You *cannot* use any paid or substitute hours towards any of your Clinical Practice courses.

**Submit** your completed verification of hours log by Sunday.

**Rubrics**

**Discussion Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Initial Response to the Forum Topic</b> 15 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to 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> 10 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an 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.

**Introductions Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 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.
<b>Application</b> 15 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.

**Application to Student Teach Rubric**

	<b>Meets Requirements 50 Points</b>	<b>Below Requirements 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.

**Minimize Your Implicit Bias Rubric**

	<b>Exceeds Requirements</b>	<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>
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	100%	88%	75%	68%
<b>Elements</b> 20 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.
<b>Application</b> 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.

**Classroom Observation Reflection Rubrics (Weeks 2- 8)**

	Meets Requirements 100%	Approaches Requirements 67%	Below Requirements 33%
<b>Context</b> 1 point	Provides context each of the classroom observations describing the grade, content and class setting.	Provides most details needed to understand the class setting.	Needs more details needed to understand the class setting
<b>Constructing Meaning</b> 3 points	Demonstrates the ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs. Understands the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction.	Partially demonstrates the ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs. Understanding of the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction are limited and cursory.	Demonstrates little to no ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs. Understanding of the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction may be inappropriate or inaccurate.
<b>Evidence</b> 4 points	Evidence provided is a detailed and descriptive demonstration of standards-based and developmentally appropriate activities; assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. Evidence provided of behavior management strategies and checks for understanding are appropriate and relevant.	Evidence provided partially demonstrates standards-based and developmentally appropriate activities; assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. Evidence provided of behavior management strategies and checks for understanding are limited and cursory.	Evidence provided does little or nothing to demonstrate standards-based and developmentally appropriate activities; assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. Evidence provided of behavior management strategies and checks for understanding are inappropriate or inaccurate.
<b>Takeaways</b> 2 points	Cites three specific strategies learned from the observation and explains how it will impact your teaching	Takeaway are general and vague or not clearly connected to observations	Less than 3 takeaways

**Lesson Plan Part 1 Rubric**

	<b>Meets Requirements 100%</b>	<b>Approaches Requirements 67%</b>	<b>Below Requirements 33%</b>
<b>Reflection</b> 25 points	Description of behavior of a student who has accomplished the strand and activities and behaviors to practice the strand are appropriate and relevant. Appropriate skills and knowledge needed prior and what students will learn after are identified.	Description of behavior of a student who has accomplished the strand and activities and behaviors to practice the strand are limited and cursory. Ambiguous skills and knowledge needed prior and what students will learn after are identified.	Description of behavior of a student who has accomplished the strand and activities and behaviors to practice the strand are inappropriate or inaccurate. Identified skills and knowledge needed prior and what students will learn after are missing or inconsistent.
<b>Objective(s)</b> 25 points	Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.

**Lesson Plan Part 2 Rubric**

	<b>Meets Requirements 100%</b>	<b>Approaches Requirements 67%</b>	<b>Below Requirements 33%</b>
<b>Context</b> 10 points	Provides context to the lesson plan describing the grade, content and class setting.	More details needed to understand the class setting and context of the lesson plan.	Does not provide a context to lesson plan.
<b>Objective(s)</b> 20 points	Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
<b>State or Common Core</b> 20 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.

**Lesson Plan Part 3 Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 75%</b>	<b>Approaches Requirements 68%</b>	<b>Below Requirements 35%</b>
<b>Opening</b> 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good	More details needed to understand what is happening at each step in the lesson;

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	strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Lesson Reflection</b> 10 points	Explanation provided for why the assessment and rubric would work with the content area is appropriate and relevant.	Explanation provided for why the assessment and rubric would work with the content area is appropriate.	Explanation provided for why the assessment and rubric would work with the content area is limited.	Explanation provided for why the assessment and rubric would work with the content area is inappropriate or missing.
		<b>Meets Requirements</b> <b>100%</b>	<b>Approaches Requirements</b> <b>68%</b>	<b>Below Requirements</b> <b>35%</b>
<b>Assessment</b> 25 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.

**Lesson Plan Part 4 Rubric**

	<b>Exceeds Requirements</b> <b>100%</b>	<b>Meets Requirements</b> <b>75%</b>	<b>Approaches Requirements</b> <b>68%</b>	<b>Below Requirements</b> <b>35%</b>
<b>Lesson Reflection</b> 7 points	Explanation provided for why the SEL strategy engages, enhances or extends the lesson is excellent.	Explanation provided for the SEL strategy engages, enhances or extends the lesson is appropriate.	Explanation provided for why the SEL strategy engages, enhances or extends the lesson is limited.	Explanation provided for why the SEL strategy engages, enhances or extends the lesson is inappropriate or missing.
<b>Intro to New Material</b> 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 diverse 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 diverse 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 diverse 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; diverse strategies are not adequate or need more explanation.
<b>Guided Practice</b> 5 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good	More details needed to understand what is happening at each step in the lesson;

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	strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Independent Practice</b> 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 diverse 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 diverse 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 diverse 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; diverse strategies are not adequate or need more explanation.
<b>Closing &amp; Homework</b> 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 Diverse 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 diverse 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 diverse 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; diverse strategies are not adequate or need more explanation; Does not explain whether or not homework will be assigned.
		<b>Meets Requirements</b> <b>100%</b>	<b>Approaches Requirements</b> <b>68%</b>	<b>Below Requirements</b> <b>35%</b>
<b>Differentiation</b> 6 points		Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.	Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.	Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.

<p><b>Diverse Learners (Mixed Abilities)</b> 6 points</p>		<p>Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.</p>	<p>Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.</p>	<p>Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner.</p>
<p><b>Social and Emotional Skills</b> 7 points</p>		<p>Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.</p>	<p>More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.</p>	<p>Does not describe how social and emotional competencies and character skills are supported by the lesson.</p>
<p><b>Materials</b> 4 points</p>		<p>Thorough list of materials required for the lesson described; Includes quantities and any prep required.</p>	<p>Some keys items described in lesson are listed.</p>	<p>Does not provide a list of materials for lesson.</p>

**Lesson Plan Part 5 Rubric**

	<p><b>Exceeds Requirements</b> <b>100%</b></p>	<p><b>Meets Requirements</b> <b>75%</b></p>	<p><b>Approaches Requirements</b> <b>68%</b></p>	<p><b>Below Requirements</b> <b>35%</b></p>
<p><b>Classroom Management</b> 25 points</p>	<p>Description of healthy, supportive, and safe learning environment is appropriate and relevant.</p>	<p>Description of healthy, supportive, and safe learning environment is appropriate.</p>	<p>Description of healthy, supportive, and safe learning environment is limited.</p>	<p>Description of healthy, supportive, and safe learning environment is inappropriate or missing.</p>
		<p><b>Meets Requirements</b> <b>100%</b></p>	<p><b>Approaches Requirements</b> <b>68%</b></p>	<p><b>Below Requirements</b> <b>35%</b></p>
<p><b>ISTE &amp; Professional Teaching Standards</b> 15 points</p>		<p>Identified standards for the correct grade and content area; Standards related to lesson described. Incorporation of Edpuzzle platform is effectively used to engage, enhance, or extend the learning objectives.</p>	<p>Connection between standards and lesson is unclear. Incorporation of Edpuzzle platform is adequately used to engage, enhance, or extend the learning objectives.</p>	<p>Does not provide the correct standards for the grade and content area. Incorporation of Edpuzzle platform is missing or does not engage, enhance, or extend the learning objectives.</p>
<p><b>References</b> 10 points</p>		<p>The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.</p>	<p>The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.</p>	<p>Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.</p>

**Lesson Plan Part 6 Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 75%</b>	<b>Approaches Requirements 68%</b>	<b>Below Requirements 35%</b>
<b>Opening</b> 16 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 diverse 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 diverse 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 diverse 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; diverse strategies are not adequate or need more explanation.
<b>Intro to New Material</b> 18 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 diverse 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 diverse 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 diverse 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; diverse strategies are not adequate or need more explanation.
<b>Guided Practice</b> 18 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 diverse 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 diverse 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 diverse 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; diverse strategies are not adequate or need more explanation.
<b>Independent Practice</b> 16 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	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	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	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; diverse

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	to differentiate instruction for diverse students.	differentiate instruction for diverse students.	differentiate instruction for diverse students.	strategies are not adequate or need more explanation.
<b>Closing &amp; Homework</b> 16 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 Diverse 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 diverse 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 diverse 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; diverse strategies are not adequate or need more explanation; Does not explain whether or not homework will be assigned.
<b>Classroom Management</b> 18 points	Description of healthy, supportive, and safe learning environment is appropriate and relevant.	Description of healthy, supportive, and safe learning environment is appropriate.	Description of healthy, supportive, and safe learning environment is limited.	Description of healthy, supportive, and safe learning environment is inappropriate or missing.
<b>Lesson Reflections</b> 18 points	Explanation provided for why the SEL strategy engages, enhances or extends the lesson is excellent. Explanation provided for why the assessment and rubric would work with the content area is appropriate and relevant.	Explanation provided for the SEL strategy engages, enhances or extends the lesson is appropriate. Explanation provided for why the assessment and rubric would work with the content area is appropriate.	Explanation provided for why the SEL strategy engages, enhances or extends the lesson is limited. Explanation provided for why the assessment and rubric would work with the content area is limited.	Explanation provided for why the SEL strategy engages, enhances or extends the lesson is inappropriate or missing. Explanation provided for why the assessment and rubric would work with the content area is inappropriate or missing.
		<b>Meets Requirements</b> <b>100%</b>	<b>Approaches Requirements</b> <b>68%</b>	<b>Below Requirements</b> <b>35%</b>
<b>Context</b> 5 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> 18 points		Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.

<p><b>Assessment</b> 18 points</p>		<p>Clearly indicates the way(s) student progress will be monitored during and after lesson.</p>	<p>More specific details needed to understand how student progress will be monitored.</p>	<p>Does not describe a method of how students will be monitored.</p>
<p><b>State or Common Core</b> 10 points</p>		<p>Identified standards for the correct grade and content area; Standards related to lesson described.</p>	<p>Connection between standards and lesson is unclear.</p>	<p>Does not provide the correct standards for the grade and content area.</p>
<p><b>ISTE &amp; Professional Teaching Standards</b> 10 points</p>		<p>Identified standards for the correct grade and content area; Standards related to lesson described. Incorporation of Edpuzzle platform is effectively used to engage, enhance, or extend the learning objectives.</p>	<p>Connection between standards and lesson is unclear. Incorporation of Edpuzzle platform is adequately used to engage, enhance, or extend the learning objectives.</p>	<p>Does not provide the correct standards for the grade and content area. Incorporation of Edpuzzle platform is missing or does not engage, enhance, or extend the learning objectives.</p>
<p><b>Differentiation</b> 18 points</p>		<p>Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.</p>	<p>Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.</p>	<p>Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.</p>
<p><b>Diverse Learners (Mixed Abilities)</b> 18 points</p>		<p>Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.</p>	<p>Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.</p>	<p>Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner.</p>
<p><b>Social and Emotional Skills</b> 18 points</p>		<p>Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.</p>	<p>More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.</p>	<p>Does not describe how social and emotional competencies and character skills are supported by the lesson.</p>
<p><b>Materials</b> 10 points</p>		<p>Thorough list of materials required for the lesson described; Includes quantities and any prep required.</p>	<p>Some keys items described in lesson are listed.</p>	<p>Does not provide a list of materials for lesson.</p>
<p><b>References</b> 10 points</p>		<p>The student has thoroughly researched the strategies used and provides a comprehensive</p>	<p>The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.</p>	<p>Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.</p>

		reference section with minimal to no errors.		
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**Classroom Observation Log Rubric**

Points	0	68	88	100
Hours	0-30 hours spread across multiple lessons within the content area	31-40 hours spread across multiple lessons within the content area	41-59 hours spread across multiple lessons within the content area	60 hours spread across multiple lessons within the content area