

Faculty Instructional Guide

EDU 62390: Clinical Practice IV: Reflection & Professional Responsibility

Course Information

Term and Year:

Class Location:

Instructor Information

Name:

Phone:

Email:

Availability:

Office Hours:

University Mission Statement

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

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

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

EDU 62390: Clinical Practice IV: Reflection & Professional Responsibility

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

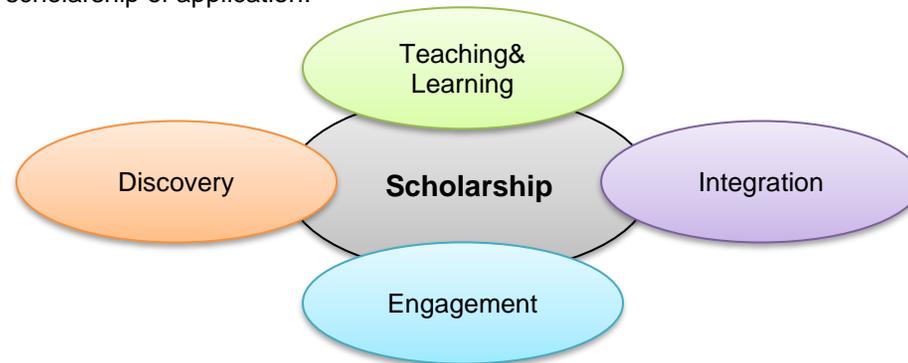
A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

Theoretical Framework

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

CSOE 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.

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

EDU 62390: Clinical Practice IV: Reflection & Professional Responsibility

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

Retrieved from https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

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

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

Retrieved from <https://www.iste.org/standards/for-educators>

California Teaching Performance Expectations (Universal 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

Retrieved from <https://www.ctc.ca.gov/educator-prep/stds-prep-program>

Course Description

EDU 62390: Clinical Practice IV: Reflection & Professional Responsibility

The goal of this course is to engage in reflection of your role as a professional educator. You will analyze and evaluate your skills in planning, instruction, and assessment by applying the Understanding by Design (UbD) Framework. You will continue to analyze formative and summative data, and modify instruction to improve student learning outcomes in meeting state standards. Throughout this course, you will identify and revise artifacts that demonstrate your levels of proficiency at meeting your state's teaching standards for your Individual Development Plan (IDP) Portfolio.

Professional Standards Alignment

California School of Education (CSOE)				
CLO	Program Outcome	InTASC	ISTE	UU TPE's
CLO1: Evaluate teaching practices, lesson design, assessment development including measurable objectives using SMART goals, and learner outcomes as a reflective practitioner.	PO6	Standards 9 & 10	Standard 5	TPE6
CLO2: Apply backwards design principles and the FIT Teaching model to evaluate and revise lesson plans for re-teach.	PO6	Standards 9 & 10	Standard 5	TPE6
CLO3: Determine effective opportunities for your students to self-assess and reflect on their own learning.	PO6	Standards 9 & 10	Standard 5	TPE6

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

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

ISBN: 9781433832161

EDU 62390: Clinical Practice IV: Reflection & Professional Responsibility

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

ISBN: 9781483308012

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

ISBN: 9781416614272

*Conrad, D., & Openo, J. (2018). [*Assessment strategies for online learning: Engagement and authenticity*](#). ProQuest Ebook Central.

ISBN: 9781771992329

*Fisher, D., Frey, N. & Hite, S. A. (2016). [*Intentional and targeted teaching: A framework for teacher growth and leadership*](#). ProQuest Ebook Central.

ISBN: 9781416621119

*Wiggins, G., & McTighe, J. (2005). [*Understanding by design*](#). ProQuest Ebook Central.

ISBN: 9781416600350

***Available in the Alliant Library**

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 4-7 days of the due date 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

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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.

Course Grading

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

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

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

Assignment Categories	% of Grade
Discussion	20
Verification Log	40
Assignments	
Performance Assessments	40

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Assignment: Improvement Plan		Assignments	50
Discussion: Improvement Plan Reflection		Discussion	25
Assignment: Student Teaching Tracking		Verification Log	50
Week 2			
Assignment: Lesson Revision		Performance Assessments	50
Assignment: Lesson Plan #1		Performance Assessments	50
Week 3			
Discussion: Student Self-Assessment Data		Discussion	25
Assignment: Progress Assessment #1		Performance Assessments	100

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Week 4		
Assignment: District Support Provider Feedback Form	Verification Log	50
Assignment: Revising a Co-Planning Lesson	Performance Assessments	50
Assignment: Lesson Plan #2	Performance Assessments	50
Week 5		
Discussion: Instructing with Intention	Discussion	25
Assignment: Progress Assessment #2	Performance Assessments	100
Week 6		
Assignment: Lesson Plan #3	Performance Assessments	50
Discussion: Assessing with a System	Discussion	25
Week 7		
Assignment: Progress Assessment #3	Performance Assessments	100
Assignment: Data Analysis	Performance Assessments	50
Week 8		
Assignment: Personal Philosophy of Education Video	Performance Assessments	100
Assignment: Quarterly Summative Assessment	Performance Assessments	100
Assignment: Verification of Hours Log	Verification Log	100
Total Points		1,150

***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.

Note. All assignments are expected to be submitted and completed prior to/by the due date. Candidates MUST submit 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Week 1: Teacher Dispositions & Self-Assessment

Learning Objectives

1.1 Determine areas of growth and areas of need based on teacher dispositions.	CLO1
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Activities and Resources

Readings	1.1
Alliant Library Understanding by design Read Ch. 3: Gaining Clarity on our Goals Intentional and targeted teaching: A framework for teacher growth and leadership Read the following: <ul style="list-style-type: none">• Introduction: Becoming a FIT Teacher• Ch. 1: Planning with Purpose	
YouTube View the “How to Write Smart Goals Effectively” video [4:38].	

Important Note about Completing Assignments	COURSE
It is critical that all students complete all of the assignments in this course. Omitting assignments deprives you of an opportunity to demonstrate your skills and knowledge as well as receive feedback on those abilities.	

Preparation: Verification of Hours Log	COURSE
<p>Teacher Candidates are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. During Clinical Practice I and II you completed 120 hours of classroom observation, in Clinical Practice III and IV you are required to completed 240 hours of student teaching for <i>each</i> course. Clinical Practice may take place through online learning instruction, remote instruction, virtual reality or simulation teaching, in person or face-to-face classroom instruction, or hybrid instruction settings. Video or other examples of effective teaching can be viewed, in addition to planning instruction, reflecting on instruction, or analyzing student work with the advice and guidance of an experienced educator.</p> <p>Begin completing your hours and track them on the VERIFICATION OF HOURS LOG – Student Teaching – CP III & CP IV form. Completion instructions are included on the form.</p> <p>Obtain a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.</p> <p>Submit your PDF Log by Sunday of Week 8.</p>	

Assignments

Assignment: Improvement Plan	1.1
<p>Complete the Alliant CSOE Guiding Principles Dispositions Checklist.</p> <p>Compare the results of this assessment with the one you completed in EDU62030: Professional Learning and Practice. Note. You should have saved a copy of this assessment in your IDP Portfolio on OneDrive.</p> <p>Complete the SMART Goal Worksheet.</p> <p>Create an improvement plan, with one or two SMART Goals, based on the lowest score of the Alliant CSOE Guiding Principles Dispositions Checklist. Use the Improvement Plan Worksheet as a guide for what to include in your plan.</p> <p>Submit your improvement plan with the completed Guiding Principle Disposition Assessment and SMART Goal Worksheet to Canvas by Thursday.</p>	

Discussion: Improvement Plan Reflection	1.1
<p>Record a two-to four-minute response (*YouTube) to the following prompts in the discussion forum by Wednesday. *be sure your enable closed captions on your video.</p> <ul style="list-style-type: none"> • What disposition from the Alliant CSOE Guiding Principles Dispositions Checklist did you see the most growth from EDU62030 to this course? • What disposition from the Alliant CSOE Guiding Principles Dispositions Checklist is still an area of need? 	

- What are your SMART goals for this area of need?

Share some highlights from your Improvement Plan.

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).

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: Student Teaching Tracking

N/A

Complete the [Student Teaching Tracking Form](#).

Complete the [Student Tracking Form](#). Save the form as a PDF and submit the PDF for your Week 1 assignment. Forms not submitted as a PDF will receive a grade of zero.

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

Submit the receipt by Sunday.

Week 2: Backwards Design & the FIT Teaching Model

Learning Objectives

2.1 Analyze a lesson plan that requires a reteach utilizing the backwards design principles and the FIT Teaching Model.	CLO2
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Activities and Resources

Readings	2.1
Alliant Library Understanding by design Read Ch. 11: The Design Process Intentional and targeted teaching: A framework for teacher growth and leadership Read Ch. 2: Cultivating a Learning Climate	
Online Resource Explore the Self-Assessment webpage from LD@school. Download the Self-Assessment Form for junior students from the webpage. Note. You will be using that self-assessment form during this course.	

Assignments

Assignment: Lesson Revision	2.1
In your current placement, Select a lesson plan you have taught that requires a re-teach. You will need be able to record yourself re-teaching a 15-minute segment of this lesson for the Week 3 Progress Assessment assignment.	

Complete the Revision Design template for that selected lesson plan.

Revise your learning objectives to be in the SMART Goal format.

Submit the template and revised objectives by Wednesday.

Assignment: Lesson Plan #1

2.1

Revise the lesson plan you selected for the Lesson Revision assignment this week. You will need be able to record yourself re-teaching a 15-minute segment of this lesson in Week 3.

Use the CSOE Lesson Plan Template for the revision.

Review the CSOE Lesson Plan Template Instructions.

Include the Self-Assessment Form for junior students in your lesson plan. You should have downloaded this form from the readings this week.

Reflect on the following in the Lesson Reflection, Pre-Teaching section of the template: How were the Revision Design template and the FIT Teaching Model, from Ch. 2 of *Intentional and Targeted Teaching*, beneficial to revising your lesson?

Note. In Week 3 you will record yourself teaching a 15-minute segment of your lesson plan that provides evidence of UU TPE 1&2 or InTASC Standard 1&2.

Include all artifacts, materials and assessments needed for the lesson.

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

Submit your Lesson Plan by Sunday.

Week 3: Student Self-Assessment & Learning Objectives

Learning Objectives

3.1 Analyze student self-assessment data of their learning from the reteach lesson.	CLO3
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Activities and Resources

Readings	3.11
<i>Where Great Teaching Begins</i> Ch. 8: Checklists and Rubrics	
<i>Alliant Library</i> Intentional and targeted teaching: A framework for teacher growth and leadership Read Ch. 3: Instructing with Intention Assessment strategies for online learning: Engagement and authenticity Read Ch. 9: A Few Words on Self-Assessment	

Assignments

Discussion: Student Self-Assessment Data	3.1
Respond to the following prompts in the Student Self-Assessment Data discussion forum by Wednesday: <ul style="list-style-type: none">• What did you learn after analyzing the student self-assessment?• How will it guide your planning for your next lesson?• Why is collecting student self-assessment data important? Use citations from reading and/or outside research consistent with APA style guidelines.	

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date, (Wednesday).

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: Progress Assessment #1

COURSE

Select a 15-minute segment of your lesson plan from Week 2 that provides evidence of UU TPE1 & 2 or InTASC Standard 1-3

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Only 15 minutes of your video will be viewed and graded; videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

Complete the following for eligible progress assessments:

- the CSOE Lesson Plan
- the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.

Annotations

Annotate your video by:

- Time-Stamp and annotated examples in the video that align to UU TPE1&2 or InTASC Standards 1-3
- Provide a detailed justification for why/why not the examples which aligns with UU TPE1&2 or InTASC Standards 1-3
- Self-Scoring .

Exit Ticket

- Upload your exit ticket to Teaching Channel
- **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates MUST have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Week 4: Co-Planning with Other Educators

Learning Objectives

4.1 Determine effective methods to collaborate with other educators such as General Education, Special Education, ELL, Instructional Coach, etc. at your school site.	CLO1, CLO2
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Activities and Resources

Readings	
<p>Alliant Library</p> <p>Understanding by design</p> <p>Read Ch. 12: The Big Picture: UbD as Curriculum Framework</p> <p>Intentional and targeted teaching: A framework for teacher growth and leadership</p> <p>Read Ch. 4: Assessing with a System</p>	
YouTube	
<p>View the "How Do I Co-teach Virtually? Supporting ALL students during school shutdowns" video [33:57].</p>	

Assignments

Assignment: District Support Provider Feedback Form	COURSE
<p>Complete the District Support Provider Feedback Form:</p> <ul style="list-style-type: none">• Part I: To be complete by you District Support Provider• Part II: To be completed by the Teacher Candidate <p>Obtain a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.</p>	

Submit the completed form by Sunday.

Assignment: Revising a Co-Planning Lesson

4.1

Select a co-planning lesson plan you have taught that requires a re-teach. You will need be able to record yourself re-teaching a 15-minute segment of this lesson in Week 5.

Complete the Revision Co-Planning Design template for that selected lesson plan.

Revise your learning objectives to be in the SMART Goal format.

Submit the template and revised objectives by Wednesday.

Assignment: Lesson Plan #2

4.1

Revise the lesson plan you selected for the Revising a Co-Planning Lesson assignment this week. You will need be able to record yourself re-teaching a 15-minute segment of this lesson in Week 5.

Use the CSOE Co-Teaching Lesson Plan Template for the revision.

Review the CSOE Lesson Plan Template Instructions.

Ensure you have two types of formative assessment in your lesson plan.

Reflect on the following in the Lesson Reflection, Pre-Teaching section of the template: How were the Revision Co-Planning Design template and the readings from this week, beneficial to revising your lesson?

Note. In Week 5 you will record yourself teaching a 15-minute segment of your lesson plan that provides evidence of UU TPE 3&4 or InTASC Standard 4&5, 7&8.

Include all artifacts, materials and assessments needed for the lesson.

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

Submit your Lesson Plan by Sunday.

Week 5: Reflection on Lesson Effectiveness

Learning Objectives

5.1 Assess the effectiveness of a lesson after a re-teach using the FIT Teaching Growth Tool on instructing with intention.	CLO1, CLO2
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Activities and Resources

Reading	5.1
Alliant Library Intentional and targeted teaching: A framework for teacher growth and leadership	
Read Ch. 5: Impacting Student Learning	
Online Resource Co-Planning for Student Success Considerations Packet from the William & Mary School of Education.	

Assignments

Discussion: Instructing with Intention	5.1
Complete the following Instructing with Intention FIT Teaching and Growth Leadership rubrics, available in the Appendix of <i>Intentional and Targeted Teaching</i> , for the co-teaching lesson plan you revised in Week 4: <ul style="list-style-type: none">• 3.1 Focused Instruction• 3.2 Guided Instruction• 3.3 Collaborative Learning	
Share the results of the rubrics in the Instructing with Intention discussion forum by Wednesday.	
Cite specific examples to validate your self-evaluation results.	
Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date, (Wednesday).	

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: Progress Assessment #2

COURSE

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of UU TPE 3 &4 or InTASC Standard 4,5,7&8.

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Only 15 minutes of your video will be viewed and graded; videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

Complete the following for eligible progress assessments:

- the CSOE Lesson Plan
- the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.

Annotations

Annotate your video by:

- Time-Stamp and annotated examples in the video that align to UU TPE3&4 or InTASC Standards 4,5, 7&8
- *Provide a detailed justification for why/why not the examples which aligns with UU TPE3&4 or InTASC Standards 4,5, 7&8
- Self-Scoring .

Exit Ticket

- Upload your exit ticket to Teaching Channel
- **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates MUST have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to the UU TPEs and InTASC Standards.

Week 6: Summative Evaluation & Reflection

Learning Objectives

<p>6.1 Evaluate the effectiveness of a lessons assessments using the FIT Teaching Growth Tool on assessing with a system.</p>	<p>CLO1, CLO2, CLO3</p>
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Activities and Resources

<p>Readings</p>	<p>6.1</p>
<p>Where Great Teaching Begins</p> <p>Ch. 6: Creating Instructional Objectives</p>	
<p>Alliant Library</p> <p>Intentional and targeted teaching: A framework for teacher growth and leadership</p> <p>Review Ch. 4: Assessing with a System</p>	

Assignments

<p>Assignment: Lesson Plan #3</p>	<p>6.1</p>
<p>Review the CSOE Lesson Plan Template Instructions.</p> <p>Write a lesson plan using the CSOE Lesson Plan Template that you will be able to teach a 15-minute segment of in Week 7.</p> <p>Ensure you have a summative evaluation in your lesson plan.</p> <p>Reflect on the following in the Lesson Reflection, Pre-Teaching section of the template: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p> <p>Note. In Week 7 you will record yourself teaching a 15-minute segment of your lesson plan that provides evidence of UU TPE 5&6 or InTASC Standard 6, 9&10.</p>	

Include all artifacts, materials and assessments needed for the lesson.

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

Submit your Lesson Plan by Wednesday.

Discussion: Assessing with a System

6.1

Complete the following Assessing with a System FIT Teaching and Growth Leadership rubrics, available in the Appendix of *Intentional and Targeted Teaching*, for the lesson plan you will develop this week:

- 4.1 Assessment to Support Learners
- 4.2 Assessment to Monitor Learning
- 4.3 Assessment to Inform Learning

Share the following in the Assessing with a System discussion forum by Wednesday:

- Results of the rubrics
- How this reflective exercise will improve your lesson plan in preparation for the Week 7 Progress Assessment.

Cite specific examples to validate your self-evaluation results.

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).

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.

Week 7: Summative Evaluation–Data Analysis

Learning Objectives

7.1 Interpret summative evaluation data for your students to assess student mastery of learning.	CLO1
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Activities and Resources

Readings	7.1
<p><i>Culturally Responsive Teaching & the Brain</i></p> <p>Ch. 7: Shifting Academic Mindset in the Learning Partnership</p>	
<p><i>Alliant Library</i></p> <p>Understanding by design</p> <p>Read the following:</p> <ul style="list-style-type: none"> • Ch. 9: Planning for Learning • Ch. 10: Teaching for Understanding 	
<p><i>Online Resources</i></p> <p>Center on Standards and Assessments Implementation (CSAI), & WestEd. (2018). Using Student Assessment Data to Support Decision-Making. CSAI Update. In <i>Center on Standards and Assessments Implementation</i>. Center on Standards and Assessments Implementation.</p> <p>The Institute of Education Sciences (IES) & National Center for Education Evaluation and Regional Assistance (ED). (2009). Using Student Achievement Data to Support Instructional Decision Making. Q&A with Sharnell Jackson. The Institute of Education Sciences. In <i>The Institute of Education Sciences</i>. The Institute of Education Sciences.</p>	

Assignments

Assignment: Progress Assessment #3	COURSE
<p>Select a 15-minute segment of your lesson plan from Week 6 that provides evidence of UU TPE5&6 or InTASC Standard 6,9 &10.</p>	

Ensure you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder.

- English Permission Slip
- Spanish Permission Slip

Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Only 15 minutes of your video will be viewed and graded; videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

Complete the following for eligible progress assessments:

- *the CSOE Lesson Plan
- *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.

Annotations

Annotate your video by:

- *Time-Stamp and annotated examples in the video that align to UU TPE5&6 or InTASC Standards 6, 9&10
- *Provide a detailed justification for why/why not the examples which aligns with UU TPE5&6 or InTASC Standards 6, 9&10
- Self-Scoring .

Exit Ticket

- Upload your exit ticket to Teaching Channel
- **Submit** your exit ticket to Canvas by Sunday.

*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

Note. Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

Note. Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

Refer to UU TPE and InTASC Standards.

Assignment: Data Analysis

7.1

Analyze the data from the summative evaluation of your lesson plan from Week 6.

Create a graphic summary, such as a chart or table, to show the students results on the summative evaluation in relationship to the measurable learning objectives.

Write a one-to two-page analysis of the data set:

- How did the students perform in relationship to the learning objectives?
- What patterns, strengths, or areas of growth, emerged for your whole class?
- What patterns, strengths, or weaknesses, emerged for your variety of learners?
- How might this data analysis inform your future instruction?

Submit your analysis as a Word document by Sunday.

Week 8: Self-Reflection

Learning Objectives

8.1 Analyze patterns of growth and need in your teaching.	CLO1
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Activities and Resources

Readings	8.1
Review previous weeks resources as needed.	

Assignments

Assignment: Personal Philosophy of Education Video	8.1
<p>Review the following:</p> <ul style="list-style-type: none">• Alliant CSOE Guiding Principles Dispositions Checklist you completed in Week 1• Alliant’s Impact Values, these can be found in your Clinical Practice Handbook• Teaching Philosophy of Education from the EDU 6204A or 6204B courses <p>Reflect on how your personal philosophy of education has changed over the course of the program.</p> <p>Create a two-to four-minute YouTube video reflection of where Alliant’s guiding principles and impact values are reflected in your core beliefs about the purpose, process, nature, and ideals of education—your philosophy of education. <i>(Be sure you enable closed captions on your video.)</i></p> <p>View the following as examples of well-produced personal philosophy of education videos:</p> <ul style="list-style-type: none">• “My Teaching Philosophy- Hussein El Haj Ahmad” [3:36].• “My Teaching Philosophy” [2:55]. <p>Submit a link to your video by Friday.</p>	

Assignment: Quarterly Summative Assessment	COURSE
<p>The Quarterly Summative Assessment is a summative scoring rubric based on the Universal Teaching Performance Expectations (TPEs) or the InTASC Standards. The District Support Provide or Master Teacher will complete this form and return it to you as a final assessment of your teaching performance.</p> <p>Note. Candidates MUST have 3 eligible progress assessments videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.</p> <p>SERC will work with you to understand any extenuating circumstances and develop strategies for remediation with a specific timeframe. The follow up action is documented in the Teacher Performance Plan - DRAFT. When remediation fails, SERC recommends dismissal. See the Student Evaluation and Review Policy.</p> <p>Provide the Quarterly Summative Assessment document to your District Support Provide or Master Teacher to complete.</p> <p>Provide the Quarterly Summative Assessment document to your District Support Provide in advance to complete. A wet or e-signature is required for grading. Obtain a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.</p> <p>Submit the completed Quarterly Assessment document by Sunday.</p>	

Assignment: Verification of Hours Log	COURSE
<p>Teacher Candidates are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. During Clinical Practice I and II you completed 120 hours of classroom observation, in Clinical Practice III and IV you are required to completed 240 hours of student teaching for <i>each</i> course. Clinical Practice may take place through online learning instruction, remote instruction, virtual reality or simulation teaching, in person or face-to-face classroom instruction, or hybrid instruction settings. Video or other examples of effective teaching can be viewed, in addition to planning instruction, reflecting on instruction, or analyzing student work with the advice and guidance of an experienced educator.</p> <p>Complete your hours and track them on the VERIFICATION OF HOURS LOG – Student Teaching – CP III & CP IV form. Completion instructions are included on the form.</p> <p>Obtain a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.</p> <p>Submit your Log by Sunday.</p>	

Rubrics

Updated Discussion Rubric: 25pts

Criteria	Exceeds Requirements 100%	Meets Requirements	Approaches Requirements	Below Requirements
Initial Response to the Forum Topic 18pt	All aspects of the prompt are addressed thoughtfully. Discussion post is supported by a variety of citations and references in APA format, reflects author’s ability to connect theory to practice.	All aspects of the prompt are addressed but lack one or more of the following: supported by a variety of citations and references in APA format, reflects the author’s ability to connect theory to practice.	Some aspects of the prompt are addressed thoughtfully but one or more component of the prompt is not addressed.	The topic is addressed superficially and without supporting citations and without connecting theory to practice.
Feedback to Peer’s Response to the Forum Topic 7pts	2 responses reflect higher order thinking skills in the delivery of constructive feedback to their peers through the RISE Model. Reflect- recall, ponder, articulate. Inquire- seek information and provide ideas through questioning. Suggest- introduce ideas for improvement of current iteration. Elevate- raise to a higher degree or purpose in future iterations	2 responses reflect incomplete delivery of constructive feedback based on a lack of one or two levels of the RISE Model.	2 responses reflect incomplete delivery of constructive feedback based on a lack of three levels of the RISE Model.	2 responses reflect incomplete delivery of constructive feedback based on a lack of all levels of the RISE Model. OR Candidate only provided 1 peer response.

Student Teaching Tracking Rubric 50pts

	Meets Requirements 50 Points	Below Requirements 0 Points
Form Completion 50	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.

Assignment Rubric–50 Point Generic

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 22.5 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 22.5 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.
Format 5 points	Format, citations, and references are consistent with APA style guidelines. There are no errors made.	Format, citations, and references are consistent with APA style guidelines. There are little, to no errors made.	Format, citations, and references are consistent with APA style guidelines; however, there are a few errors.	Minimal sources used and inconsistently follows APA style guidelines required by the college.

District Support Provider Feedback Form Rubric

	Meets Requirements 50 Points	Below Requirements 0 Points
Teacher Candidate Feedback	Feedback is provided that identifies strengths and areas of need. Teacher candidate identifies appropriate and relevant steps for improvement on areas of need.	Feedback that identifies strengths and areas of need is missing or incomplete. Teacher candidate identifies inappropriate or irrelevant steps for improvement on areas of need.

Lesson Plan Rubrics (Weeks 2, 4, & 6)

Lesson Plan Rubrics (Weeks 2, 4, & 6) Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Opening	2 pts 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.	1.5 pts 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.	1.36 pts 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.	0.7 pts 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.	2 pts

Lesson Plan Rubrics (Weeks 2, 4, & 6) Criteria	Ratings				Pts
<p>This criterion is linked to a Learning Outcome</p> <p>Intro to New Material</p>	<p>4 pts 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>3 pts 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>2.72 pts 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>1.4 pts 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>4 pts</p>

Lesson Plan Rubrics (Weeks 2, 4, & 6) Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Guided Practice	4 pts 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.	3 pts 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.	2.72 pts 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.	1.4 pts 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.	4 pts

Lesson Plan Rubrics (Weeks 2, 4, & 6) Criteria	Ratings				Pts
<p>This criterion is linked to a Learning Outcome</p> <p>Independent Practice</p>	<p>4 pts 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>3 pts 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>2.72 pts 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>1.4 pts 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>4 pts</p>

Lesson Plan Rubrics (Weeks 2, 4, & 6) Criteria	Ratings				Pts
<p>This criterion is linked to a Learning Outcome</p> <p>Closing & Homework</p>	<p>4 pts 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.</p>	<p>3 pts 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.</p>	<p>2.72 pts 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.</p>	<p>1.4 pts 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.</p>	<p>4 pts</p>

Lesson Plan Rubrics (Weeks 2, 4, & 6) Criteria	Ratings				Pts
<p>This criterion is linked to a Learning Outcome</p> <p>Lesson Reflections</p>	<p>4 pts Lesson reflections are appropriate and relevant to the reflection topic for the week: Week 2: How were the UbD Design Standards beneficial to planning your lesson? Week 4: Did you apply the UbD Design Standards to planning this lesson? Why or why not? Week 6: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p>	<p>3 pts Lesson reflections are appropriate to the reflection topic for the week: Week 2: How were the UbD Design Standards beneficial to planning your lesson? Week 4: Did you apply the UbD Design Standards to planning this lesson? Why or why not? Week 6: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p>	<p>2.72 pts Lesson reflections are limited or cursory to the reflection topic for the week: Week 2: How were the UbD Design Standards beneficial to planning your lesson? Week 4: Did you apply the UbD Design Standards to planning this lesson? Why or why not? Week 6: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p>	<p>1.4 pts "Lesson reflections are inappropriate or inaccurate to the reflection topic for the week:</p>	4 pts
<p>This criterion is linked to a Learning Outcome</p> <p>Context</p>	<p>2 pts Provides context to the lesson plan describing the grade, content and class setting.</p>	<p>1.36 pts More details needed to understand the class setting.</p>	<p>0.7 pts Does not provide a context to lesson plan.</p>	2 pts	

Lesson Plan Rubrics (Weeks 2, 4, & 6) Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Objective	4 pts Objectives fully support the ‘KUD’ approach to creating instructional objectives and are clear, specific, measurable and achievable; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	2.72 pts Objectives partially support the ‘KUD’ approach to creating instructional objectives, more specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	1.4 pts Objectives do not support the ‘KUD’ approach to creating instructional objectives, objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.	4 pts
This criterion is linked to a Learning Outcome Assessment	4 pts Clearly indicates the way(s) student progress will be monitored during and after lesson.	2.72 pts More specific details needed to understand how student progress will be monitored.	1.4 pts Does not describe a method of how students will be monitored.	4 pts
This criterion is linked to a Learning Outcome ISTE, State or Common Core, & TPE Standards	2 pts Identified standards for the correct grade and content area; Standards related to lesson described.	1.36 pts Connection between standards and lesson is unclear.	0.7 pts Does not provide the correct standards for the grade and content area.	2 pts

Lesson Plan Rubrics (Weeks 2, 4, & 6) Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Diverse Learners (Mixed Abilities)	4 pts 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.	2.72 pts 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.	1.4 pts 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.	4 pts
This criterion is linked to a Learning Outcome Differentiation	4 pts 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.	2.72 pts 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.	1.4 pts 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.	4 pts

EDU 62390: Clinical Practice IV: Reflection & Professional Responsibility

Lesson Plan Rubrics (Weeks 2, 4, & 6) Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Social and Emotional Skills	4 pts Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.	2.72 pts More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.	1.4 pts Does not describe how social and emotional competencies and character skills are supported by the lesson.	4 pts
This criterion is linked to a Learning Outcome Materials	2 pts Thorough list of materials required for the lesson described; Includes quantities and any prep required.	1.36 pts Some keys items described in lesson are listed.	0.7 pts Does not provide a list of materials for lesson.	2 pts
This criterion is linked to a Learning Outcome References	2 pts The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	1.36 pts The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	0.7 pts Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.	2 pts
Total Points: 50				

District Support Provider Feedback Form Rubric 50pts

	Meets Requirements 50 Points	Below Requirements 0 Points
Teacher Candidate Feedback	Feedback is provided that identifies strengths and areas of need. Teacher candidate identifies appropriate and relevant steps for improvement on areas of need.	Feedback that identifies strengths and areas of need is missing or incomplete. Teacher candidate identifies inappropriate or irrelevant steps for improvement on areas of need.

PROGRESS ASSESSMENT RUBRICS (Universal TPEs, and InTASC Standards,

Progress Assessments 1 100pts

California Candidates: Universal TPE1&2

Please use the following rating scale to evaluate teacher candidate performance during the specified supervision cycle for each of the **Universal Teaching Performance Expectations (UU TPEs)**. Indicate the selected rating by marking the appropriate cell with an "X." Notes are required for any ranking of 2 or 1. The final grade for this assessment can be found on the final sheet in this document.

- **LEVEL 3 – EFFECTIVE: *Demonstrates understanding of concepts underlying the components in a domain and consistently implements them well.***

Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally-appropriate activities; to understand and use a variety of

assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson

delivery, behavior management strategies, and checking for understanding, are appropriate and relevant.

- **LEVEL 2 – DEVELOPING: *Demonstrates understanding of concepts in a domain and attempts to implement elements; however, implementation is not always achieved or successful.***

Teacher Candidate partially demonstrates the ability to design standards-based and developmentally-appropriate activities, to understand and use a variety of

assessments to determine students’ progress and to plan instruction, and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson

delivery, behavior management strategies, and checking for understanding, may be minimal, limited, cursory, inconsistent, and/or ambiguous.

• **LEVEL 1 – DOES NOT MEET: *Deficient in performance and understanding; however, candidate is making efforts to improve performance.***

Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally-appropriate activities; to

understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.

UUTPE 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	Effective (3)	Developing (2)	Does Not Meet (1)	NOTES
UU 1.1: Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.				
UU 1.2: Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.				
UU 1.3: Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.				

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<p>UU 1.4: Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.</p>				
<p>UU 1.5: Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to, and framing meaningful questions, and reflection.</p>				
<p>UU 1.6: Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</p>				
<p>UU 1.7: Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</p>				
<p>UU 1.8: Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</p>				
<p>UUTPE 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p>	-	-	-	-

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UU 2.1: Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers..				
UU 2.2: Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.				
UU 2.3: Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.				
UU 2.4: Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.				
UU 2.5: Maintain high expectations for learning with appropriate support for the full range of students in the classroom.				
UU 2.6: Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.				

PROGRESS ASSESSMENT GRADING

UUTPE Totals	Effective (3)	Developing (2)	Does Not Meet (1)
UUTPE 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	0	0	0

UUTPE 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

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Progress Assessment 1 100pts

Arizona Candidates: InTASC 1-3

Please use the following rating scale to evaluate teacher candidate performance during the specified supervision cycle (includes formal virtual observation, virtual video observation, and follow-up discussion) for each of the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. Indicate the selected rating by marking the appropriate cell with an "X." Notes are required for any ranking of 2 or 1.

• **LEVEL 3 – EFFECTIVE: *Demonstrates understanding of concepts underlying the components in a domain and consistently implements them well.***

Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally-appropriate activities; to understand and use a variety of

assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson

delivery, behavior management strategies, and checking for understanding, are appropriate and relevant.

• **LEVEL 2 – DEVELOPING: *Demonstrates understanding of concepts in a domain and attempts to implement elements; however, implementation is not always achieved or successful.***

Teacher Candidate partially demonstrates the ability to design standards-based and developmentally-appropriate activities, to understand and use a variety of

assessments to determine students’ progress and to plan instruction, and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be minimal, limited, cursory, inconsistent, and/or ambiguous.

- **LEVEL 1 – DOES NOT MEET: *Deficient in performance and understanding; however, candidate is making efforts to improve performance.***

Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally-appropriate activities; to

understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM				
STANDARD 1: Teacher Candidate understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	Effective (3)	Developing (2)	Does Not Meet (1)	NOTES
1.1 Teacher candidates create developmentally appropriate instruction that takes into account individual students’ strengths, interests, and needs and enables each student to advance and accelerate his or her learning.				
1.2 Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.				

<p>Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>				
<p>2.1: Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.</p>				
<p>2.2: Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.</p>				
<p>2.3: Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.</p>				
<p>Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	-	-	-	-
<p>3.1 Teacher candidates manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students' attention.</p>				-
<p>3.2 Teacher candidates communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment.</p>				

PROGRESS ASSESSMENT GRADING

InTASC Totals	Effective (3)	Developing (2)	Does Not Meet (1)
STANDARD 1: Teacher Candidate understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	0	0	0
Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	0	0	0
Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	0	0	0

Progress Assessments 2 100pts

California Candidates: Universal TPE 3&4

Please use the following rating scale to evaluate teacher candidate performance during the specified supervision cycle for each of the **Universal Teaching Performance Expectations (UU TPEs)**. Indicate the selected rating by marking the appropriate cell with an "X." Notes are required for any ranking of 2 or 1. The final grade for this assessment can be found on the final sheet in this document.

- **LEVEL 3 – EFFECTIVE: *Demonstrates understanding of concepts underlying the components in a domain and consistently implements them well.***

Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, are appropriate and relevant.

- **LEVEL 2 – DEVELOPING: *Demonstrates understanding of concepts in a domain and attempts to implement elements; however, implementation is not always achieved or successful.***

Teacher Candidate partially demonstrates the ability to design standards-based and developmentally-appropriate activities, to understand and use a variety of assessments to determine students’ progress and to plan instruction, and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be minimal, limited, cursory, inconsistent, and/or ambiguous.

- **LEVEL 1 – DOES NOT MEET: *Deficient in performance and understanding; however, candidate is making efforts to improve performance.***

Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.

UUTPE 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING – CONTENT SPECIFIC PEDAGOGY	Effective (3)	Developing (2)	Does Not Meet (1)	NOTES
UU3.1: Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.				
UU3.2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.				

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UU3.3: Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.				
UU3.4: Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.				
UU3.5: Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.				
UU3.6: Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.				
UU3.7: Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.				
UU3.8: Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.				
UUTPE 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	-	-	-	-
UU4.1: Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.				

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UU4.2: Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.				
UU4.3: Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.				
UU4.4: Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology • applying principles of UDL and MTSS • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners • appropriate modifications for students with disabilities in the general education classroom • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 				
UU4.5: Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans				

PROGRESS ASSESSMENT GRADING

UUTPE Totals	Effective (3)	Developing (2)	Does Not Meet (1)
UUTPE 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING – CONTENT SPECIFIC PEDAGOGY	0	0	0

UUTPE 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

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Progress Assessments 2 100pts

Arizona Candidates: INTASC 4&5, 7&8

Please use the following rating scale to evaluate teacher candidate performance during the specified supervision cycle (includes formal virtual observation, virtual video observation, and follow-up discussion) for each of the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. Indicate the selected rating by marking the appropriate cell with an "X." Notes are required for any ranking of 2 or 1.

• **LEVEL 3 – EFFECTIVE: *Demonstrates understanding of concepts underlying the components in a domain and consistently implements them well.***

Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally-appropriate activities; to understand and use a variety of

assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson

delivery, behavior management strategies, and checking for understanding, are appropriate and relevant.

- LEVEL 2 – DEVELOPING: *Demonstrates understanding of concepts in a domain and attempts to implement elements; however, implementation is not always achieved or successful.***

Teacher Candidate partially demonstrates the ability to design standards-based and developmentally-appropriate activities, to understand and use a variety of

assessments to determine students’ progress and to plan instruction, and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson

delivery, behavior management strategies, and checking for understanding, may be minimal, limited, cursory, inconsistent, and/or ambiguous.

- LEVEL 1 – DOES NOT MEET: *Deficient in performance and understanding; however, candidate is making efforts to improve performance.***

Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally-appropriate activities; to

understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM				
Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Effective (3)	Developing (2)	Does Not Meet (1)	NOTES
4.1 Teacher candidates stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students’ experiences.				
4.2 Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.				

<p>4.3 Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.</p>				
<p>Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>				
<p>5.1 Teacher candidates engage students in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p>				
<p>5.2 Teacher candidates facilitate students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p>				
<p>Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	-	-	-	-
<p>7.1 Teacher candidates plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students.</p>				-
<p>7.2 Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.</p>				

<p>7.3 Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.</p>				
<p>Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>				
<p>8.1 Teacher candidates vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content, purpose of instruction, and student needs</p>				
<p>8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p>				
<p>8.3 Teacher candidates ask questions to stimulate discussion that serve different purposes (e.g., probing for student understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question).</p>				

PROGRESS ASSESSMENT GRADING

InTASC Totals	Effective (3)	Developing (2)	Does Not Meet (1)
<p>Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	0	0	0

Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	0	0	0
Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	0	0	0
Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	0	0	0

Progress Assessments 3 100pts

California Candidates: Universal TPE 5&6

Please use the following rating scale to evaluate teacher candidate performance during the specified supervision cycle for each of the **Universal Teaching Performance Expectations (UU TPEs)**. Indicate the selected rating by marking the appropriate cell with an "X." Notes are required for any ranking of 2 or 1. The final grade for this assessment can be found on the final sheet in this document.

- **LEVEL 3 – EFFECTIVE: *Demonstrates understanding of concepts underlying the components in a domain and consistently implements them well.***

Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally-appropriate activities; to understand and use a variety of

assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson

delivery, behavior management strategies, and checking for understanding, are appropriate and relevant.

- LEVEL 2 – DEVELOPING: *Demonstrates understanding of concepts in a domain and attempts to implement elements; however, implementation is not always achieved or successful.***

Teacher Candidate partially demonstrates the ability to design standards-based and developmentally-appropriate activities, to understand and use a variety of

assessments to determine students’ progress and to plan instruction, and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson

delivery, behavior management strategies, and checking for understanding, may be minimal, limited, cursory, inconsistent, and/or ambiguous.

- LEVEL 1 – DOES NOT MEET: *Deficient in performance and understanding; however, candidate is making efforts to improve performance.***

Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally-appropriate activities; to

understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.

UUTPE 5: ASSESSING STUDENT LEARNING	Effective (3)	Developing (2)	Does Not Meet (1)	NOTES
UU5.1: Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.				
UU5.2: Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.				
UU5.3: Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.				

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UU5.4: Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.				
UU5.5: Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.				
UU5.6: Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.				
UU5.7: Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.				
UU5.8: Use assessment data, including information from students' transition plans, to establish learning goals and to plan, differentiate, make accommodations, and/or modify instruction.				
UUTPE 6: DEVELOPING AS A PROFESSIONAL EDUCATOR				
UU6.1: Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.				
UU6.2: Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.				

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UU6.3: Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.				
UU.4: Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.				
UU6.5: Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.				
UU6.6: Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.				
UU6.7: Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.				

PROGRESS ASSESSMENT GRADING			
UU TPE Totals	Effective (3)	Developing (2)	Does Not Meet (1)

UU TPE 5: ASSESSING STUDENT LEARNING

UU TPE 6: DEVELOPING AS A PROFESSIONAL EDUCATOR

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Progress Assessments 3 100pts

Arizona Candidates: InTASC 6, 9&10

Please use the following rating scale to evaluate teacher candidate performance during the specified supervision cycle (includes formal virtual observation, virtual video observation, and follow-up discussion) for each of the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. Indicate the selected rating by marking the appropriate cell with an "X." Notes are required for any ranking of 2 or 1.

- **LEVEL 3 – EFFECTIVE: *Demonstrates understanding of concepts underlying the components in a domain and consistently implements them well.***

Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, are appropriate and relevant.

- **LEVEL 2 – DEVELOPING: *Demonstrates understanding of concepts in a domain and attempts to implement elements; however, implementation is not always achieved or successful.***

Teacher Candidate partially demonstrates the ability to design standards-based and developmentally-appropriate activities, to understand and use a variety of assessments to determine students’ progress and to plan instruction, and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be minimal, limited, cursory, inconsistent, and/or ambiguous.

- **LEVEL 1 – DOES NOT MEET: *Deficient in performance and understanding; however, candidate is making efforts to improve performance.***

Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs.

Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.	Effective (3)	Developing (2)	Does Not Meet (1)	NOTES
6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.				

<p>6.2 Teacher candidates work independently and collaboratively to examine test and other performance data to understand each student’s progress and to guide planning.</p>				
<p>6.3 Teacher candidates prepare all students for the demands of particular assessment formats and make appropriate modifications in assessments or testing conditions especially for students with disabilities and language learning needs.</p>				
<p>Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>				
<p>9.1 Independently and in collaboration with colleagues, teacher candidates use a variety of data (e.g., systematic observation, information about students, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>				
<p>9.2 Teacher candidates actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.</p>				
<p>Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>				
<p>10.1 Teacher candidates use technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, and colleagues.</p>				

<p>10.2 Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.</p>				
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PROGRESS ASSESSMENT GRADING

InTASC Totals	Effective (3)	Developing (2)	Does Not Meet (1)
<p>Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	0	0	0
<p>Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	0	0	0
<p>Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	0	0	0