Faculty Instructional Guide
EDU62470: Clinical Practice II: Teaching & Learning (Intern)

University Mission Statement

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

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

Teacher Education Program Objectives (PO)

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

The School of Education (SOE)

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

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

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

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

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

Unit Guiding Principles

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

L= Leadership: Innovation with Accountability
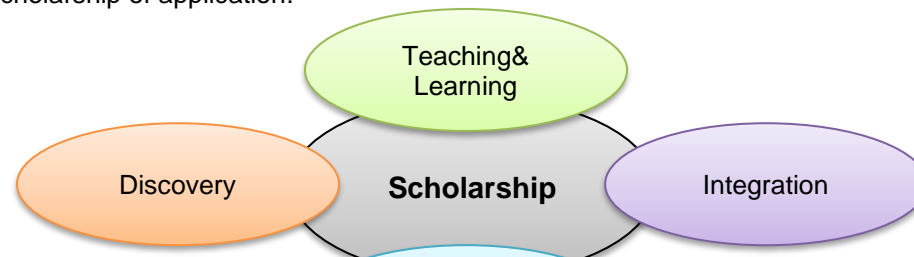**E**= Engagement: Active Learning
A=Application: Theory to Practice
D=Dedication: Inclusive Excellence

Theoretical Framework

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

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

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

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

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

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

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

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

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, SOE faculty are active

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and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how SOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

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

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

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

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

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

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

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

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

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Course Description

This course provides an introductory overview of teaching and learning, focusing on the key elements for effective instruction using a student-centered approach. You will identify how lessons can be analyzed for evidence of student learning and growth and reflect on how the InTASC Standards are incorporated in your lessons. You will use the evidence from your coursework to develop lesson plans by applying reflective teaching practices to create effective instructional activities and learning tasks that are connected to real world applications, and give students the opportunity to develop their skills to deepen content understanding.

Professional Standards Alignment

School of Education (SOE)			
CLO	Program Outcome	InTASC	ISTE
CLO1: Interpret the importance of detailed lesson planning.	PO2, 3, 4, 5	Standards 7, 8, 9, & 10	Standard 1
CLO2: Integrate effective learning strategies to support all students.	PO2, 3, 4, 5	Standards 6, 7, & 8	Standard 1
CLO3: Analyze the importance of various teaching models to become a more effective teacher.	PO2, 3, 4, 5	Standards 6, 7, & 8	Standard 1

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.

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Required Course Materials

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

   ISBN: 9780133985580

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

   ISBN: 9781416614272

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

   ISBN: 9780976423386

Wong, H. K., & Wong, R. T. (2018). *The classroom management book.* (2nd ed.). Harry K. Wong Publications.

   ISBN: 9780976423393

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

   ISBN: 9781483308012

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

   ISBN: 9781433832161

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

Instructor Policies

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

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

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

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

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

University Administrative Policies & Student Resources

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

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

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
Performance Assessments	40
Observations & Log	40

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Introductions		Discussion	30
Discussion: Learning Environment		Discussion	40
Week 2			
Discussion: Evidence in Teaching & Learning		Discussion	40
Assignment: Lesson Plan #1		Performance Assessments	50
Week 3			
Discussion: Adjusting Instruction		Discussion	40
Assignment: Classroom Teacher Observation #1		Observations & Log	50
Assignment: Progress Assessment #1		Performance Assessments	50

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Week 4		
Discussion: Student Learning	Discussion	40
Assignment: Lesson Plan #2	Performance Assessments	50
Week 5		
Discussion: Evaluating Instruction	Discussion	40
Assignment: Progress Assessment #2	Performance Assessments	50
Week 6		
Discussion: Formative Assessment	Discussion	40
Assignment: Lesson Plan #3	Performance Assessments	50
Week 7		
Discussion: Summative Evaluations	Discussion	40
Assignment: Classroom Teacher Observation #2	Observations & Log	50
Assignment: Progress Assessment #3	Performance Assessments	50
Week 8		
Discussion: Professional Educator	Discussion	40
Assignment: Quarterly Summative Assessment	Performance Assessments	100
Assignment: Verification of Hours Log	Observations & Log	150
Total Points		**1000**

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

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

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

Week 1: Characteristics of Effective Teaching

Learning Objectives

1.1 Determine the importance of creating a positive learning environment in your classroom.	CLO2
1.2 1.2 Interpret the use of activating prior knowledge as a tool to creating a positive learning environment	CLO2

Activities and Resources

Readings	1.1, 1.2
The First Days of School • Unit A: Basic Understandings–The Teacher • Unit B: First Characteristic–Positive Expectations • Unit E: Future Understandings–The Professional	
Online Resource Gonzalez, J. (2017). *Retrieval Practice: The Most Powerful Learning Strategy You're Not Using*. Cult of Pedagogy.	
YouTube **View** the "Fall-Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning" video [8:11].	

Preparation: Verification of Hours Log	COURSE
Teacher Candidates are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. Standard Intern and ECO Intern Candidates are required to complete an additional 189 hours of support and supervision during the academic year. 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. Clinical Practice hours for all Intern pathways in this course are as follows: Teacher-of-Record: 198 hours total	

- Clinical Practice Hours: 150
- Additional Intern Support & Supervision Hours: 36
- Additional English Learner-specific Hours: 12

Begin completing your hours and track them on the VERIFICATION OF HOURS LOG – Intern – CP1 – CPIV form. Completion instructions are included on the form.

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.

Submit your Log by Sunday of Week 8.

Preparation: Classroom Teacher Observation	COURSE

Teacher Candidates are required to complete a minimum of 10 hours of Classroom Teacher Observation across the arc of the program. Over the next 7 weeks you are required to observe a minimum of 2.5 hours of effective teaching. Observations 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.

Classroom Teacher Observation Hours for all Intern pathways in this course are as follows:

Week 3: 1 hour of observation completed
Week 7: 1.5 hours of observation completed

Begin scheduling time complete your observation hours.

Assignments

Discussion: Introductions	N/A

Record a 2-to 4-minute response to the following prompts in the Introductions discussion forum by Tuesday:

- What type of school do you work at?
- What is the student population?
- What grade level and subject(s) do you teach?
- What would you most like to learn in CP II?

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

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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.

Discussion: Learning Environment	1.1, 1.2

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

- How do you create a positive learning environment in your classroom?
- How might the use of trauma informed practices help create a positive environment?
- How might beginning each lesson by activating prior knowledge help create a positive environment?
- How does activating prior knowledge prepare you for successful implementation of InTASC Standards 7 & 8? Be specific.

Support your response with citations and references consistent with APA style guidelines.

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

Week 2: Gathering Evidence

Learning Objectives

2.1 Determine how to gather evidence to support your learning outcomes.	CLO2
2.2 Explain how successful lesson delivery is measured.	CLO2, CLO3

Activities and Resources

Readings	2.1, 2.2
Where Great Teaching Begins Ch. 2: Objectives as the Foundation for Learning-Focused Instruction	
Online Resources • Teach Thought Staff. (2019). *10 Ways to Be A More Reflective Teacher*. Teach Thought. • Masters, G. (2018). *The role of evidence in teaching and learning*. Teacher Magazine. Australian Council for Educational Research. • Building Upon Students' Prior Knowledge and Skills from the Yale Poorvu Center for Teaching and Learning. • Danielson, C. (2008). Chapter 1, Evidence of Teaching. In Handbook for Enhancing Professional Practice. ASCD.	

Assignments

Discussion: Evidence in Teaching & Learning	2.1, 2.2
Respond to the following prompts in the Evidence in Teaching & Learning discussion forum by Wednesday: • How are the state content standards, learner objectives, and outcomes related for increased student learning? • How do you ensure your evidence supports your learning outcome? • How do you assess lesson comprehension by you and your students? • Why is gathering evidence important to InTASC Standards 6–10? **Support** your response with citations and references consistent with APA style guidelines.	

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

Assignment: Lesson Plan #1	2.1, 2.2

Review the SOE Lesson Plan Template Instructions.

Write a lesson plan using the SOE Lesson Plan Template that you will be able to teach a 15-minute segment of in Week 2.

Ensure you have a pre-assessment that activates students' prior knowledge on the content in your lesson plan.

Reflect on the following in the Lesson Reflection, Pre-Teaching section of the template:

- Describe your pre-assessment. What are your expectations for student outcomes on the assessment?
- What teaching model are you using? Why?

Note. In Week 3 you will record yourself teaching a 15-minute segment of your lesson plan that provides evidence of InTASC Standards 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 3: Adjusting Instruction

Learning Objectives

3.1 Explain the role of evidence in effective teaching and learning.	CLO3
3.2 Determine the use of differentiation as an instructional model to adjust instruction and deepen student learning.	CLO3

Activities and Resources

Readings	3.1, 3.2
Instruction: A Models Approach • Ch. 3: The Direct Instruction Model • Ch. 6: The Cause-and-Effect Model • Ch. 8: The Integrative Model	
Where Great Teaching Begins Ch. 9: Designing Learning Activities	
Culturally Responsive Teaching & the Brain Ch. 8: Information Processing to Build Intellective Capacity	

Assignments

Discussion: Adjusting Instruction	3.1, 3.2
Respond to the following prompts in the Adjusting Instruction discussion forum by Wednesday: • How might you use evidence gathered when reflecting on your teaching to deepen student learning? • How might you use that evidence to adjust your teaching? • How might you use differentiation to adjust your teaching and to deepen student learning?	

- How does adjusting your teaching support InTASC Standards 7 & 8?

Support your response with citations and references consistent with APA style guidelines.

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

Assignment: Classroom Teacher Observation #1	COURSE

Teacher Candidates are required to complete a minimum of 10 hours of Classroom Teacher Observation across the arc of the program. Over the next 7 weeks you are required to observe a minimum of 2.5 hours of effective teaching. Observations 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.

Classroom Teacher Observation Hours for all Intern pathways in this course are as follows:

- Week 3: 1 hour of observation completed
- Week 7: 1.5 hours of observation completed

Complete the Classroom Observation Form for InTASC Standards 6–10.

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

Submit your completed Classroom Observation Form by Sunday.

Assignment: Progress Assessment #1	COURSE

Select a 15-minute segment of your lesson plan from Week 1 that provides evidence of InTASC Standards 7 & 8.

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

- English Permission Slip
- Spanish Permission Slip

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

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

Complete the Remote Site Visit Preparation form to provide detailed context for your video.

Follow the instructions on the ADVANCE Step by Step document to upload your video. You will be required to:

Copy and paste your answers from the Remote Site Visit Preparation form into the appropriate pre-observation survey questions text boxes.

Annotate your video by:

- Tagging instances in the video that align to InTASC Standards 7 & 8.
- Tagging evidence that supports the learning outcomes of your lesson

Refer to the InTASC Alignment Chart to see and alignment of the standards.

Download your assessment report from Teaching Channel.

Submit your assessment report to Canvas by Sunday.

Week 4: Deepening Student Learning

Learning Objectives

4.1 Analyze various instructional approaches or models that can help deepen student learning.	CLO3

Activities and Resources

Readings	4.1
Instruction: A Models Approach Ch. 5: The Concept Development Model	
Where Great Teaching Begins Ch. 10: Creating Plans for Learning	
Online Resources • Hirsch, J. (2014). *Now Hiring: Flipped Learning Architects*. Edutopia. • Teach Thought Staff. (2020). *12 Of The Most Common Types Of Blended Learning*. Teach Thought. • Brookes Publishing Co., Inc. (2017). *14 Ways to Support All Learners at School and Home*. Paul H. Brookes Publishing Co., Inc.	
YouTube **View** the "The Flipped Classroom Model" video [3:00].	

Assignments

Discussion: Student Learning	4.1

Respond to the following prompts in the Student Learning discussion forum by Wednesday:

- Why does blended learning lead to greater student learning for all students in your class?
- How would a flipped classroom help with student learning?
- How would these models of teaching support InTASC Standards 6, 7, & 8?

Support your response with citations and references consistent with APA style guidelines.

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

Assignment: Lesson Plan #2	4.1

Review the SOE Lesson Plan Template Instructions.

Apply the methods of analyzing your teaching and gathering evidence to a recent lesson plan.

Write a lesson plan that will deepen student learning, based on your analysis and evidence gathered.

Use the SOE Lesson Plan Template that you will be able to teach a 15-minute segment of in Week 5.

Reflect on the following in the Lesson Reflection, Pre-Teaching section of the template:

- Based on the evidence you gathered from the last lesson plan, how did you apply what you learned from Weeks 2 & 3 to this lesson that will help deepen student learning?
- What teaching model are you using? Have you changed your approach? Why or why not?

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

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: Deepening Student Learning Continued

Learning Objectives

5.1 Determine the role of reflection to deepen student learning.	CLO1, CLO3

Activities and Resources

Readings	5.1
Where Great Teaching Begins **Review** the following as needed: • Ch. 9: Designing Learning Activities • Ch. 10: Creating Plans for Learning	
YouTube **View** the "Bad teaching example" video [3:35].	

Assignments

Discussion: Evaluating Instruction	5.1
Respond to the following prompts in the Evaluating Instruction discussion forum by Wednesday: • What is this teacher doing right? • How much did the students learn with the lesson presented? • What recommendations would you make to adjust her teaching? List and justify the issue(s) and recommendations as a Mentor not an Intern. • How has engaging in this activity supported InTASC Standards 9 & 10? **Support** your response with citations and references consistent with APA style guidelines. **Reply** to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Assignment: Progress Assessment #2	5.1

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of InTASC Standards 9 & 10.

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

- English Permission Slip
- Spanish Permission Slip

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

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

Complete the Remote Site Visit Preparation form to provide detailed context for your video.

Follow the instructions on the ADVANCE Step by Step document to upload your video. You will be required to:

Copy and paste your answers from the Remote Site Visit Preparation form into the appropriate pre-observation survey questions text boxes.

Annotate your video by tagging instances in the video that align to InTASC Standards 9 & 10.

Refer to the InTASC Alignment Chart to see and alignment of the standards.

Download your assessment report from Teaching Channel.

Submit your assessment report to Canvas by Sunday.

Week 6: Formative Assessment

Learning Objectives

6.1 Determine the purpose and best practice use of formative assessments.	CLO1, CLO2

Activities and Resources

Readings	6.1
Instruction: A Models Approach Ch. 2: Objectives, Assessment, and Instruction	
Where Great Teaching Begins Ch. 7: Developing Assessments	
Culturally Responsive Teaching & the Brain Ch. 6: Establishing Alliance in the Learning Partnership	
Alliant Library Conrad, D., & Openo, J. (2018). *Assessment strategies for online learning: Engagement and authenticity*. ProQuest Ebook Central. Read Ch. 1: The Big Picture: A Framework for Assessment in Online Learning	
Online Resources • Zook, C. (2017). *Formative vs. Summative Assessments: What's the Difference?* Applied Educational Systems. • Dodge, J. (n.d.). *What Are Formative Assessment and Why Should We Use Them?* Scolastic.com.	
YouTube **View** the "Formative Assessments: Why, When & Top 5 Examples" video [6:57].	

Assignments

Discussion: Formative Assessment	6.1

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

- What is formative assessment?
- When would you use formative assessments?
- What type of information would you gain from assessing your students? How would you use this information?
- How does the use of formative assessments support InTASC Standard 6?

Support your response with citations and references consistent with APA style guidelines.

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

Assignment: Lesson Plan #3	6.1

Review the SOE Lesson Plan Template Instructions.

Write a lesson plan using the SOE Lesson Plan Template that you will be able to teach a 15-minute segment of in Week 5.

Focus on what your formative assessments will look like and the summative evaluation for the overall content standard of your lesson.

Reflect on the following in the Lesson Reflection, Pre-Teaching section of the template:

- How frequently do you use formative assessment in your class?
- How often do you use summative evaluations?
- Which assessment type gives you better information?
- How do you apply this evidence to your lesson for increased student learning?
- What teaching model are you using? Have you changed your teaching approach? Why or why not?

Note. In Week 3 you will record yourself teaching a 15-minute segment of your lesson plan that provides evidence of InTASC Standard 6.

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 7: Summative Evaluation

Learning Objectives

7.1 Determine the purpose and best practice use of summative evaluations.	CLO1, CLO2

Activities and Resources

Readings	7.1
Alliant Library Conrad, D., & Openo, J. (2018). *Assessment strategies for online learning: Engagement and authenticity*. ProQuest Ebook Central. **Review** Ch. 1: The Big Picture: A Framework for Assessment in Online Learning	
Online Resource Chappuis, S., & Chappuis, J. (2008). The Best Value in Formative Assessment. *Educational Leadership*, 65(4).	
YouTube **View** the "Summative Assessment: Overview & Examples" video [6:57].	

Assignments

Discussion: Summative Evaluations	7.1
Respond to the following prompts in the Summative Evalutions discussion forum by Wednesday: • What is the difference between formative assessments and summative evaluations? • Why is it important to use summative evaluations? • In what ways will your students gain understanding and depth of learning after you have pulled evidence from a summative evaluation? • How will you adjust your teaching based on the information gained from a summative evaluation? • How does the use of summative evaluations support InTASC Standard 6?	

Support your response with citations and references consistent with APA style guidelines.

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

Assignment: Classroom Teacher Observation #2	7.1

Teacher Candidates are required to complete a minimum of 10 hours of Classroom Teacher Observation across the arc of the program. Over the next 7 weeks you are required to observe a minimum of 2.5 hours of effective teaching. Observations 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.

Classroom Teacher Observation Hours for all Intern pathways in this course are as follows:

- Week 3: 1 hour of observation completed
- Week 7: 1.5 hours of observation completed

Complete the Classroom Observation Form for InTASC Standards 6–10.

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

Submit your completed Classroom Observation Form by Sunday.

Assignment: Progress Assessment #3	6.1, 7.1

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of InTASC Standard 6.

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

- English Permission Slip
- Spanish Permission Slip

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

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

Complete the Remote Site Visit Preparation form to provide detailed context for your video.

Follow the instructions on the ADVANCE Step by Step document to upload your video. You will be required to:

Copy and paste your answers from the Remote Site Visit Preparation form into the appropriate pre-observation survey questions text boxes.

Annotate your video by tagging instances in the video that align to InTASC Standard 6.

Refer to the InTASC Alignment Chart to see and alignment of the standards.

Download your assessment report from Teaching Channel.

Submit your assessment report to Canvas by Sunday.

Week 8: Professional Educator

Learning Objectives

8.1 Determine the importance of developing as a professional educator.	COURSE

Activities and Resources

Readings	8.1
Review previous weeks' resources as needed.	

Assignments

Discussion: Professional Educator	8.1
Respond to the following prompts in the Professional Educator discussion forum by Wednesday: • Review the Introduction video you created from Week One, did you learn what you indicated? • Reflecting on your teaching practice is an integral part of being a professional educator, how can you use the skills and concepts presented in this course to further develop your skills as a professional educator? • Why is this important to InTASC Standards 9 & 10? **Support** your response with citations and references consistent with APA style guidelines. **Reply** to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Assignment: Quarterly Summative Assessment	COURSE
The Quarterly Summative Assessment is a summative scoring rubric based on the InTASC Standards, ISTE Standards, and Alliant's Guiding Principles Dispositions. The District Support Provide or Master Teacher will complete this form and return it to you as a final assessment of your teaching performance. **Note**. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral.	

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.

Provide the Quarterly Summative Assessment document to your District Support Provide or Master Teacher to complete.

Submit the completed Quarterly Assessment document by Sunday.

Assignment: Verification of Hours Log	COURSE

Teacher Candidates are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. Standard Intern and ECO Intern Candidates are required to complete an additional 189 hours of support and supervision during the academic year. 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.

Clinical Practice hours for all Intern pathways in this course are as follows:

Teacher-of-Record: 198 hours total

Clinical Practice Hours: 150
Additional Intern Support & Supervision Hours: 36
Additional English Learner-specific Hours: 12

Complete the VERIFICATION OF HOURS LOG – Intern – CP1 – CPIV form. Completion instructions are included on the form.

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.

Submit your Log by Sunday.

Rubrics

Discussion Rubric–30 Points

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Initial Response to the Forum Topic 20 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic 10 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Discussion Rubric–40 Points

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Initial Response to the Forum Topic 25 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic 15 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

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

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Opening 2 point	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific,	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific,	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,	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

	appropriate examples of how to differentiate instruction for diverse students.	appropriate examples of how to differentiate instruction for diverse students.	appropriate examples of how to differentiate instruction for diverse students.	needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
Intro to New Material 4 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
Guided Practice 4 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
Independent Practice 4 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
Closing & Homework 4 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for	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	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	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

	Diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson described; Realistic and age appropriate.	students; Clearly states whether homework will be assigned or not; Clear progression from lesson described.	students; Clearly states whether homework will be assigned or not; Unclear of the connection between lesson and homework.	strategies are not adequate or need more explanation; Does not explain whether or not homework will be assigned.
Lesson Reflections 4 points	Lesson reflections are appropriate and relevant to the reflection topic for the week: Week 2: Describe your pre-assessment. What are your expectations for student outcomes on the assessment? What teaching model are you using? Why? Week 4: Based on the evidence you gathered from the last lesson plan; how did you apply what you learned from Weeks 2 & 3 to this lesson that will help deepen student learning? What teaching model are you using? Have you changed your approach? Why or why not? Week 6: How frequently do you use formative assessment in your class? How often do you use summative evaluations? Which assessment type gives you better information? How do you apply this evidence to your lesson for increased student learning? What teaching model are you using? Have you changed your teaching approach? Why or why not?	Lesson reflections are appropriate to the reflection topic for the week: Week 2: Describe your pre-assessment. What are your expectations for student outcomes on the assessment? What teaching model are you using? Why? Week 4: Based on the evidence you gathered from the last lesson plan; how did you apply what you learned from Weeks 2 & 3 to this lesson that will help deepen student learning? What teaching model are you using? Have you changed your approach? Why or why not? Week 6: How frequently do you use formative assessment in your class? How often do you use summative evaluations? Which assessment type gives you better information? How do you apply this evidence to your lesson for increased student learning? What teaching model are you using? Have you changed your teaching approach? Why or why not?	Lesson reflections are limited or cursory to the reflection topic for the week: Week 2: Describe your pre-assessment. What are your expectations for student outcomes on the assessment? What teaching model are you using? Why? Week 4: Based on the evidence you gathered from the last lesson plan; how did you apply what you learned from Weeks 2 & 3 to this lesson that will help deepen student learning? What teaching model are you using? Have you changed your approach? Why or why not? Week 6: How frequently do you use formative assessment in your class? How often do you use summative evaluations? Which assessment type gives you better information? How do you apply this evidence to your lesson for increased student learning? What teaching model are you using? Have you changed your teaching approach? Why or why not?	Lesson reflections are inappropriate or inaccurate to the reflection topic for the week: Week 2: Describe your pre-assessment. What are your expectations for student outcomes on the assessment? What teaching model are you using? Why? Week 4: Based on the evidence you gathered from the last lesson plan; how did you apply what you learned from Weeks 2 & 3 to this lesson that will help deepen student learning? What teaching model are you using? Have you changed your approach? Why or why not? Week 6: How frequently do you use formative assessment in your class? How often do you use summative evaluations? Which assessment type gives you better information? How do you apply this evidence to your lesson for increased student learning? What teaching model are you using? Have you changed your teaching approach? Why or why not?

EDU62470: Standard Intern–Teaching & Learning

		Meets Requirements 100%	Approaches Requirements 68%	Below Requirements 35%
Context 2 point		Provides context to the lesson plan describing the grade, content and class setting.	More details needed to understand the class setting.	Does not provide a context to lesson plan.
Objective 4 points		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 standards; Related to lesson.	Objectives partially support the 'KUD' approach to creating instructional objectives, more specificity needed; Loosely aligned to ISTE, State Standards Seems unachievable in one lesson; Wordy or vague.	Objectives do not support the 'KUD' approach to creating instructional objectives, objectives are not aligned to ISTE, State standards; Objective is not related to lesson described.
Assessment 4 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.
ISTE or Standards 2 point		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.
Differentiation 4 points		Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.	Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.	Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.
Diverse Learners (Mixed Abilities) 4 points		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.	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.	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.
Social and Emotional Skills 4 points		Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.	More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.	Does not describe how social and emotional competencies and character skills are supported by the lesson.

EDU62470: Standard Intern–Teaching & Learning

		Thorough list of materials required for the lesson described; Includes quantities and any prep required.	Some keys items described in lesson are listed.	Does not provide a list of materials for lesson.
Materials 2 point				
References 2 point		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.

Classroom Observation Reflection Rubrics (Weeks 3 & 7)

	Meets Requirements 100%	Approaches Requirements 68%	Below Requirements 35%
Context 5 points	Provides context each of the classroom observations describing the grade, content and class setting.	Provides most details needed to understand the class setting.	Needs more details needed to understand the class setting
Constructing Meaning 15 points	Demonstrates the ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs. Understands the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction.	Partially demonstrates the ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs. Understanding of the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction are limited and cursory.	Demonstrates little to no ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs. Understanding of the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction may be inappropriate or inaccurate.
Evidence 15 points	Evidence provided is a detailed and descriptive demonstration of standards-based and developmentally appropriate activities; assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. Evidence provided of behavior management strategies and checks for understanding are appropriate and relevant.	Evidence provided partially demonstrates standards-based and developmentally appropriate activities; assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. Evidence provided of behavior management strategies and checks for understanding are limited and cursory.	Evidence provided does little or nothing to demonstrate standards-based and developmentally appropriate activities; assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. Evidence provided of behavior management strategies and checks for understanding are inappropriate or inaccurate.
Takeaways 15 points	Cites three specific strategies learned from the observation and explains how it will impact your teaching	Takeaway are general and vague or not clearly connected to observations	Less than 3 takeaways

Quarterly Summative Assessment Rubric

	Meets Requirements 100 Points (100-70 Points from Form)	Below Requirements 0 Points (69-0 Points from Form)
Teacher Candidate Performance	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.	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.