

# Faculty Syllabus

## EDU 62490: Clinical Practice IV: Reflection & Professional Responsibility

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### Course Information

Term and Year:

Class Location:

### Instructor Information

Name:

Phone:

Email:

Availability:

Office Hours:

### University Mission Statement

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

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

### Teacher Education Program Objectives (PO)

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

### The California School of Education (CSOE)

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

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

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

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

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

### Unit Guiding Principles

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

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

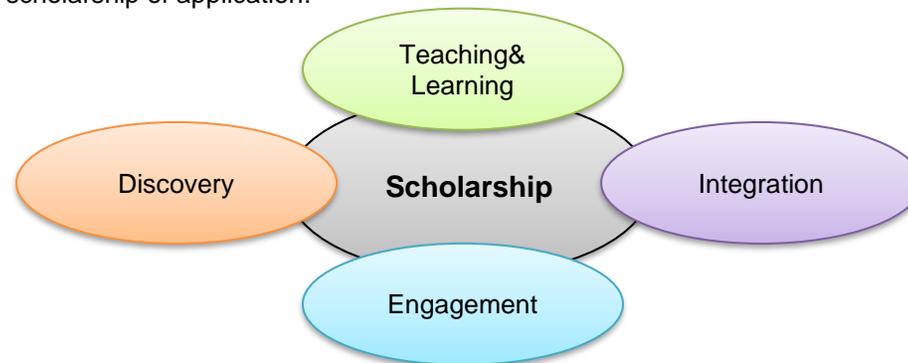
**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

### Theoretical Framework

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

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;

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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

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

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

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

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

Retrieved from <https://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

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
<b>CLO1:</b> 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
<b>CLO2:</b> 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
<b>CLO3:</b> 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.

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### Required Course Materials

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

ISBN: 9781433832161

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

### Available in the Alliant Library

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

## 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 last day of the week unless I notify you otherwise. Be sure you are checking the course announcements and your allian.edu email regularly.

### Syllabus/Schedule

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

## University Administrative Policies & Student Resources

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

### Academic Code of Conduct and Ethics

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

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

**Disability Accommodations Request**

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

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

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

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

**Attendance**

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

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

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

**Technology Requirements and Support**

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

## Course Overview

Week 1: Topic .....	13
Week 2: Topic .....	17
Week 3: Topic .....	19
Week 4: Topic .....	22
Week 5: Topic .....	24
Week 6: Topic .....	27
Week 7: Topic .....	29
Week 8: Topic .....	33

## 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
Observation & Verification Logs	40

### Course Assessments

Assessment	Due	Assignment Category	Point Value
<b>Week 1</b>			
Assignment: Improvement Plan		Assignment	50
Discussion: Improvement Plan Reflection		Discussion	25
Assignment: Intern Tracking		Observation & Verification Logs	50
<b>Week 2</b>			
Assignment: Lesson Revision		Assignment	50
Assignment: Lesson Plan #1		Assignment	50
<b>Week 3</b>			
Discussion: Student Self-Assessment Data		Discussion	25
Assignment: Classroom Teacher Observation #1		Observation & Verification Logs	50

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Assignment: Progress Assessment #1	Progress Assessment	100
<b>Week 4</b>		
Assignment: District Support Provider Feedback Form	Observation & Verification Logs	50
Assignment: Revising a Co-Planning Lesson	Assignment	50
Assignment: Lesson Plan #2	Assignment	50
<b>Week 5</b>		
Discussion: Instructing with Intention	Discussion	25
Assignment: Progress Assessment #2	Performance Assessments	100
<b>Week 6</b>		
Assignment: Lesson Plan #3	Assignment	50
Discussion: Assessing with a System	Discussion	25
<b>Week 7</b>		
Assignment: Progress Assessment #3	Performance Assessments	100
Assignment: Data Analysis	Assignment	50
Assignment: Classroom Teacher Observation #2	Observation & Verification Logs	50
<b>Week 8</b>		
Assignment: Personal Philosophy of Education Video	Assignment	100
Assignment: Quarterly Summative Assessment	Performance Assessments	100
Assignment: Verification of Hours Log	Observation & Verification Logs	100
<b>Total Points</b>		<b>1,090</b>

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

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

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

**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***

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### **Learning Objectives**

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

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

<b>Preparation: Verification of Hours Log</b>	<b>COURSE</b>
<p>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, 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>Clinical Practice hours for all Intern pathways in this course are as follows:</p>	

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.

**Collect** the District Support Provider's (DSP) wet signature or e-signature at the end of the observation(s). A wet or e-signature is required to receive full credit for your log. Failure to do so will result in a grade of zero.

**Submit** your Log by Sunday of Week 8.

Preparation: Classroom Teacher Observation	COURSE
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Teacher Candidates are required to complete a minimum of 10 hours of Classroom Teacher Observation outside of your classroom setting 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:

Use the Week 3 Classroom Observation Form to complete this assignment.

Week 3: 1 hour of observation completed

- Use the Week 3 Classroom Teacher Observation Hours Form to document & collect your observation hours

Week 7: 1.5 hours of observation completed

- Use the Week 7 Classroom Teacher Observation Hours Form to document & collect your observation hours

**Begin** scheduling time complete your observation hours.

## Assignments

<b>Assignment: Improvement Plan</b>	1.1
<p><b>Complete</b> the Alliant CSOE Guiding Principles Dispositions Checklist.</p> <p><b>Compare</b> 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><b>Complete</b> the SMART Goal Worksheet.</p> <p><b>Create</b> an improvement plan, with one or two SMART Goals, based on the lowest score of the Alliant CSOE Guiding Principles Dispositions Checklist (can be located in <a href="#">the Clinical Practice Resource Page</a>). Use the Improvement Plan Worksheet as a guide for what to include in your plan.</p> <p><b>Submit</b> your improvement plan with the completed Guiding Principle Disposition Assessment and SMART Goal Worksheet to Canvas by Thursday.</p>	
<b>Discussion: Improvement Plan Reflection</b>	1.1
<p><b>Record</b> 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"><li>• What disposition from the Alliant CSOE Guiding Principles Dispositions Checklist did you see the most growth from EDU62030 to this course?</li><li>• What disposition from the Alliant CSOE Guiding Principles Dispositions Checklist is still an area of need?</li><li>• What are your SMART goals for this area of need?</li></ul> <p><b>Share</b> some highlights from your Improvement Plan.</p> <p><b>Note:</b> 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).</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Assignment: Intern Tracking</b>	N/A
<p><b>Complete</b> the <a href="#">Intern Tracking Form</a>.</p>	

**Complete** the [Intern 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 full PDF of the form 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

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

### Assignments

<b>Assignment: Lesson Revision</b>	2.1
In your <i>current placement</i> , <b>select</b> a lesson plan you have recently taught this term that requires a re-teach and/or you would like to improve upon. You will need be able to record yourself re-teaching a 15-minute segment of this lesson for the Week 3 Progress Assessment assignment. <b>Complete</b> 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.

**Review** the Lesson Plan Template Instructions.

**Use** the Lesson Plan Template for the revision.

- CSOE Lesson Plan Template
- SOE Lesson Plan Template

**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, & 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 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

<b>Readings</b>	3.1
<b><i>Where Great Teaching Begins</i></b> Ch. 8: Checklists and Rubrics	
<b><i>Alliant Library</i></b> <a href="#">Intentional and targeted teaching: A framework for teacher growth and leadership</a>  Read Ch. 3: Instructing with Intention  <a href="#">Assessment strategies for online learning: Engagement and authenticity</a>  Read Ch. 9: A Few Words on Self-Assessment	

### Assignments

<b>Discussion: Student Self-Assessment Data</b>	3.1
<b>Respond</b> to the following prompts in the Student Self-Assessment Data discussion forum by Wednesday: <ul style="list-style-type: none"><li>• What did you learn after analyzing the student self-assessment?</li><li>• How will it guide your planning for your next lesson?</li><li>• Why is collecting student self-assessment data important?</li></ul> <b>Use</b> 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: 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

Use the Week 3 Classroom Teacher Observation Hours Form to document & collect your observation hours

- Week 3 Classroom Teacher Observation Form
- Week 3 InTASC Classroom Teacher Observation Form

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

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

**Submit** your completed Week 3 Classroom Observation Hours Form by Sunday.

**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. Permission Slips for your pathway can be located in the course materials tab of your course.

- 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; *Evidence of yourself and your students must be viewable*; 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.

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

## Week 4: Co-Planning with Other Educators

### Learning Objectives

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

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

### Assignments

<p><b>Assignment: District Support Provider Feedback Form</b></p>	<p>COURSE</p>
<p><b>Complete</b> the District Support Provider Feedback Form:</p> <p>Part I: To be complete by you District Support Provider</p> <ul style="list-style-type: none"> <li>• Universal Standards District Feedback Form (CA Multiple/Single)</li> <li>• InTASC District Support Feedback Form (AZ Elementary/Secondary)</li> <li>• Part II: To be completed by the Teacher Candidate</li> </ul> <p><b>Obtain</b> 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.

**Review** the Lesson Plan Template Instructions.

**Use** the Lesson Plan Template for the revision.

- CSOE Lesson Plan Template
- SOE Lesson Plan Template

**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.

**Faculty Notes:** Remind candidates to complete the reflection portion of their lesson plan and cite sources used.

## ***Week 5: Reflection on Lesson Effectiveness***

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### **Learning Objectives**

**5.1** Assess the effectiveness of a lesson after a re-teach using the FIT Teaching Growth Tool on Intentional Teaching

CLO1, CLO2

### **Activities and Resources**

#### **Reading**

##### ***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**

**Complete** the following Instructing with Intention FIT Teaching and Growth Leadership rubrics, available in the Appendix of *Intentional and Targeted Teaching*, for the co-teaching lesson plan you revised in Week 4:

- 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. Permission Slips for your pathway can be located in the course materials tab of your course.

- 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; *Evidence of yourself and your students must be viewable*; 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

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### Learning Objectives

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

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

### Assignments

<b>Assignment: Lesson Plan #3</b>	6.1
<b>Review</b> the Lesson Plan Template Instructions. <b>Write</b> a lesson plan using the Lesson Plan Template that you will be able to teach a 15-minute segment of in Week 7. <ul style="list-style-type: none"><li>• CSOE Lesson Plan Template</li><li>• SOE Lesson Plan Template</li></ul> <b>Ensure</b> you have a summative evaluation in your lesson plan. <b>Reflect</b> 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?	

**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.

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

## Assignments

Assignment: Progress Assessment #3	COURSE
<p><b>Select</b> a 15-minute segment of your lesson plan from Week 6 that provides evidence of UU TPE5&amp;6 or InTASC Standard 6,9 &amp;10.</p> <p><b>Ensure</b> you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder. Permission Slips for your pathway can be located in the course materials tab of your course.</p> <ul style="list-style-type: none"><li>• English Permission Slip</li><li>• Spanish Permission Slip</li></ul> <p><b>Record</b> yourself teaching the selected 15-minute segment of your lesson plan. The segment must include <b>you</b> teaching a minimum of <b>four</b> students. Only 15 minutes of your video will be viewed and graded; <i>Evidence of yourself and your students must be viewable</i>; videos under 15 mins can result in a deduction of points and a possible grade of zero.</p> <p><b>Note.</b> 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 <a href="#">CSOE Teacher Education Clinical Practice Resources</a> page.</p> <p><b>Complete</b> the following for eligible progress assessments:</p> <ul style="list-style-type: none"><li>• *the CSOE Lesson Plan</li><li>• *the *Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.</li></ul> <p><b>Annotations</b></p> <p><b>Annotate</b> your video by:</p> <ul style="list-style-type: none"><li>○ *Time-Stamp and annotated examples in the video that align to UU TPE5&amp;6 or InTASC Standards 6, 9&amp;10</li><li>○ *Provide a detailed justification for why/why not the examples which aligns with UU TPE5&amp;6 or InTASC Standards 6, 9&amp;10</li><li>○ Self-Scoring .</li></ul> <p><b>*Exit Ticket</b></p> <ul style="list-style-type: none"><li>• Upload your exit ticket to Teaching Channel</li><li>• <b>Submit</b> your exit ticket to Canvas by Sunday.</li></ul> <p>*Failure to submit <b>ALL</b> 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.</p> <p><b>Note.</b> Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.</p>	

**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.

**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 7: 1.5 hours of observation completed

Use the Week 7 Classroom Teacher Observation Hours Form to document & collect your observation hours

- Week 7 Classroom Teacher Observation Form
- Week 7 InTASC Classroom Observation Form

**Complete** the Classroom Observation Form for UU TPE 1–6 or InTASC Standards 1–10.

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

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

## Week 8: Self-Reflection

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### Learning Objectives

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

<b>Readings</b>	8.1
<b>Review</b> previous weeks resources as needed.	

### Assignments

<b>Assignment: Personal Philosophy of Education Video</b>	8.1
<p><b>Review</b> the following:</p> <ul style="list-style-type: none"><li>• Alliant CSOE Guiding Principles Dispositions Checklist you completed in Week 1</li><li>• Alliant’s Impact Values, these can be found in your Clinical Practice Handbook</li><li>• Teaching Philosophy of Education from the EDU 6204A or 6204B courses</li></ul> <p><b>Reflect</b> on how your personal philosophy of education has changed over the course of the program.</p> <p><b>Create</b> a two-to four-minute 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.</p> <p><b>View</b> the following as examples of well-produced personal philosophy of education videos:</p> <ul style="list-style-type: none"><li>• <a href="#">“My Teaching Philosophy- Hussein El Haj Ahmad”</a> [3:36].</li><li>• <a href="#">“My Teaching Philosophy”</a> [2:55].</li></ul> <p><b>Submit</b> a link to your video by Friday.</p>	

**Assignment: Quarterly Summative Assessment**

The Quarterly Summative Assessment is a summative scoring rubric based on the Universal/Mild Moderate 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.

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

Part I:

- Use the form below that supports your enrolled pathway, which is to be complete by your Master Teacher
  - Universal Quarterly Summative Assessment
  - InTASC Quarterly Summative Assessment
  
- Part II:
  - Provide the Feedback Form to your Master Teacher prior to Friday to ensure you are able to obtain feedback in time for submission.
  - **Collect** the Master Teacher's wet signature or e-signature at the end of the observation(s). A wet or e-signature is required to receive full credit for your form. Save your Feedback Form as a PDF.
  - **Save** your signed District Support Feedback form in your IDP OneDrive folder

**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.

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.

**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, 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.

**Collect** the District Support Provider's (DSP) wet signature or e-signature at the end of the observation(s). A wet or e-signature is required to receive full credit for your log. Failure to do so will result in a grade of zero.

**Submit** your Log by Sunday of Week 8.

**Rubrics**

**Updated Discussion Rubric: 25pts**

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

**Tracking Form Rubric 50 pts**

	Meets Requirements 50 Points	Below Requirements 0 Points
<b>Form Completion</b> <b>50</b>	Tracking form has been completed in its entirety and the saved PDF of submission (as indicated in the form directions) is submitted the assignment prior to or by the assigned due date.	Tracking Form was not completed in its entirety or the saved PDF of submission was not submitted correctly or on time.

**Assignment Rubric–50 Point Generic**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 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.
<b>Application</b> 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.
<b>Format</b> 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 50pt**

	<b>Meets Requirements 50 Points</b>	<b>Below Requirements 0 Points</b>
<b>Teacher Candidate Feedback</b>	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)**

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

<b>Lesson Plan Rubrics (Weeks 2, 4, &amp; 6) Criteria</b>	<b>Ratings</b>				<b>Pts</b>
<p>This criterion is linked to a Learning Outcome</p> <p>Intro to New Material</p>	<p><b>4 pts</b>  <b>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.</b></p>	<p><b>3 pts</b>  <b>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.</b></p>	<p><b>2.72 pts</b>  <b>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.</b></p>	<p><b>1.4 pts</b>  <b>More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.</b></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>Guided Practice</p>	<p><b>4 pts</b>                      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><b>3 pts</b>                      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><b>2.72 pts</b>                      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><b>1.4 pts</b>                      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>	4 pts

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

<b>Lesson Plan Rubrics (Weeks 2, 4, &amp; 6) Criteria</b>	<b>Ratings</b>				<b>Pts</b>
<p>This criterion is linked to a Learning Outcome</p> <p>Closing &amp; Homework</p>	<p><b>4 pts</b>  <b>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.</b></p>	<p><b>3 pts</b>  <b>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.</b></p>	<p><b>2.72 pts</b>  <b>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.</b></p>	<p><b>1.4 pts</b>  <b>More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation; Does not explain whether or not homework will be assigned.</b></p>	<p>4 pts</p>

<b>Lesson Plan Rubrics (Weeks 2, 4, &amp; 6) Criteria</b>	<b>Ratings</b>				<b>Pts</b>
This criterion is linked to a Learning Outcome  Lesson Reflections	<b>4 pts</b> <b>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?</b>	<b>3 pts</b> <b>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?</b>	<b>2.72 pts</b> <b>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?</b>	<b>1.4 pts</b> <b>"Lesson reflections are inappropriate or inaccurate to the reflection topic for the week:</b>	4 pts
This criterion is linked to a Learning Outcome  Context	<b>2 pts</b> <b>Provides context to the lesson plan describing the grade, content and class setting.</b>	<b>1.36 pts</b> <b>More details needed to understand the class setting.</b>	<b>0.7 pts</b> <b>Does not provide a context to lesson plan.</b>	2 pts	

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Lesson Plan Rubrics (Weeks 2, 4, & 6) Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome  Objective	<b>4 pts</b> <b>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.</b>	<b>2.72 pts</b> <b>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.</b>	<b>1.4 pts</b> <b>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.</b>	4 pts
This criterion is linked to a Learning Outcome  Assessment	<b>4 pts</b> <b>Clearly indicates the way(s) student progress will be monitored during and after lesson.</b>	<b>2.72 pts</b> <b>More specific details needed to understand how student progress will be monitored.</b>	<b>1.4 pts</b> <b>Does not describe a method of how students will be monitored.</b>	4 pts
This criterion is linked to a Learning Outcome  ISTE, State or Common Core, & TPE Standards	<b>2 pts</b> <b>Identified standards for the correct grade and content area; Standards related to lesson described.</b>	<b>1.36 pts</b> <b>Connection between standards and lesson is unclear.</b>	<b>0.7 pts</b> <b>Does not provide the correct standards for the grade and content area.</b>	2 pts

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

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

	<b>Meets Requirements 50 Points</b>	<b>Below Requirements 0 Points</b>
<b>Teacher Candidate Feedback</b>	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, Mild Moderate TEPs, InTASC Standards, & CEC)

**Progress Assessments 1  
100pts**

**California Candidates: Universal TPE1&2  
Arizona Candidates: InTASC 1-3**

**Progress Assessments 2  
100pts**

**California Candidates: Universal TPE 3&4  
Arizona Candidates: InTASC 4&5, 7&8**

**Progress Assessments 3  
100pts**

**California Candidates: Universal TPE 5&6  
Arizona Candidates: InTASC 6, 9&10**