

Faculty Syllabus

EDU62470: Standard Intern–Teaching & Learning

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

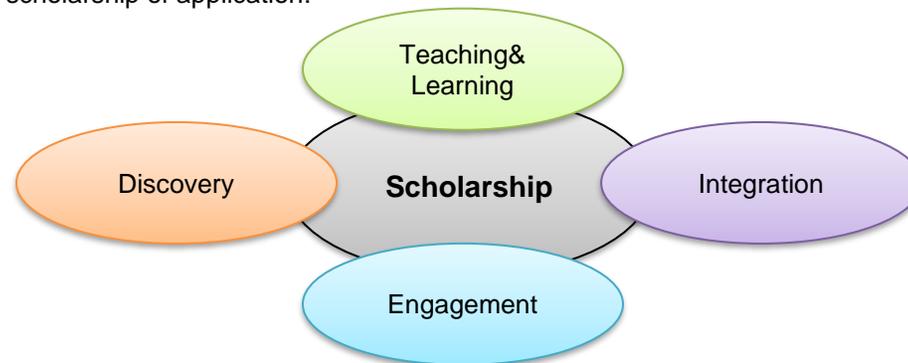
A=Application: Theory to Practice

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

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://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

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

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 TPEs are incorporated in your lessons. You will be introduced to the evidence-based practice of backwards design principles, and 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

| California School of Education (CSOE) | | | | |
|--|-----------------|-------------------------|------------|------------|
| CLO | Program Outcome | InTASC | ISTE | UU TPE's |
| CLO1: Interpret the importance of detailed lesson planning. | PO2, 3, 4, 5 | Standards 7, 8, 9, & 10 | Standard 1 | TPE4, TPE6 |
| CLO2: Integrate effective learning strategies to support all students. | PO2, 3, 4, 5 | Standards 6, 7, & 8 | Standard 1 | TPE4, TPE5 |
| CLO3: Analyze the importance of various teaching models to become a more effective teacher. | PO2, 3, 4, 5 | Standards 6, 7, & 8 | Standard 1 | TPE4, TPE5 |

Student Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Required Course Materials

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

ISBN: 9780133985580

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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.

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

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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: Characteristics of Effective Teaching | 13 |
| Week 2: Gathering Evidence..... | 17 |
| Week 3: Adjusting Instruction | 19 |
| Week 4: Deepen Student Learning | 22 |
| Week 5: Deepen Student Learning Continued | 25 |
| Week 6: Formative Assessment | 28 |
| Week 7: Summative Evaluation | 31 |
| Week 8: Professional Educator | 34 |

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 | 25 |
| Discussion: Learning Environment | | Discussion | 25 |
| Assignment: Intern Tracking | | Assignment | 50 |
| Week 2 | | | |
| Discussion: Evidence in Teaching & Learning | | Discussion | 25 |
| Assignment: Lesson Plan #1 | | Assignment | 50 |
| Week 3 | | | |
| Discussion: Adjusting Instruction | | Discussion | 25 |
| Assignment: Classroom Teacher Observation #1 | | Observations & Log | 40 |
| Assignment: Progress Assessment #1 | | Performance Assessments | 100 |
| Week 4 | | | |
| Discussion: Student Learning | | Discussion | 25 |
| Assignment: Lesson Plan #2 | | Performance Assessments | 50 |
| District Support Feedback Form | | Performance Assessments | 50 |
| Week 5 | | | |
| Discussion: Evaluating Instruction | | Discussion | 25 |
| Assignment: Progress Assessment #2 | | Performance Assessments | 100 |
| Week 6 | | | |
| Discussion: Formative Assessment | | Discussion | 25 |
| Assignment: Lesson Plan #3 | | Performance Assessments | 50 |
| Week 7 | | | |
| Discussion: Summative Evaluations | | Discussion | 25 |
| Assignment: Classroom Teacher Observation #2 | | Observations & Log | 40 |
| Assignment: Progress Assessment #3 | | Performance Assessments | 100 |
| Week 8 | | | |
| Discussion: Professional Educator | | Discussion | 25 |
| Assignment: Quarterly Summative Assessment | | Performance Assessments | 100 |
| Assignment: Verification of Hours Log | | Observations & Log | 100 |
| Total Points | | | 1055 |

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***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: 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 |
|--|----------|
| <p>The First Days of School</p> <ul style="list-style-type: none"> Unit A: Basic Understandings–The Teacher Unit B: First Characteristic–Positive Expectations Unit E: Future Understandings–The Professional | |
| <p>Online Resource</p> <p>Gonzalez, J. (2017). Retrieval Practice: The Most Powerful Learning Strategy You’re Not Using. Cult of Pedagogy.</p> | |
| <p>YouTube</p> <p>View the “Fall-Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning” video [8:11].</p> | |

| Preparation: Verification of Hours Log | COURSE |
|--|--------|
| <p>Teacher Candidates are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. 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.</p> <p>Clinical Practice hours for all Intern pathways in this course are as follows:</p> <p>Teacher-of-Record: 198 hours total</p> | |

- 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

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 7: 1.5 hours of observation completed

- Use the Week 7 Classroom Teacher Observation Hours Form to

Begin scheduling time complete your observation hours.

Assignments

| | |
|---|----------|
| Discussion: Introductions | N/A |
| <p>Utilize YouTube to record your responses.</p> <p>Record a 2-to 4-minute response (*You Tube) to the following prompts in the Introductions discussion forum by Wednesday: *be sure your enable closed captions on your video.</p> <ul style="list-style-type: none">• Introduce yourself to the class: name, the credential you are seeking, and a brief professional background.• 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? <p>Utilize the video function within the discussion forum to record your responses.</p> <p>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).</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> | |
| Discussion: Learning Environment | 1.1, 1.2 |
| <p>Respond to the following prompts in the Learning Environment discussion forum by Friday:</p> <ul style="list-style-type: none">• 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 UU TPE4 or InTASC Standards 7 & 8? Be specific. <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>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 (Friday).</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> | |

| Assignment: Intern Tracking | N/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.</p> <p>Note. Be sure to check the box to receive an email receipt of your responses.</p> <p>Submit the saved PDF as your Week 1 assignment by Sunday.</p> | |

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 | |
|--|--|
| Where Great Teaching Begins Ch. 2: | |
| Online Resources <ul style="list-style-type: none">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 | |
|--|--|
| <p>Respond to the following prompts in the Evidence in Teaching & Learning discussion forum by Wednesday:</p> <ul style="list-style-type: none">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 know if your lesson has been successful?If your lesson is a success, will all students perform the same on the assessment? Provide rationale for your response.How do you assess lesson comprehension by you and your students?Why is gathering evidence important to UU TPE's 46 or InTASC Standards 7&8 ? | |

Support your response with citations and references 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: Lesson Plan #1

Review the CSOE Lesson Plan Template Instructions.

Write a lesson plan using the CSOE Lesson Plan Template that you will be able to teach a 15-minute segment supporting your Week 3 Progress Report.

- CSOE Lesson Plan Template (TPEs)
- SOE Lesson Plan Template (InTASC Standards)

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 UU TPE 4 or 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.

Support your response with citations and references consistent with APA style guidelines. **Submit** your Lesson Plan by Sunday.

Week 3: Adjusting Instruction

Learning Objectives

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

Activities and Resources

| <p>Readings</p> | <p>3.1, 3.2</p> |
|---|-----------------|
| <p>Instruction: A Models Approach</p> <p>Ch. 3: Ch. 6: Ch. 8:</p> | |
| <p>Where Great Teaching Begins</p> <p>Ch. 9:</p> | |
| <p>Culturally Responsive Teaching & the Brain</p> <p>Ch. 8:</p> | |

Assignments

| <p>Discussion: Adjusting Instruction</p> | <p>3.1, 3.2</p> |
|---|-----------------|
| <p>Respond to the following prompts in the Adjusting Instruction discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • 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 UU TPE4 or InTASC Standards 7 & 8? | |

Support your response with citations and references 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
- Week 7: 1.5 hours of observation completed

Complete the Week 3 Classroom Observation Form for UU TPE 4 or InTASC Standards 7&8 .

- Week 3 Classroom Observation form

Week 3 InTASC Classroom Observation form **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.

Assignment: Progress Assessment #1

COURSE

Select a 15-minute segment of your lesson plan from Week 1 that provides evidence of UU TPE4 or InTASC Standards 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. *Evidence of yourself and your students must be viewable.* 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 TPE4 or InTASC Standards 7&8
 - *Provide a detailed justification for why/why not the examples which aligns with UU TPE4 or InTASC Standards 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 TPE InTASC Alignment Chart to see and alignment of the standards.

Week 4: Deepen 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: | |
| Where Great Teaching Begins Ch. 10: | |
| Online Resources <ul style="list-style-type: none">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 |
| <p>Respond to the following prompts in the Student Learning discussion forum by Wednesday:</p> <ul style="list-style-type: none">• 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 UU TPE 5 or InTASC Standard 6,? <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>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).</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> | |
| Assignment: Lesson Plan #2 | 4.1 |
| <p>Review the CSOE Lesson Plan Template Instructions.</p> <p>Apply the methods of analyzing your teaching and gathering evidence to a recent lesson plan.</p> <p>Write a lesson plan that will deepen student learning, based on your analysis and evidence gathered.</p> <p>Use the CSOE Lesson Plan Template that you will be able to teach a 15-minute segment of in Week 5.</p> <ul style="list-style-type: none">• CSOE Lesson Plan Template (TPEs)• SOE Lesson Plan Template (InTASC Standards) <p>Reflect on the following in the Lesson Reflection, Pre-Teaching section of the template:</p> <ul style="list-style-type: none">• 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? <p>Note. In Week 3 you will record yourself teaching a 15-minute segment of your lesson plan that provides evidence of UU TPE5 or InTASC Standard 6.</p> | |

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

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

Submit your Lesson Plan by Sunday.

Assignment: District Support Provider Feedback Form

COURSE

Complete the District Support Provider Feedback Form:

Part I: To be complete by you District Support Provider supporting your enrolled pathway

- CSOE Lesson Plan Template (TPEs)
- SOE Lesson Plan Template (InTASC Standards)

Part II: To be completed by the Teacher Candidate

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 form. Failure to do so will result in a grade of zero.

Submit the completed form by Sunday.

Week 5: Deepen 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: Ch. 10: | |
| YouTube View the “Bad teaching example” video [3:35]. | |

Assignments

| Discussion: Evaluating Instruction | 5.1 |
|--|-----|
| <p>Respond to the following prompts in the Evaluating Instruction discussion forum by Wednesday:</p> <ul style="list-style-type: none">• 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 UU TPE 5 or InTASC Standard 6? <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>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).</p> | |

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

Assignment: Progress Assessment #2

5.1

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of UU TPE5 or InTASC Standards 6.

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. *Evidence of yourself and your students must be viewable.* 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 TPE5 or InTASC Standard 6
 - *Provide a detailed justification for why/why not the examples which aligns with UU TPE5 or InTASC Standard 6
 - 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 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 |
|---|-----|
| <p><i>Instruction: A Models Approach</i></p> <p>Ch. 2:</p> | |
| <p><i>Where Great Teaching Begins</i></p> <p>Ch. 7:</p> | |
| <p><i>Culturally Responsive Teaching & the Brain</i></p> <p>Ch. 6:</p> | |
| <p><i>Alliant Library</i></p> <p>Conrad, D., & Openo, J. (2018). Assessment strategies for online learning: Engagement and authenticity. ProQuest Ebook Central.</p> <p>Read Ch. 1: The Big Picture: A Framework for Assessment in Online Learning</p> | |
| <p><i>Online Resources</i></p> <ul style="list-style-type: none"> 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? Scholastic.com. | |
| <p><i>YouTube</i></p> <p>View the "Formative Assessments: Why, When & Top 5 Examples" video [6:57].</p> | |

Assignments

| | |
|---|-----|
| Discussion: Formative Assessment | 6.1 |
| <p>Respond to the following prompts in the Formative Assessment discussion forum by Wednesday:</p> <ul style="list-style-type: none">• 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 UU TPE5&6 or InTASC Standards 6, 9 & 10? <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>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).</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> | |
| Assignment: Lesson Plan #3 | 6.1 |
| <p>Review the CSOE Lesson Plan Template Instructions.</p> <p>Write a lesson plan using the CSOE Lesson Plan Template that you will be able to teach a 15-minute segment of in Week 5.</p> <ul style="list-style-type: none">• CSOE Lesson Plan Template (TPEs)• SOE Lesson Plan Template (InTASC Standards) <p>Focus on what your formative assessments will look like and the summative evaluation for the overall content standard of your lesson.</p> <p>Reflect on the following in the Lesson Reflection, Pre-Teaching section of the template:</p> <ul style="list-style-type: none">• 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 UU TPE5&6 or InTASC Standards 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 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 |
|--|-----|
| <i>Alliant Library</i> 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 | |
| <i>Online Resource</i> Chappuis, S., & Chappuis, J. (2008). The Best Value in Formative Assessment . <i>Educational Leadership</i> , 65(4). | |
| <i>YouTube</i> View the “ Summative Assessment: Overview & Examples ” video [6:57]. | |

Assignments

| Discussion: Summative Evaluations | 7.1 |
|---|-----|
| Respond to the following prompts in the Summative Evaluations discussion forum by Wednesday: <ul style="list-style-type: none">• 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 UU TPE5&6 or InTASC Standard 6, 9 & 10? | |

Support your response with citations and references 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 #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 Week 7 Classroom Observation Form for UU TPE 5&6 or InTASC Standards 6, 9 &10.

- Week 7 Classroom Observation form
- Week 7 InTASC Classroom Observation form

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.

Assignment: Progress Assessment #3

6.1, 7.1

Select a 15-minute segment of your lesson plan from Week 4 that provides evidence of UU TPE5 & 6 or InTASC Standard , 6, 9 &10 .

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. Evidence of yourself and your students must be viewable. 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 TPE5&6 or InTASC Standard 6, 9&10
 - *Provide a detailed justification for why/why not the examples which aligns with UU TPE5&6 or InTASC Standard 6, 9&10
 - Self-Scoring .

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

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

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

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

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

Week 8: Professional Educator

Learning Objectives

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

Activities and Resources

| | |
|--|--|
| Readings | |
| Review previous weeks' resources as needed. | |

Assignments

| | |
|---|--|
| Discussion: Professional Educator | |
| <p>Respond to the following prompts in the Professional Educator discussion forum by Wednesday:</p> <ul style="list-style-type: none">• 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 UU TPE6 or InTASC Standards 9 & 10? <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> | |

| Assignment: Quarterly Summative Assessment | COURSE |
|--|--------|
| <p>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.</p> <p>Provide the Quarterly Summative Assessment document to your District Support Provide or Master Teacher to complete.</p> <p>Part I:</p> <ul style="list-style-type: none"> • Use the form below that supports your enrolled pathway, which is to be complete by your Master Teacher <ul style="list-style-type: none"> ○ Universal Quarterly Summative Assessment ○ InTASC Quarterly Summative Assessment • Part II: <ul style="list-style-type: none"> ○ 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 <p>Provide the Quarterly Summative Assessment document to your District Support Provide in advance to complete. A wet or e-signature is required for grading. Obtain a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.</p> <p>SERC will work with you to understand any extenuating circumstances and develop strategies for remediation with a specific timeframe. The follow up action is documented in the Teacher Performance Plan - DRAFT. When remediation fails, SERC recommends dismissal. See the Student Evaluation and Review Policy.</p> <p>Submit the completed Quarterly Assessment document by Sunday.</p> | |

| Assignment: Verification of Hours Log | |
|--|--|
| <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, virtual reality or simulation teaching, in person or face-to-face classroom instruction, or hybrid instruction settings. Video or other examples of effective teaching can be viewed, in addition to planning instruction, reflecting on instruction, or analyzing student work with the advice and guidance of an experienced educator.</p> | |

EDU62470: Standard Intern–Teaching & Learning

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.

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.

Rubrics

Updated Discussion Rubric: 25pts

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

Tracking Rubric 50pts

| | Meets Requirements 5 Points | Below Requirements 0 Points |
|------------------------|--|--|
| Form Completion | 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. |

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

| Lesson Plan Rubrics (Weeks 2, 4, & 6) 50pts | Ratings | | | | Pts |
|--|--|--|--|---|------------|
| <p>This criterion is linked to a Learning Outcome</p> <p>Opening</p> | <p>2 pts Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.</p> | <p>1.5 pts Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.</p> | <p>1.36 pts Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.</p> | <p>0.7 pts More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.</p> | 2 pts |

| Lesson Plan Rubrics (Weeks 2, 4, & 6) 50ptsCriteria | Ratings | | | | Pts |
|---|--|--|--|---|------------|
| This criterion is linked to a Learning Outcome Intro to New Material | 4 pts Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students. | 3 pts Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students. | 2.72 pts Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students. | 1.4 pts More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation. | 4 pts |
| | | | | | |

| Lesson Plan Rubrics (Weeks 2, 4, & 6) 50pts Criteria | Ratings | | | | Pts |
|---|--|--|--|---|-------|
| This criterion is linked to a Learning Outcome Guided Practice | 4 pts Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students. | 3 pts Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students. | 2.72 pts Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students. | 1.4 pts More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation. | 4 pts |
| | | | | | |

| Lesson Plan Rubrics (Weeks 2, 4, & 6) 50pts Criteria | Ratings | | | | Pts |
|--|--|--|--|---|-------|
| This criterion is linked to a Learning Outcome Independent Practice | 4 pts Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students. | 3 pts Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students. | 2.72 pts Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students. | 1.4 pts More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation. | 4 pts |
| | | | | | |

| Lesson Plan Rubrics (Weeks 2, 4, & 6) 50pts Criteria | Ratings | | | | Pts |
|--|---|--|--|--|-------|
| This criterion is linked to a Learning Outcome Closing & Homework | 4 pts Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for Diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson described; Realistic and age appropriate. | 3 pts Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson described. | 2.72 pts Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Unclear of the connection between lesson and homework. | 1.4 pts More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation; Does not explain whether or not homework will be assigned. | 4 pts |

| Lesson Plan Rubrics (Weeks 2, 4, & 6) 50pts Criteria | Ratings | | | | Pts |
|--|---|--|--|---|-------|
| This criterion is linked to a Learning Outcome Lesson Reflections | 4 pts Lesson reflections are appropriate and relevant to the reflection topic for the week: Week 2: How were the UbD Design Standards beneficial to planning your lesson? Week 4: Did you apply the UbD Design Standards to planning this lesson? Why or why not? Week 6: Did you apply the UbD Design Standards to planning this lesson? Why or why not? | 3 pts Lesson reflections are appropriate to the reflection topic for the week: Week 2: How were the UbD Design Standards beneficial to planning your lesson? Week 4: Did you apply the UbD Design Standards to planning this lesson? Why or why not? Week 6: Did you apply the UbD Design Standards to planning this lesson? Why or why not? | 2.72 pts Lesson reflections are limited or cursory to the reflection topic for the week: Week 2: How were the UbD Design Standards beneficial to planning your lesson? Week 4: Did you apply the UbD Design Standards to planning this lesson? Why or why not? Week 6: Did you apply the UbD Design Standards to planning this lesson? Why or why not? | 1.4 pts "Lesson reflections are inappropriate or inaccurate to the reflection topic for the week: | 4 pts |
| This criterion is linked to a Learning Outcome Context | 2 pts Provides context to the lesson plan describing the grade, content and class setting. | 1.36 pts More details needed to understand the class setting. | 0.7 pts Does not provide a context to lesson plan. | 2 pts | |

| Lesson Plan Rubrics (Weeks 2, 4, & 6) 50pts Criteria | Ratings | | | Pts |
|---|--|---|--|-------|
| This criterion is linked to a Learning Outcome Objective | 4 pts Objectives fully support the ‘KUD’ approach to creating instructional objectives and are clear, specific, measurable and achievable; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson. | 2.72 pts Objectives partially support the ‘KUD’ approach to creating instructional objectives, more specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague. | 1.4 pts Objectives do not support the ‘KUD’ approach to creating instructional objectives, objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described. | 4 pts |
| This criterion is linked to a Learning Outcome Assessment | 4 pts Clearly indicates the way(s) student progress will be monitored during and after lesson. | 2.72 pts More specific details needed to understand how student progress will be monitored. | 1.4 pts Does not describe a method of how students will be monitored. | 4 pts |
| This criterion is linked to a Learning Outcome ISTE, State or Common Core, & TPE Standards | 2 pts Identified standards for the correct grade and content area; Standards related to lesson described. | 1.36 pts Connection between standards and lesson is unclear. | 0.7 pts Does not provide the correct standards for the grade and content area. | 2 pts |

| Lesson Plan Rubrics (Weeks 2, 4, & 6) 50pts Criteria | Ratings | | | Pts |
|--|--|--|---|------------|
| This criterion is linked to a Learning Outcome Diverse Learners (Mixed Abilities) | 4 pts Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner. | 2.72 pts Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner. | 1.4 pts Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner. | 4 pts |
| This criterion is linked to a Learning Outcome Differentiation | 4 pts Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways. | 2.72 pts Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways. | 1.4 pts Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways. | 4 pts |

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

Classroom Observation Reflection Rubrics (Weeks 3 & 7) 50pts

| | 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 |

District Support Provider Feedback Form Rubric 50pts

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

Quarterly Summative Assessment Rubric 100pts

| | 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. |

PROGRESS ASSESSMENT RUBRICS

**Progress Assessments 1,
100pts**

California Candidates: TPE4 Arizona Candidates: InTASC 7&8

**Progress Assessments 2
100pts**

**California Candidates: TPE 5
Arizona Candidates: InTASC 6**

**Progress Assessments 3
100pts**

**California Candidates: TPE 5&6
Progress Assessments 3 100pts**

Arizona Candidates: InTASC 6, 9&10

| VIDEO SUBMISSION CRITERIA: | | | | | |
|--|--|--|---|---|--|
| | EXCEEDS EXPECTATIONS | MEETS EXPECTATIONS | APPROACHING EXPECTATIONS | DOES NOT MEET EXPECTATIONS | |
| <p>PROFESSIONAL TEACHING STANDARDS (60 of 100 points avail) Description: Candidate’s submitted Progress Assessment demonstrates a comprehensive knowledge of the required standards</p> | <p>Candidate exceeds expectations in 90% or more of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 60 points (100%)</p> | <p>Candidate meets or exceeds expectations in 80% -89% of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 48 points (80%)</p> | <p>Candidate meets or exceeds expectations in 70% -79% of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 42 points (70%)</p> | <p>Candidate meets or exceeds expectations in 69% or lower of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 36 points (60%)</p> | |
| <p>TIME-STAMPED COMMENTARY (20 of 100 points avail) Description: These are the annotations provided from both candidate and faculty in Teaching Channel</p> | <p>Candidate provided meaningful, accurate, time-stamped commentary throughout the entire video. Comments were readily observable and accurately reflected in candidate’s actions. Candidate accurately documented their actions according to appropriate criterion for assignment. 20 points (100%)</p> | <p>Candidate provided some meaningful, accurate, time-stamped commentary, but only throughout most of the video. Some comments were not readily observable or accurately reflected in candidate’s actions. 16 points (80%)</p> | <p>Candidate provided very little meaningful, accurate, time-stamped commentary, or only provided comments in a portion of the video. Many comments were not readily observable or accurately reflected in candidate’s actions. 14 points (70%)</p> | <p>Candidate’s commentary was inaccurate and unaligned with the Professional Teaching Standard requirements. No commentary describing specific actions that related to the TPEs/InTASC Standards were provided. 12 points (60%)</p> | |

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|---|--|---|---|---|--------------------|
| <p>CORRESPONDING LESSON PLAN (10 of 100 points avail) Description: Candidate’s submitted Lesson Plan clearly describes required standards, actions, and supporting materials of the recorded Progress Assessment</p> | <p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included <i>ALL</i> necessary components as identified on the template. Candidate effectively described class context within the lesson plan description. Submitted Lesson Plan (in Teaching Channel) incorporates in-depth reflections pertaining to the implemented lesson. 10 points (100%)</p> | <p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included most components as identified on the template, but no more than two components are missing. 8 points (80%)</p> | <p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included most components as identified on the template, but lesson plan is missing three components. 7 points (70%)</p> | <p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included most components as identified on the template, but lesson plan is missing more than three components. 6 points (60%)</p> | |
| <p>REFLECTIVE PROCESS (10 of 100 points avail) Description: includes quality responses on the RSVP & Exit Ticket</p> | <p>Candidate’s reflection describes in detail areas of success and areas of needed improvement within their lesson and progress assessment. Reflection is accurate, honest, and focuses on improving their practice for the benefit of their students. Candidate identifies at least three areas of improvement 10 points (100%)</p> | <p>Candidate’s reflection describes with some detail areas of success and of improvements within their lesson and progress assessment. Reflection may be accurate yet lacks connection on how to improve their practice for the benefit of their students. Candidate identifies at least two areas of improvement. 8 points (80%)</p> | <p>Candidate’s reflection is lacking detail or connection to improving practices for the benefits of the students. Candidate identifies only one area of improvement. 7 points (70%)</p> | <p>Candidate’s reflection lacks detail and is superficial. No areas of success or improvement were identified. 6 points (60%)</p> | |
| <p>TOTAL PERFORMANCE SCORE FOR PROGRESS ASSESSMENT VIDEO REQUIREMENTS:</p> | | | | | <p>_____ / 100</p> |