

Faculty Instructional Guide – Online

EDU 62490: Clinical Practice IV: Reflection and Professional Responsibility (Intern)

University Mission Statement

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

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

Teacher Education Program Objectives (PO)

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

The School of Education (SOE)

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

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

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

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

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

Unit Guiding Principles

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

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

Theoretical Framework

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

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



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

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

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

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

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

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

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

EDU 6249: Clinical Practice IV: Standard Intern

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

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

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

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

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

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

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

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

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

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

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 potential 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.

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

The readings and materials for this course can be downloaded from Canvas.

Instructor Policies

Late Assignments

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

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

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

Feedback

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

Syllabus/Schedule

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

University Administrative Policies & Student Resources

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

Academic Code of Conduct and Ethics

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

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

Disability Accommodations Request

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

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

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

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

religious/cultural/spiritual observance.

Attendance

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

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

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

Technology Requirements and Support

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

Course Overview

Week 1 11

Week 2 12

Week 3 13

Week 4 15

Week 5 17

Week 6 19

Week 7 20

Week 8 22

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	Point Value
Week 1		
Discussion: Monitor Understanding (video response DQ)		25
Assignment: Classroom Management Plan Introduction		50
		10
Week 2		
Assignment: Lesson Plan #1		100
Week 3		
Discussion: Leadership Skills (video response DQ)		25
Assignment: Progress Assessment #1		50
Week 4		
Assignment: Lesson Plan #2		100
Assignment: Unit Plan		50
Week 5		
Discussion: Teaching Practice (video response DQ)		25
Assignment: Progress Assessment #2		50
Week 6		
Assignment: Lesson Plan #3		100
Week 7		
Assignment: Quarterly Summative Assessment		100
Assignment: Progress Assessment #3		215
Week 8		
Assignment: Verification of Hours Log		100
Total Points		130

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

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

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

Week 1

Assignments

Introduce using the video function within your discussion forum, please take a minute to introduce yourself to the class in the Clinical Practice Introduction discussion forum by Wednesday. Your introduction must include the following:

1. Your name
2. You're the academic credential you are seeking
3. What grade level and subject(s) are within your learning environment
4. Did you overcome your biggest challenge last term? how
5. How has overcoming the challenge made you an even more effective educator

Note. Be sure to respond to at least 3 classmates. Keep in mind that this is a place where you can begin to build a community of learning and support that can be maintained once you obtain your degree and enter professional practice

Assignment: Classroom Management Plan

Complete the Classroom Management Plan document available in Canvas.

Submit your plan by Sunday of Week 1. Please take note of the late policy.

Discussion: Monitor Understanding (video response DQ)

Respond to the following prompt in the Monitor Understanding discussion forum by Wednesday: What three types of informal and formal assessments do you use to monitor students' understanding of the learning goal? Why do you use those assessments?

Reply to at least one classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, select a post that has not yet received feedback from a classmate.

Note. This discussion supports Planning. Please take note of the late policy.

Week 2

Assignments

Assignment: Lesson Plan #1

Write a lesson plan using the SOE Lesson Plan Template on any topic you wish.

Review the TIPS for completing the SOE Lesson Plan Template document available in Canvas.

Include the following information with your lesson plan: which needs to provide a detailed and descriptive visual the lesson. Be sure your objectives are measurable, and the activities support the academic growth toward the Academic Standard, learning goal and measurable objective(s). Duplicate lesson plans will not be accepted and could receive a grade of zero.

- A short introduction that provides context to the lesson.
- Identify what grade, content and classroom setting this will be used.
- Identify when this lesson will be used within the scope of a unit.

Submit your Lesson Plan by Sunday of Week 2. Please take note of the late policy.

Week 3

Assignments

Assignment: Progress Assessment #1

Select a 15-minute segment of your lesson plan that provides evidence of the two Teacher Education Standards (supporting your state) your University Mentor or Instructor will be assessing: Allinat International University Permissions Slips (English & Spanish) will be provided by the course instructor within the Canvas Course Announcements.

- Video #1: Teaching Standard 1 & 2
- Video #2: Teaching Standard 3 & 4
- Video #3: Teaching Standard 5 & 6

Record a minimum of 15 minutes, yourself teaching the selected segment of your lesson plan. The segment **MUST** include you teaching with a group of students (no less than 4 students). Videos under 15 mins can result in a deduction of points and a possible grade of zero.

Upload the recording on Teaching Channel and complete the Pre-Observation questions to support your lesson. If you do not know how to access or log into Teaching Channel contact Teaching Channel Team at help@teachingchannel.com. Be sure to review the video tutorial provided by your course instructor within the Canvas Course Announcements.

Upload a detailed and descriptive copy of your lesson plan along with any assessments or other documents supporting your lesson.

Note. Once you have uploaded the recording, completed the questions and uploaded any supporting documents, Teaching Channel will send an assessment report to your University Mentor/Instructor. The Course Instructor will share the completed report once viewed and scored.

Download your assessment report from Teaching Channel and submit it to Canvas by Sunday of Week 3. Please take note of the late policy.

Discussion: Leadership Skills (video response DQ)

Respond to the following prompt in the Leadership Skills discussion forum by Wednesday: What leadership skills do you bring to the profession?

Reply to at least classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, select a post that has not yet received feedback from a classmate.

Note. This discussion supports InTASC 9 and 10. Please take note of the late policy.

Week 4

Assignments

Assignment: Lesson Plan #2

Write a lesson plan using the SOE Lesson Plan Template on any topic you wish.

Review the TIPS for completing the SOE Lesson Plan Template document available in Canvas.

Include the following information with your lesson plan: which needs to provide a detailed and descriptive visual the lesson. Be sure your objectives are measurable, and the activities support the academic growth toward the Academic Standard, learning goal and measurable objective(s). Duplicate lesson plans will not be accepted and could receive a grade of zero.

- A short introduction that provides context to the lesson.
- Identify what grade, content and classroom setting this will be used.
- Identify when this lesson will be used within the scope of a unit.

Submit your Lesson Plan by Sunday of Week 4. Please take note of the late policy.

Assignment: Unit Plan

Everyone has their own preferred method of how to organize their thinking into a unit plan. Some people buy large lesson planning books and write everything out in the template provided. Others use desktop calendars.

Create a 2-week unit plan that includes the following elements:

- Context
- Standards & Learning Goals
- Measurable Objectives
- Assessments
- Scope and Sequence

Review the Unit Plan document for specific guidelines for each of the sections above. Provide detailed and descriptive content, which demonstrates your knowledge of the content being taught, in addition to your ability to identify engaging, challenging and supportive activities that support the learning goal and measurable objectives.

Submit your unit plan by Sunday of Week 4. Please take note of the late policy.

Week 5

Assignments

Assignment: Progress Assessment #2

Select a 15-minute segment of your lesson plan that provides evidence of the two Teacher Education Standards (supporting your state) your University Mentor or Instructor will be assessing: Alliant International University Permissions Slips (English & Spanish) will be provided by the course instructor within the Canvas Course Announcements.

- Video #1: Teaching Standard 1 & 2
- Video #2: Teaching Standard 3 & 4
- Video #3: Teaching Standard 5 & 6

Record a minimum of 15 minutes, yourself teaching the selected segment of your lesson plan. The segment **MUST** include you teaching with a group of students (no less than 4 students). Videos under 15 mins can result in a deduction of points and a possible grade of zero.

Upload the recording on Teaching Channel and complete the Pre-Observation questions to support your lesson. If you do not know how to access or log into Teaching Channel contact Teaching Channel Team at help@teachingchannel.com. Be sure to review the video tutorial provided by your course instructor within the Canvas Course Announcements.

Upload a detailed and descriptive copy of your lesson plan along with any assessments or other documents supporting your lesson.

Note. Once you have uploaded the recording, completed the questions and uploaded any supporting documents, Teaching Channel will send an assessment report to your University Mentor/Instructor. The Course Instructor will share the completed report once viewed and scored.

Download your assessment report from Teaching Channel and submit it to Canvas by Sunday of Week 5.

Discussion: Teaching Practice (video response DQ)

Respond to the following prompt in the Teaching Practice 5 discussion forum by Wednesday: How do you reflect on your own teaching practice?

Reply to at least 3 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.

Note. This discussion supports InTASC 9 and 10. Please take note of the late policy.

Week 6

Assignments

Assignment: Lesson Plan #3

Write a lesson plan using the SOE Lesson Plan Template on any topic you wish.

Review the TIPS for completing the SOE Lesson Plan Template document available in Canvas.

Include the following information with your lesson plan: which needs to provide a detailed and descriptive visual the lesson. Be sure your objectives are measurable, and the activities support the academic growth toward the Academic Standard, learning goal and measurable objective(s). Duplicate lesson plans will not be accepted and could receive a grade of zero.

- A short introduction that provides context to the lesson.
- Identify what grade, content and classroom setting this will be used.
- Identify when this lesson will be used within the scope of a unit.

Submit your Lesson Plan by Sunday of Week 6. Please take note of the late policy.

Week 7

Assignments

Assignment: Progress Assessment #3

Select a 15-minute segment of your lesson plan that provides evidence of the two Teacher Education Standards (supporting your state) your University Mentor or Instructor will be assessing: Allinat International University Permissions Slips (English & Spanish) will be provided by the course instructor within the Canvas Course Announcements.

- Video #1: Teaching Standard 1 & 2
- Video #2: Teaching Standard 3 & 4
- Video #3: Teaching Standard 5 & 6

Record a minimum of 15 minutes, yourself teaching the selected segment of your lesson plan. The segment **MUST** include you teaching with a group of students (no less than 4 students). Videos under 15 mins can result in a deduction of points and a possible grade of zero.

Upload the recording on Teaching Channel and complete the Pre-Observation questions to support your lesson. If you do not know how to access or log into Teaching Channel contact Teaching Channel Team at help@teachingchannel.com. Be sure to review the video tutorial provided by your course instructor within the Canvas Course Announcements.

Upload a detailed and descriptive copy of your lesson plan along with any assessments or other documents supporting your lesson.

Note. Once you have uploaded the recording, completed the questions and uploaded any supporting documents, Teaching Channel will send an assessment report to your University Mentor/Instructor. The Course Instructor will share the completed report once viewed and scored.

Download your assessment report from Teaching Channel and submit it to Canvas by Sunday of Week 7.

Assignment: Quarterly Summative Assessment

The Quarterly Summative Assessment is a summative scoring rubric based on the InTASC Standards, ISTE Standards, and the Alliant Guiding Principles Dispositions. The District Support Provide or Master Teacher will complete this form and return it to you as a final assessment of your teaching performance.

Note. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral.

SERC will work with you to understand any extenuating circumstances and develop strategies for remediation with a specific timeframe. The follow up action is documented in the Teacher Performance Plan - DRAFT. When remediation fails, SERC recommends dismissal. See the Student Evaluation and Review Policy.

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

Obtain a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.

Submit the completed Quarterly Assessment document by Sunday or Week 7.

Week 8

Assignments

Assignment: Verification of Hours Log

Teacher Candidates are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. Standard Intern Candidates are required to complete an additional 189 hours of support and supervision during the academic year. Clinical Practice may take place through online learning instruction, remote instruction, virtual reality or simulation teaching, in person or face-to-face classroom instruction, or hybrid instruction settings. Video or other examples of effective teaching can be viewed, in addition to planning instruction, reflecting on instruction, or analyzing student work with the advice and guidance of an experienced educator.

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

Clinical Practice Hours – OPTIONAL to include in Log: 150

Additional Intern Support & Supervision Hours – REQUIRED to include in log: 36

Additional English Learner-specific Hours – REQUIRED to include in log: 12

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

Obtain a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.

Submit your Log by Sunday or Week 8.