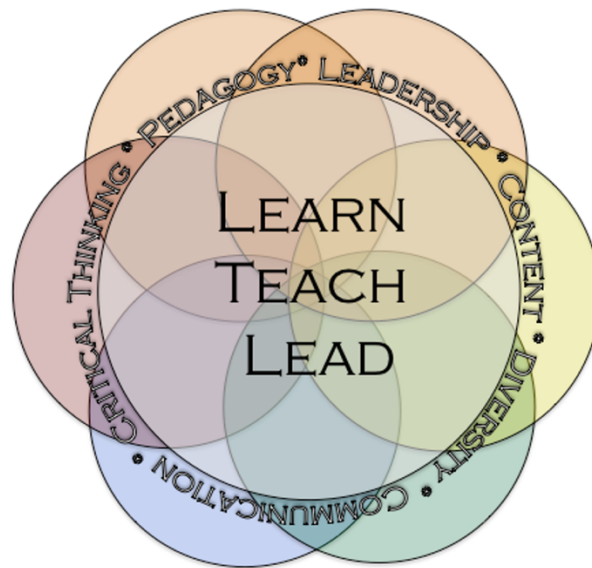


# COLLEGE OF EDUCATION

## Internship Syllabus



## THE EDUCATOR PREPARATION PROGRAM AT UAH

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Revised Spring 2024

**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE  
COLLEGE OF EDUCATION**

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**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE  
COLLEGE OF EDUCATION**

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## Forward

This internship syllabus was prepared to provide guidance to those who are directly involved in the clinical internship: the intern, the mentoring teacher, the principal, and the university supervisor. All forms and documents for interns that are referenced in the syllabus book can be found on the UAH website at <http://www.uah.edu/education> under “Education Student Services,” then “Internships” and scroll to the bottom of the page.

The clinical internship is a planned professional semester, which includes full day teaching and observation activities as an initial step in the induction process for teacher candidates. The University of Alabama in Huntsville and the local school districts jointly plan the experience of each individual student intern with significant input from principals and teachers.

Interns spend at least 15 weeks (one semester) in full day classroom teaching experiences. The professional semester focuses on direct teaching experience in at least two classrooms. Higher education faculty and staff members facilitate regular seminars during the internship to focus on application and analysis of teaching knowledge in the classroom. No other courses may be taken by interns during the professional semester. Mentoring teachers assume mentoring roles and orchestrate, in cooperation with higher education university supervisors, the activities of interns in the classroom.

The beginning and ending dates for the internship are aligned with the school calendar of the local district where the intern is assigned. Mentoring teachers and university supervisors share responsibility for formative evaluation of interns. Summative evaluation is the responsibility of the university supervisor with significant input from and consultation with members of the internship team.

This syllabus provides guidance on a number of policies and procedures that govern the internship experience. While we hope that the information is helpful, we also welcome dialogue and questions regarding the internship experience. It is our desire that each intern experience a rewarding and successful professional semester.

Congratulations on your admission to the clinical internship!

Sincerely,

*Beth N. Quick*

Beth N. Quick, Dean  
College of Education  
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## Department of Curriculum and Instruction Mission

The Department of Curriculum and Instruction in the College of Education at The University of Alabama in Huntsville prepares prospective elementary and high school teachers at the graduate and undergraduate levels to assume leadership roles in public and private schools. The faculty in the department is committed to a knowledge base for these programs that reflects the views that educators are reflective decision-makers who facilitate student learning.

Our vision is led by the motto: ***“Through Teaching We Lead.”*** We believe that professional teaching combines an imaginative and empathic understanding of learners with a rigorous, research-based body of pedagogical knowledge. These components must be enfolded with a substantive preparation from the disciplinary knowledge. We want our interns to become educators who are reflective leaders committed to the continuing development of dispositions and skills that become manifested in their own practices as an elevated balance of both support and challenge for learners.

The establishment of the theme, ***“Through Teaching We Lead,”*** codifies the major purpose of our department: to graduate teachers who are exceptionally well- prepared in disciplinary, pedagogical, and professional knowledge; who understand and are prepared to address the needs of all learners; and who are committed to serving as leaders in the educational community to ensure that all students receive a high-quality public or private education. The vision and mission statements of the Department are realized through the goals and outcomes for the program. These goals represent the department’s expectations for all interns.

### **Mission Statement**

***The mission of the Department of Curriculum and Instruction is to prepare knowledgeable, caring, and reflective teachers who are committed as leaders to serving the needs of all learners. As a faculty we accomplish our mission through outstanding teaching, cutting-edge research, and meaningful service.***

### **UAH Intern Competencies**

- 1. CONTENT.** The intern knows the subject and structure of the discipline, organizes and creates learning opportunities that link the subject with other disciplines, and engages the learner in construction of meaning within the discipline.
  
- 2. PEDAGOGY.**
  - a. Teaching.** Intern uses multiple teaching and learning strategies to meet the needs of students, creates lessons and activities that are aligned with state and local curricular goals, and uses technology to increase student engagement.
  - b. Assessing Student Learning.** Intern develops and uses a variety of formal and informal assessment strategies to plan instruction, monitor student performance, evaluate student learning and documents impact of instruction on student learning.
  - c. Managing the Learning Environment.** Intern uses an understanding of individual and group motivation and behavior to create a safe, well-organized, and equitable learning environment that supports positive social interactions and active engagement in learning.
  
- 3. CRITICAL THINKING.** Intern models effective critical thinking patterns and problem solving approaches and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
  
- 4. DIVERSITY.** Intern understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and performance skills. Intern also understands how students differ in their approaches to learning and creates instructional opportunities that meet the needs of learners from diverse cultural backgrounds and learners with exceptionalities. The intern uses this knowledge to promote equitable learning opportunities for *all* students.
  
- 5. COMMUNICATION.** Intern uses knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive instruction in the classroom.
  
- 6. PROFESSIONALISM.** Intern evidences leadership capacity and a solid commitment to the teaching profession.
  - a. Collaboration and Relationships.** Intern communicates and interacts with parents/ guardians, families, school colleagues, and the community to support students' learning and well-being.
  - b. Reflective and Professional Development.** Intern is a reflective practitioner who continually evaluates effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). Intern actively seeks out opportunities to grow professionally.
  - c. Professional Dispositions.** Intern exhibits ethical and professional dispositions and conduct.



## Dispositions of Interns

Dispositions are “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the intern’s own professional growth.” Often, the professional dispositions and commitments exhibited by interns are one of the most critical factors in determining their future success in the classroom.

1. **Intellectual Curiosity.** The intern enlivens the role of researcher and expresses a genuine love for learning by consistently modeling behavior that exemplifies intellectual curiosity and engagement. In the classroom, the intern fosters and encourages students to extend their personal immersion in learning beyond course content.
2. **Respect for all Learners.** The intern demonstrates respect for and fosters positive rapport with all students.
3. **Multicultural Sensitivity.** The intern promotes the development of an awareness and understanding of cultural, ethnic, and economic differences and understands their impacts on learning.
4. **Self-initiative.** The intern accurately assesses needs and independently implements plans to address student needs in creative and resourceful ways.
5. **Flexibility.** The intern identifies and positively adapts when unanticipated occurrences arise.
6. **Interaction with Others.** The intern initiates positive interactions with students, faculty, peers, and others.
7. **Tact and Judgment.** The intern is diplomatic. The intern is sensitive to others’ feelings and opinions.
8. **Reliability/Dependability.** The intern is always responsible. The intern attends to tasks or duties without prompting.
9. **Oral Communication Skills.** The intern is articulate, expressive, and conversant. The intern is able to adapt his or her communicative style to the situation; the intern listens well and responds appropriately.
10. **Written Expression.** The intern expresses ideas clearly and concisely. The intern reviews written communication to eliminate grammatical errors.
11. **Attendance/Punctuality.** The intern is punctual and has regular attendance. The intern provides prior notification and reasonable explanations for absences.
12. **Professional Appearance.** The intern follows the appropriate dress code for the situation.

## Essential Functions

In addition to the intern competencies and dispositions discussed above, interns must be able to carry out what K-12 schools often define as the essential functions or responsibilities of the job. Our goal in developing the list is to build awareness and provide the necessary support system for all interns to successfully meet program and state/national goals for highly qualified educators. Interns are introduced to these essential functions during Block 1 and are asked to evaluate their ability to carry out these essential physical and socio-emotional functions required of classroom teachers.

### **Physical:**

- Demonstrates necessary endurance to access school environment.
- Is able to sit a minimum of ten minutes, stand for one hour and walk for a minimum of five continuous minutes.
- Is able to physically access various environments across the school facility including classrooms, cafeteria, library, stairs, and elevators.
- Is able to physically access and utilize chalkboards, posters, bulletin boards, overhead projectors and other technology related equipment.
- Is able to physically manipulate the environment in order to retrieve, use and/or store teaching materials including books and equipment.
- Possesses visual, auditory and/or sensory functions sufficient to navigate school related environments in order to ensure safety.
- Demonstrates fluid communication skills which can be understood by individuals who are unfamiliar with the individual's speech patterns.

### **Collaborative Candidates Only:**

- Can physically push or pull wheelchairs, standers or other equipment related to student mobility.
- Can perform single or two-person lifts or assist students with physical transfers.
- Is physically able to assist or direct physical restraint as dictated by a Behavior Intervention Plan.

## **Socio-Emotional**

- Maintains high emotional energy and displays enthusiasm for content, students and colleagues.
- Uses people first, non-discriminatory language.
- Utilizes eye contact and body language appropriate to the educational setting.
- Exercises emotional maturity by avoiding curt, rude, defensive or inflammatory behaviors when communicating with administrators, colleagues or parents.
- Seeks assistance from administrators, colleagues or outside professional resources in order to resolve deficits or increase knowledge regarding instructional strategies, classroom management, or interpersonal relationships.
- Creates meaningful opportunities to motivate and include community stakeholders (parents, businesses, community helpers) to maximize student learning.
- Adheres to school or system dress policies including piercings, tattoos, personal hygiene (hair, nails and body) and type of clothing to be worn.
- Exhibits a warm, flexible manner with strong communication skills.
- Demonstrates social and emotional well-being through coherent thought patterns, appropriate interpersonal communications and relationships.
- Demonstrates clear thought patterns that allow for quick decision making and implementation of crisis plans in an emergency situation.

## **INTRODUCTION TO THE INTERNSHIP**

The internship represents the culminating experience in the university's educator preparation program. Interns have the opportunity to synthesize and apply theoretical knowledge from their professional education courses in K-12 schools.

Interns are learners. Planning for full-time instruction means assigning some immediate, easily-accomplished responsibilities with a gradual induction into the various phases of teaching. This should lead to full teaching responsibilities for the intern.

Interns participate in all activities normally expected of regular faculty members, including non-teaching duties, communication with parents, faculty inservice and other meetings, and extracurricular activities. Interns may adapt assignments to the pupils, content, and instructional methods of their cooperating teachers. However, interns are at their best when initiating, negotiating, and successfully implementing their own teaching ideas.

The internship is more than simple practice. Rather, it is learning the art of teaching under supervision. In this context, supervision is defined as helping prospective teachers improve their instructional performance through systematic cycles of planning, observation, and intensive intellectual analysis of teaching performances. Thus, the internship experience represents hard work with a definite and worthwhile purpose – the improvement of instructional performance.

Because of the special significance of the internship experience in the professional preparation of our interns, the UAH College of Education is particularly indebted to the schools and to the master teachers and their administrators who make this clinical experience possible.

## **PURPOSES OF INTERNSHIP**

Three compelling purposes support the desirability of an internship program. The first purpose is to help prospective teachers become skillful and creative teachers, depending less and less on direct supervision, in preparation for their first professional teaching assignment under limited supervision.

The second purpose of the internship is to provide many opportunities for prospective teachers to raise questions, problems, and issues that should provide the basis for determining further needs and study. Thus, the internship should provide growth experiences, with each experience furnishing the basis for the next step in the continual process of professional growth and development.

The third purpose is to ensure that interns exhibit the competencies (knowledge, abilities, and dispositions) of effective teachers. UAH was granted full accreditation for all teacher education programs by the Council for the Accreditation of Educator Preparation (CAEP) in December 2019. The programs are framed by six competencies that reflect the mission and vision of the department and are defined in the UAH conceptual framework. These competencies are aligned with professional organizations such as the Interstate New Teacher Assessment and Support Consortium (INTASC), Alabama Core Teaching Standards (ACTS), *EDUCATE*Alabama, and the National Board of Professional Teaching Standards (NBPTS).

**COLLEGE OF EDUCATION**  
Alignment of Standards

<b>UAH Intern Competencies</b>	<b>Alabama Core Teaching Standards (ACTS)</b>	<b>EDUCATE Alabama</b>	<b>INTASC 2012 Principles</b>	<b>National Board of Professional Teaching Standards (NBPTS)</b>
<b>Content</b>	Content Knowledge (4)	#1 – Content Knowledge	#4 – Content Knowledge #5 – Application of Content	Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
<b>Pedagogy:</b> <b>a. Teaching</b> <b>b. Assessing</b> <b>Student Learning</b> <b>c. Managing the Learning Environment</b>	Learner Development (1) Learning Environments (3) Assessment (6) Planning for Instruction (7) Instructional Strategies (8)	#2a – Organization and Management of Learning #2b - Using Instructional Strategies to Engage Learners #2c – Assessment of Learning #3b – Development of Reading Skills & Accessing K-12 Literacy #3d – Utilizes Technology	#1 – Learner Development #2 – Learning Differences #3 – Learning Environments #6 – Assessment #7 – Planning for Instruction # 8 – Instructional Strategies	Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.  Proposition 3: Teachers are responsible for managing and monitoring student learning.
<b>Critical Thinking</b>	Application of Content (5)	#3c – Development and Application of Mathematical Knowledge & Skills Across Content Areas	#5 – Application of Content	Proposition 1: Teachers are committed to students and their learning.
<b>Diversity</b>	Learner Differences (2)	#4a – Cultural, Ethnic, and Social Diversity #4b – Language Diversity #4c – Special Needs #4d – Learning Styles	#1 - Learner Development #2 – Learning Differences	Proposition 1: Teachers are committed to students and their learning.
<b>Communication</b>	Leadership and Collaboration (10)	#3a – Oral and Written Communication	#5 – Application of Content #8 – Instructional Strategies	Proposition 5: Teachers are members of learning communities.
<b>Professionalism</b>	Professional Learning and Ethical Practice (9)	#5 – Professionalism	#9 – Professional Learning and Ethical Practice #10 – Leadership and Collaboration	Proposition 4: Teachers think systematically about their practice and learn from experience  Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

## DEFINITION OF TERMS

**Mentoring Teacher** - The mentoring teacher is a fully certified teacher responsible for working daily to support the professional growth of the intern through demonstration of and instruction in teaching skills and attitudes. The mentoring teacher works cooperatively with the university supervisor in providing ongoing feedback and evaluation of the intern's performance.

**Cooperating School** - A public or regionally accredited private school that is neither controlled nor supported by a higher education institution but provides opportunities and facilities for professional internship experiences in an educator preparation program. The University of Alabama in Huntsville is privileged to cooperate with three local school systems for placement of interns: Huntsville City School system, Madison City School system, the Madison County School system and the Athens City School system.

**Coordinator of Field and Clinical Experiences** – The coordinator of field and clinical experiences is the individual responsible for developing, coordinating, implementing, and evaluating all phases of the Field and Clinical Experience Program.

**Internship** - The internship is that period of the educator preparation program, organized and directed by the university, during which the student is placed in an accredited public school under the supervision of a fully certified classroom teacher and university faculty member for a full semester (15 weeks).

**Intern** – The intern is a “novice teacher” completing the university's professional educator preparation program in a school setting and under the guidance of a fully certified teacher. The intern has met certain general academic requirements and has participated in extensive field experiences prior to the internship. He/she is enrolled in an internship for academic credit.

**University Supervisor** - The university supervisor represents the education department and the academic department and is the faculty member directly responsible for supervision and evaluation of the intern. Services provided by the university supervisor include observation and evaluation of interns and direct assistance to students and mentoring teachers.

# **Eligibility and Placement of Interns**

## ELIGIBILITY OF INTERNS

The internship is one of the most important experiences for education preparation program candidates. It is generally regarded as the culminating activity of one's preparation to become a teacher. At the University of Alabama in Huntsville, the internship is a full-semester, full-time assignment and must be taken in residence. Undergraduate, alternative certification (nontraditional, fifth year), and graduate candidates must submit an application through TK20 according to the following deadlines:

- October 31st for Fall semester internship
- March 31st for Spring semester internship

## CRITERIA FOR INTERNSHIP ELIGIBILITY

### Undergraduate Candidates

All candidates completing the requirements for Class B certification must have met the following criteria to be eligible for the internship:

1. Pass the Praxis CORE exam;
2. Be cleared by ABI and FBI background checks;
3. Have satisfactory dispositions ratings and faculty evaluations;
4. Complete all coursework with an overall GPA of 2.75;
5. Complete all courses in the intern's teaching field (major) with a minimum grade point average of 2.75 in the major teaching field and no grade lower than a "C";
6. Complete all methods courses and other appropriate professional education courses with a minimum grade point average of 2.75 and no grade lower than a "C";
7. Pass Praxis II subject area examination(s);
8. Remove all incomplete ("I") grades in required courses (an incomplete is treated as an "F");
9. Complete a minimum of 210 hours of field experience with satisfactory field evaluations.

### Graduate Candidates Seeking Initial Certification

All candidates completing the requirements for the alternative fifth year program receiving a Class A certification must have met the following criteria to be eligible for the internship:

1. Pass the Praxis CORE exam or have ACT of 22 or higher;
2. Be cleared by ABI and FBI background checks;
3. Have satisfactory dispositions ratings and faculty evaluations;
4. Pass the Praxis II subject area examination(s);
5. Complete all courses in the intern's major with a grade point average of 3.0 in the teaching field courses with no grade lower than a "C". Candidates who wish to enroll in the internship prior to completion of all teaching field courses, must request an exception and secure written approval by the chair of the Education Department;
6. Complete all professional education courses with a grade point average of 3.0 in professional education courses with no grade lower than a "C";
7. Remove all incomplete ("I") grades in required courses (an incomplete is treated as an "F");



8. Complete a minimum of 210 hours of field experience with satisfactory evaluations.

During the semester prior to internship, the Certification Officer and the Coordinator of Field and Clinical Experiences review each application to determine the teacher candidate's eligibility for the internship. Approval is granted if all criteria have been met.

Teacher candidate applicants are then contacted by letter to inform them whether or not they have been approved, and, if so, that they should register in the appropriate courses. Elementary education and elementary/collaborative candidates register for ED 493. Secondary education candidates register for ED 497. Music, art, and physical education teacher candidates register for ED 499. Fifth-year secondary candidates register for ED 698; elementary register for ED 693, and P-12 students register for ED 696. Candidates desiring dual certification or seeking an additional endorsement should seek counseling from the Chair of the Department of Curriculum and Instruction.

### **PLACEMENT OF INTERNS**

The Coordinator of Field and Clinical Experiences coordinates all intern placements. Placements vary in grade, subject, ethnic, cultural, socio-economic setting, and include both city and county schools. Placements are selected in a manner to assure the quality of the internship experience and supervision provided by the classroom teacher. All internship placements will ordinarily be made in public schools in the Huntsville-Madison County and Athens City areas. Placements outside of the Huntsville-Madison County and Athens City areas will be made only when the Coordinator of Field and Clinical Experiences determines that an appropriate local placement is not available or a placement has been established in a designated school by the College of Education.

### **FACTORS DETERMINING INTERN PLACEMENTS**

Appropriate field-based experiences are an essential component in preparing the intern as a reflective leader. Interns are assigned throughout their programs to different settings to provide diversity in experiences. Variables considered in determining the type of diversity of placements are: grade levels, city/county schools, rural/urban setting, large/small schools, ethnicity, and differing socio-economic levels of schools. When placements for internship are coordinated, previous field experience placements are reviewed. Final placements for the internship are usually made in a setting other than the one in which the student has been previously assigned.

While previous field-based experiences are a major consideration in placing interns, other variables are also considered. They are:

- approved schools for internship placements and classroom teachers,
- schools and classroom teachers' previous participation with field-based experiences,
- constraints of time/travel of university supervisors,
- special requests,
- number of teacher candidates in a particular discipline, and
- total number of teacher candidates.

The specific assignment of an intern in a school, then, is a decision made cooperatively by the principal and the Coordinator of Field and Clinical Experiences. In accordance with university policy, interns are placed only with those teachers who are qualified and willing to accept this responsibility. The assignment procedure is as follows:

- An official request for placement is sent to the appropriate school administrator for approval.
- Once the placement is secured, an internship assignment form is sent to the appropriate school administrator.
- The intern is notified informing him/her of the date and place for an introductory orientation meeting.
- At the orientation meeting, the interns will also receive a thorough briefing of all aspects of the internship. Necessary forms will be provided and discussed, and time will be made available for intern questions. It is the purpose of this meeting to ensure a smooth transition into internship, and for this reason, attendance at this meeting is mandatory.
- Interns will receive notification of their placements when participating schools have returned their contracts.
- The mentoring teacher receives an orientation from the University Supervisor during the first 5-7 days of the assignment.
- Mentoring teachers may access the Internship Syllabus on line via the UAH Education website: [uah.edu/education](http://uah.edu/education).

## PLACEMENT INFORMATION

Elementary Education (Kindergarten-Grade 6) undergraduate and graduate Alt-A interns will receive one placement assignment. The CFCE will verify multiple grade levels from K-6 have been experienced during Block I, II, and III of field experience.

Elementary Education/Collaborative Teacher (Kindergarten-Grade 6) interns will receive a split internship assignment—nine weeks/six weeks. One placement will be in an elementary classroom and the other in a special education setting. Throughout the experience interns will have a K, 1, or 2, placement and a 3, 4, 5, or 6 placement.

Early Childhood and Early Childhood Education (P-3) interns will receive a split internship assignment for eight/seven weeks. Interns will complete two placements of the following age groups: birth-age 3 (early intervention), age 3-5 (pre-school), age 5-8 (K-3). One placement will be in a general education setting and the other will include special education services.

Secondary Education (Grade 6-Grade 12) interns with a comprehensive teaching field (English Language Arts, History/Social Science, or Biology/General Science) interns will receive one placement assignment. The CFCE will verify multiple grade levels from 6-12 have been experienced during Block I, II, and III of field experience in the comprehensive field.

Secondary Interns seeking Collaborative Education will complete a portion of their internship within a special education setting.

P-12 Music, Art, and Physical Education undergraduate and graduate interns will receive a split internship assignment—nine weeks/six weeks. One placement will be in an elementary school and the other in a middle or high school.

P-12 ESOL graduate nontraditional fifth year interns will receive a split internship assignment—eight weeks/seven weeks. One placement will be in an elementary school and the other in a middle or high school. Special arrangements may be requested for ESL interns who are employed by public school systems.

For interns seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., Math and History; Biology and Collaborative Teacher)

**RESPONSIBILITIES  
OF THE  
PROFESSIONAL  
TEAM**

## THE INTERN

Interns consistently rank the internship experience among the most valuable component of their preparation. The internship is indeed the culmination of the teacher preparation program, the time to “put it all together,” to learn in the real world of the schools.

During the semester, interns are expected to demonstrate current research-based practices and strategies, including technology, that provide vehicles for growth in students’ learning and critical thinking, not only within the structure of the school system but also within the broader context of lifelong learning. At the same time, interns are to exhibit and develop dispositions such as cooperation, collegiality, initiative, and positive attitude--fundamental to teaching effectiveness and professional growth.

Interns are required to give their full attention to the internship semester. Work outside of the internship and personal plans should not be allowed to interfere with the intern’s experience.

### **Teaching Responsibilities:**

- Demonstrate knowledge of the subject and pedagogy.
- Provide adequate time to plan and prepare for instruction.
- Plan lessons on a weekly and daily basis and submit them to the cooperating teacher for review prior to teaching the class. Lesson plans should be placed in your internship notebook and made available to the university supervisor on each visit.
- Develop unit plans (edTPA learning segment will come from this) and submit them to the cooperating teacher for review prior to beginning the unit of instruction.
- Use a variety of instructional and assessment strategies to meet the needs of all learners.
- Accept criticism and seek out suggestions from the mentoring teacher and university supervisor. Use the feedback and suggestions to improve your professional and personal abilities and dispositions.
- Engage in self-assessment and reflection.

### **Collaboration and Communication Responsibilities:**

- Exhibit a cooperative attitude and collaborate with the mentoring teacher and other school personnel.
- Communicate openly with the mentoring teacher and university supervisor about expectations, performance, and progress.
- Report an absence due to illness or an emergency to the mentoring teacher and the university supervisor before school begins on the day of the absence. If the mentoring teacher or university supervisor cannot be reached the intern is to call the school office and the message is to be given to the secretary or the principal.
- Take the initiative and find things to do to be of service without always having to be told by the supervising teacher. Offer to do things and be alert to lending a helping hand.

### **Personal and Professional Responsibilities:**

- Exemplify positive attitudes and actions of a professional teacher.
- Maintain confidentiality of student information.
- Take the initiative in assuming responsibilities in the classroom.
- Conform to the school’s rules, policies and local standards of behavior and attire.

- Conduct oneself in a mature, responsible and professional manner and maintain a professional appearance.
- Be punctual and attend to all administrative and instructional responsibilities in a timely manner
- Attend the full school day corresponding to that of the mentoring teacher.
- Support and participate in extra-curricular school activities.
- Demonstrate loyalty to the school, students, and cooperating teacher.
- Attend weekly intern seminars.
- Complete and submit all required paperwork and forms to the designated person according to the timeline included in this syllabus (p. 30-32).

## THE MENTORING TEACHER

The mentoring teacher plays an important part in assuring a successful internship. In fact, the mentoring teacher may be the most important member of the internship team. Interns often contend that during their internship they learn the most from their mentoring teachers. In a large part this is a tribute to the dedication and quality of our mentoring teachers. It is the mentoring teacher who is present every day to give the intern feedback on how well he or she is doing as a teacher. Because mentoring teachers are so important in the success of the internship process and to the development of the intern, it is important that quality teachers be selected to serve this important function. This quality selection process is mandated by the Alabama State Board of Education Administrative Code.

Mentoring teachers must complete the Mentoring Teacher Information Form (FORM 101) during the first week of the assignment. Interns will bring the completed form to the Coordinator of Field and Clinical Experiences in the College of Education.

### **Professional Criteria for Mentoring Teachers in the State of Alabama**

- Be a highly competent teacher who is properly certified in the area of specialization of the intern.
- Have at least three years of successful teaching experience.
- Hold at least a master's degree and a Class A certificate with an endorsement in the teaching field(s) of the intern.
- Be currently teaching classes in the intern's area of specialization.
- Understand the program of each intern supervised and levels of achievement of each.
- Be approved, in writing, by the appropriate school principal and dean or Coordinator of Field and Clinical Experiences

In certain circumstances a teacher who does not meet these requirements may serve as a mentoring teacher. A waiver, signed by the school principal, is required for teachers who do not hold a Class A certificate or have at least three years of successful teaching experience.

### **Responsibilities of the Mentoring Teachers**

#### **Preparation:**

- Provide intern with pertinent information about the school, including school/district handbook.
- Acquaint intern with policies and practices of the school such as grading, record keeping, testing and reporting, supplies and equipment, safety, and use of school facilities.
- Make arrangements for intern to meet other school personnel such as principals, guidance counselors, media specialists, special education and other resource teachers.

**Planning and Teaching:**

- Have realistic expectations and openly communicate them to intern.
- Review intern's lessons and unit plans and provide constructive feedback both before and after implementation.
- Provide for a gradual increase in intern's teaching responsibilities.
- Encourage intern to develop his/her own teaching style and to develop creative engaging lessons/units.
- Model a variety of teaching and assessment strategies for intern to observe.
- Share resources and ideas with intern.

**Observations and Conferences:**

- Observe intern consistently throughout the assignment.
- Set aside time regularly to talk with intern about teaching.
- Provide intern with specific and constructive feedback.
- Encourage intern to explore his/her own ideas during conferences.
- Communicate openly with intern's university supervisor.

**Classroom Management and Discipline:**

- Model a variety of strategies for managing the learning environment.
- Demonstrate appropriate, positive classroom management.
- Treat all students in a fair manner.
- Encourage intern to develop his/her own ideas for managing the classroom and student behavior and support intern in implementing these ideas.
- Give intern full support when the intern needs to take disciplinary action.

**Evaluation:**

- Show a genuine interest in the intern's progress.
- Collect sufficient information to evaluate intern's performance and progress fairly and objectively.
- Point out strengths (things intern does well), identify specific areas that need to be addressed, and outline clear expectations for improvement of intern's instruction.
- Complete and submit required documentation in a timely manner.

**Professionalism:**

- Show respect for intern as a novice teacher.
- Spend extra time with intern as needed.
- Act professionally at all times towards intern, colleagues, and other stakeholders.
- Communicate effectively with intern.
- Include intern in professional development meetings, parent-teacher conferences, and grade level and faculty meetings.



## **THE UNIVERSITY SUPERVISOR**

The university supervisor occupies a unique role among education professionals, in that she/he is knowledgeable about teaching in public schools, has first-hand teaching experience, and has engaged in the training of prospective teachers prior to their entrance into the teaching profession. The university supervisor serves both the intern and cooperating teacher and is a readily accessible confidant, trouble shooter, resource person, and teacher.

### **Professional Criteria for University Supervisors**

University faculty who supervise interns shall meet the following criteria:

- Shall have recent professional experiences in P-12 school settings at the levels they supervise;
- Shall be certified and have teaching experience in the content area they are supervising;
- Shall participate each semester in substantive, real-world experiences in the P-12 setting to complement and add to their past educational experiences;
- Shall be actively involved in the professional world of practice in P-12 schools

### **Responsibilities of the University Supervisor**

#### **Preparation:**

- Provide the intern with additional information following the general orientation to the school assigned.
- Provide the mentoring teacher with an orientation to his/her responsibilities in relation to the intern.

#### **Observation:**

- Schedule observations that are timely, systematic, and consistent in order to provide continuing, specific feedback and evaluation.
- Complete five formal written evaluations for each intern scheduled throughout the semester. Formal observations are based on a full class period (or 45 minutes) during which time the intern is responsible for instruction. Additional informal observations may be scheduled as needed or requested by the intern or mentoring teacher.
- Observe the intern in a variety of settings (classes, subjects, grades).
- Schedule a follow-up conference to provide feedback to the intern following each formal observation.

#### **Communication of Feedback:**

- Provide the intern with both written and oral feedback based on observation of specific lessons or activities.
- Give intern constructive feedback and specific suggestions for improving lessons planned and taught.
- Provide feedback that includes specific praise for intern's successes.
- Communicate feedback to intern and cooperating teacher.
- Inform intern of less-than-satisfactory teaching performance no later than midway of the first internship assignment. In such cases, written recommendations for improvement (often in the form of a Professional Development Plan - PDP) will be clearly identified.

The intern is expected to act on the recommendations if he/she is to continue in the internship.

**Assessment and Evaluation:**

- Provide for ongoing evaluation, making sure the intern knows exactly where he/she stands in relation to strengths and weaknesses at every stage of the program.
- Provide fair and objective assessment based on specific lessons observed.
- Identify specific weaknesses early enough to allow for improvement during internship.
- Encourage the intern to engage in self-evaluation and reflection of lessons taught.
- Value the intern's self-evaluation and reflection and use this alongside of supervisor's assessment in providing reinforcement to the intern.
- Provide fair and objective evaluations of the intern's knowledge, abilities, and dispositions.

**Personal and Professional Support:**

- Become acquainted with the school, policies, facilities, and personnel at the assigned schools.
- Meet with appropriate school administrators.
- Respect the integrity and professionalism of the mentoring teacher and intern.
- Support intern's efforts in developing professional attitudes and relationships.
- Model appropriate professional attitudes and relationships.
- Encourage and support the intern in developing his/her own teaching style.
- Provide a timely response to professional concerns or problems, including inadequate performance and inappropriate behavior by intern.
- Provide support and assistance with intern's required assignments.

**Other Considerations:**

- Inform Coordinator of Field and Clinical Experiences of concerns about placement, performance, or progress of interns before a problem develops.
- Consult with the Coordinator of Field and Clinical Experiences if withdrawal or reassignment is necessary.
- Complete all required evaluations and exit forms at the end of the semester.
- Collect all required documentation on the intern from the cooperating teacher and intern and submit them to the Coordinator of Field and Clinical Experiences.
- Submit all notebook related forms to the Coordinator of Field and Clinical Experiences.

## THE SCHOOL PRINCIPAL

The principal has the ultimate responsibility for the school to which the intern is assigned. As the academic leader of the school, he/she plays a significant role in the internship program. The principal not only serves the major role as advisor, but is responsible for selecting and approving competent and experienced classroom teachers to serve as mentors for interns.

### **Responsibilities of the Principal:**

- Become familiar with the UAH internship program.
- Recommend qualified mentoring teachers who are willing to mentor UAH interns.
- Prepare the faculty for the arrival of interns.
- Provide an orientation for the interns assigned to their school. The school orientation should prevent any problems concerning school discipline and safety procedures, dress codes, faculty meetings, and other school policies.
- Work closely with the university supervisor and Coordinator of Field and Clinical Experiences.
- Be available to assist the mentoring teacher in the evaluation of interns assigned to the school.
- Arrange for a substitute teacher to be present should the mentoring teacher be absent, even if the intern is teaching the class.
- Communicate with the university supervisor and Coordinator of Field and Clinical Experiences concerning any problems that may arise.
- University supervisors will meet with school principals to provide update information about the internship program at UAH.

Even though the principal has many additional responsibilities, as academic leader of the school, we encourage the principal to observe each intern during the semester. The evaluation may be formal (preferred) or informal using forms provided by the College of Education, the school or the school system. These evaluations are very useful in evaluating the interns and in providing data about the internship program.

## **THE COORDINATOR OF FIELD AND CLINICAL EXPERIENCES**

The Coordinator of Field and Clinical Experiences collaborates with the school administrators in scheduling and implementing arrangements for all field experiences and internships. UAH strives to provide a variety of field experiences to all students enrolled in educator preparation programs. The Coordinator is responsible for administration of the program which includes, but is not limited to, the following:

- Serve as liaison between educator preparation programs and school systems.
- Provide overall leadership and direction for the program.
- Implement all approved standards and policies governing clinical experiences and internships.
- Applications to internship should be submitted through TK20 and the Coordinator of Field and Clinical Experiences, along with the Certification Officer, determine which applicants meet the internship qualifications.
- Work with the school principals to identify teachers to serve as mentoring teachers.
- Arrange for placement of interns.
- Coordinate a professional development workshop on mentoring for mentoring teachers.
- Coordinate the field experience placements for teacher education courses.
- Provide university supervisors with all pertinent information regarding interns and placements.
- Coordinate seminars for interns.

The Coordinator of Field and Clinical Experiences regularly confers with department faculty who supervise interns. The Coordinator maintains regular contact with principals and curriculum leaders in local school systems in the Huntsville-Madison County, Limestone County, and Athens City areas.

# **POLICIES AND PROCEDURES**

### SUGGESTED TIMELINE FOR INTERNSHIP

The following timeline will guide the intern’s induction into full time teaching. The intern (I) and the mentoring teacher (MT) will read and discuss the timeline during the first week of the assignment. They will use this in planning a timeline that meets the needs of the teacher, intern, and courses/subjects being taught. Changes to the timeline will be approved by the university supervisor (US). The intern (I) must keep copies of all documents for his/her file. See List of Intern Assignments and Other Documentation Evidence list for additional items on page 55.

SCHEDULE	ACTIVITIES	DOCUMENTATION
<p><b>Week One</b></p> <p>Observation and Participation</p>	<ul style="list-style-type: none"> <li>• Observe instruction by mentoring teacher</li> <li>• Observe classroom routines and management strategies</li> <li>• Observe and assist individual students during small/large group instruction</li> <li>• Send letter to parent/guardian asking for permission to videotape for edTPA</li> <li>• Attend faculty meetings and other school activities</li> <li>• Conference with MT</li> <li>• Identify the subject/period you will teach next week</li> <li>• Submit lesson plans to MT and US</li> <li>• Complete Context for Learning for Task 4 in template (elementary only, use edTPA handbook for guidance)</li> <li>• Select class as focus for edTPA Tasks 1-3</li> <li>• Provide context information for Task 1</li> <li>• Identify a learning segment (3-5 lessons)</li> <li>• Determine central focus for learning segment</li> </ul>	<p><b><u>Mentoring Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Complete Mentoring Teacher Information Form (101). Give to intern. Complete waiver if MT doesn’t have a master’s degree</li> <li>• Review Weekly Report</li> <li>• Sign weekly activity report verification</li> </ul> <p><b><u>Intern</u></b></p> <ul style="list-style-type: none"> <li>• Submit Intern Information (Form 100) to Coordinator of Field and Clinical Experiences</li> <li>• Send electronic version of Weekly Report (Form 102E) to US</li> <li>• Submit first journal reflection to US</li> <li>• Submit/file lesson plans</li> </ul>

<p><b>Week Two</b></p> <p>Observation and Participation</p> <p>Teach one subject or one period</p>	<ul style="list-style-type: none"> <li>• Plan collaboratively with MT to teach one subject or period/day</li> <li>• Identify subject/period _____ and teach one subject/day</li> <li>• Submit lesson plans to MT and US</li> <li>• Include integration of technology/multidisciplinary opportunities/the arts</li> <li>• Team teach lessons or parts of lessons in other content areas</li> <li>• Assist individual students during small/large group instruction</li> <li>• Gather information on students' learning styles</li> <li>• Attend faculty meetings and other school activities</li> <li>• Conference with MT</li> <li>• Complete Task 4 (elementary only-including assessment analysis and re-engagement) for elementary</li> <li>• Task 1 Begin to plan, write and submit lesson plan for each lesson in learning segment</li> <li>• Select and submit key instructional materials</li> </ul>	<p><b><u>Mentoring Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Review Weekly Report</li> <li>• Sign weekly activity report verification</li> <li>• Review lesson plans</li> </ul> <p><b><u>Intern</u></b></p> <ul style="list-style-type: none"> <li>• Send electronic version of Weekly Report (Form 102E) to US</li> <li>• Give MT Info Form (101) to Coordinator of Field and Clinical Experiences.</li> <li>• Keep permission forms on file</li> <li>• Submit/file lesson plans</li> <li>• Complete write up for Task 4 for elementary</li> </ul> <p><b><u>Mentoring Teacher &amp; I</u></b></p> <ul style="list-style-type: none"> <li>• Complete Timeline and Submit copy to US</li> </ul>
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<p><b>**Week Three</b></p> <p>Add a second subject or period</p> <p>**University Supervisor observations may occur any time during weeks three – seven.</p>	<ul style="list-style-type: none"> <li>• Identify additional subject or period _____</li> <li>• Identify topic for unit of study _____</li> <li>• Submit lesson plans for subjects being taught to MT and US</li> <li>• Planning the unit/edTPA learning segment</li> <li>• Submit unit plans to MT and US</li> <li>• Include integration of technology/multidisciplinary opportunities/the arts</li> <li>• Practice video taping lessons and reflect on strengths and areas for improvement</li> <li>• Team teach lessons or parts of lessons in other content areas</li> <li>• Assist individual students during small/large group instruction</li> <li>• Make sure notebook is up to date and in order</li> <li>• Attend faculty meetings and other school activities</li> <li>• Conference with MT</li> <li>• Upload Task 4 (elementary only)</li> <li>• Review and begin work on Task 1</li> </ul>	<p><b><u>Mentoring Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Review Weekly Report</li> <li>• Sign weekly activity report verification</li> <li>• Review lesson plans</li> </ul> <p><b><u>Intern</u></b></p> <ul style="list-style-type: none"> <li>• Send electronic version of Weekly Report (Form 102E) to US</li> <li>• Submit/file lesson plans</li> <li>• Verify completion of Task 4 and begin writing for Task 1</li> </ul>
<p><b>**Week Four</b></p> <p>Add a third subject or period</p> <p>**University Supervisor observations may occur any time during weeks three – seven.</p>	<ul style="list-style-type: none"> <li>• Identify additional subject or period _____</li> <li>• Submit lesson plans for subject being taught to MT and US</li> <li>• Include integration of technology/multidisciplinary opportunities/the arts</li> <li>• Review Midpoint Evaluation Form with MT</li> <li>• Assist individual students during small/large group instruction</li> <li>• Attend faculty meetings and other school activities</li> <li>• Conference with MT about Mid-Term Evaluation</li> <li>• Respond to commentary prompts before teaching learning segment</li> <li>• Submit copies of written assessments and/or clear directions for Task 1 (Task 1 should be ready to submit by end of next week)</li> </ul>	<p><b><u>Mentoring Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Review Weekly Report</li> <li>• Sign weekly activity report verification</li> <li>• Complete Mid-Term Evaluation (Form 103) and discuss evaluation with candidate and send to US</li> <li>• Review lesson plans</li> </ul> <p><b><u>Intern</u></b></p> <ul style="list-style-type: none"> <li>• Send electronic version of Weekly Report (Form 102E) to US</li> <li>• Submit/file lesson plans</li> </ul>
<p><b>**Week Five</b></p> <p>Add final subjects</p> <p>**University Supervisor observations may occur any time during weeks three – seven.</p>	<ul style="list-style-type: none"> <li>• Identify additional subject or period _____</li> <li>• Submit lesson plans for subjects being taught to MT and US</li> <li>• Include integration of technology/multidisciplinary opportunities/the arts</li> <li>• Gather evidence for portfolio</li> <li>• Attend faculty meetings and other school activities</li> <li>• Conference with MT</li> <li>• Identify lessons from Task 1 to videorecord</li> <li>• Videorecord lessons and select 2 clips to analyze</li> <li>• Respond to commentary prompts</li> <li>• Make sure notebook is in order</li> </ul>	<p><b><u>Mentoring Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Review Weekly Report</li> <li>• Sign weekly activity report verification</li> <li>• Sign Summary Report of Hours (Form 105)</li> </ul> <p><b><u>Intern</u></b></p> <ul style="list-style-type: none"> <li>• Send electronic version of Weekly Report (Form 102E) to US</li> <li>• Submit/file lesson plans</li> </ul>



<p><b>**Week Six</b></p> <p>Full time teaching responsibilities</p> <p><b>**University Supervisor</b> observations may occur any time during weeks three – seven.</p>	<ul style="list-style-type: none"> <li>• Submit lesson plans for a full day to MT and US</li> <li>• Include integration of technology/multidisciplinary opportunities/the arts</li> <li>• Attend faculty meetings and other school activities</li> <li>• Conference with MT</li> <li>• <b>Select one assessment from learning segment and attach to end of assessment commentary</b></li> <li>• <b>Define and submit evaluation criteria you will use to analyze student learning</b></li> <li>• <b>Collect and analyze student work</b></li> </ul>	<p><b><u>Mentoring Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Review Weekly Report</li> <li>• Sign weekly activity report verification</li> </ul> <p><b><u>Intern</u></b></p> <ul style="list-style-type: none"> <li>• Send electronic version of Weekly Report (Form 102E) to US</li> <li>• Submit/file lesson plans</li> </ul>
<p><b>**Week Seven</b></p> <p>Full time teaching responsibilities</p> <p><b>**University Supervisor</b> observations may occur any time during weeks three – seven.</p>	<ul style="list-style-type: none"> <li>• Submit lesson plans for a full day to MT and US</li> <li>• Include integration of technology/multidisciplinary opportunities/the arts</li> <li>• <b>Select 3 work samples (one with specific learning needs)</b></li> <li>• <b>Summarize learning of whole class</b></li> <li>• <b>Submit feedback</b></li> <li>• Attend faculty meetings and other school activities</li> <li>• Conference with MT</li> </ul>	<p><b><u>Mentoring Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Review Weekly Report</li> <li>• Sign weekly activity report verification</li> </ul> <p><b><u>Intern</u></b></p> <ul style="list-style-type: none"> <li>• Send electronic version of Weekly Report (Form 102E) to US</li> <li>• Submit/file lesson plans</li> </ul>
<p><b>**Week Eight</b></p> <p>Full time teaching responsibilities</p> <p><b>**University Supervisor</b> observations may occur any time during weeks three – seven.</p>	<ul style="list-style-type: none"> <li>• Submit lesson plans for a full day to MT and US</li> <li>• Include integration of technology/multidisciplinary opportunities/the arts</li> <li>• Attend faculty meetings and other school activities</li> <li>• Conference with MT</li> <li>• <b>Analyze evidence of language use</b></li> <li>• <b>Analyze evidence of student learning and plan next steps</b></li> <li>• <b>Answer commentary prompts</b></li> </ul>	<p><b><u>Mentoring Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Review Weekly Report</li> <li>• Sign weekly activity report verification</li> <li>• Complete Final Evaluation (Form 103) and discuss evaluation with candidate and send to US</li> </ul> <p><b><u>Intern</u></b></p> <ul style="list-style-type: none"> <li>• Send electronic version of Weekly Report (Form 102E) to US</li> <li>• Submit/file lesson plans</li> </ul>
<p><b>Week Nine</b></p> <p><b>***Phase out of full time teaching</b></p> <p><b>***Phase out</b> means "to bring or come to an end gradually; ease out of service." It is expected that you gradually turn back the subjects that you have been teaching full time.</p>	<ul style="list-style-type: none"> <li>• Submit lesson plans for phase out lessons to MT and US</li> <li>• Include integration of technology/multidisciplinary opportunities/the arts</li> <li>• Observe other teachers</li> <li>• Attend faculty meetings and other school activities</li> <li>• Final Exit Conference with MT</li> <li>• <b>Complete analysis of evidence of language use</b></li> <li>• <b>Complete analysis of evidence of student learning and plan next steps</b></li> <li>• <b>Complete answers to commentary prompts</b></li> </ul>	<p><b><u>Mentoring Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Review Weekly Report</li> <li>• Sign weekly activity report verification</li> <li>• Sign Summary Report (Form 105)</li> <li>• Complete <i>EDUCATE</i>Alabama (Form 104) and send to US</li> <li>• Complete Subject Area Assessment – electronic and send to US</li> </ul> <p><b><u>Intern</u></b></p> <ul style="list-style-type: none"> <li>• Send electronic version of Weekly Report (Form 102E) to US</li> <li>• Submit/file lesson plans</li> <li>• Submit hard copy of signed Summary Report (Form 105) to US or Coordinator of Field and Clinical Experiences</li> </ul>

		<ul style="list-style-type: none"><li>• Complete <i>EDUCATE</i>Alabama self-evaluation form (Form 104) and send to US</li><li>• Complete evaluation of MT (Form 106E) and send to Coordinator of Field and Clinical Experiences (you will receive an email with link to fill this out)</li><li>• See List of Intern Assignments and Other Documentation Evidence list for additional items</li></ul>
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**\*Interns who are assigned to schools that utilize the block schedule or to departmentalized elementary classrooms must consult with their University Supervisor and Mentoring Teacher to create a modified timeline.**

## DISTRIBUTION OF INTERNSHIP TIME

The internship assignment at The University of Alabama in Huntsville is a full-time, full-semester experience, as designated by the Alabama State Department of Education. At the University of Alabama in Huntsville the internship consists of 15 weeks. Each intern will complete either one or two assignments during the 15 week internship dependent upon licensure.

Interns are required to be in their classrooms every day at the times designated by their school and cooperating teachers. Interns are reminded that they are required to keep the same hours as the classroom teacher, as well as attend seminars, faculty meetings, and in-service meetings with the school faculty.

The total hours of internship will be broken down into six major categories, (1) teaching, (2) participating, (3) observing, (4) conferencing with cooperating teacher and supervisor, (5) school-related activities, and (6) reflection, completion of assignments, and/or edTPA tasks. Interns are required to keep a record of their hours and the distribution of the hours within these categories (Time Log in TK20). To help you do this, a short discussion of each category follows. The actual decision as to what hours should be recorded in each category is yours. **Interns must submit the Weekly Report to the university supervisor each week as determined by the University Supervisor (most likely Friday or Saturday).** All of the time, from your arrival in the morning to your departure at the end of the school day should be accounted for in your weekly report.

Since you obviously cannot do a minute by minute breakdown of your activities, it is suggested that, at the end of each day, you take time to think over what you actually did, break your time into the five categories for your records, and record this information on the appropriate form. You are not expected to be accurate within a minute; a reasonable summary will be quite acceptable. The five categories are:

### **Teaching.**

Teaching is defined in its most general form and includes individual, small group and large group instruction. The intern can either be totally in charge or act in a team approach with the cooperating teacher. (As you gain experience, the team approach allows the students to have the benefit of two or more teachers.) In either case, however, the intern will be responsible for the planning and the learning that occurs.

The total amount of actual teaching time depends on many factors, most of which are beyond the control of the intern. The intern will begin by teaching one class or subject, gradually adding subjects or classes, until he/she assumes full responsibility for the full day. The College of Education requires that **interns complete a minimum of 20 full days of responsible teaching, of which at least 10 must be consecutive.** UAH interns who complete two assignments are required to complete a minimum of ten consecutive days of full time teaching in each assignment.

## Observing.

There will be times in the classroom, particularly at first, when you will primarily observe how the cooperating teacher does things. When observing, interns should make detailed notes of teaching strategies, classroom routines, management strategies, and resources your mentoring teacher uses.

The intern will also be required to visit and observe other teachers in your assigned building, particularly those teaching in your major area or at your grade level; these observations, however, are to be scheduled during the last week of each assignment. Plans for these visits will be made either by your mentoring teacher, your US or by the appropriate assistant principal.

## Conferencing.

Interns expect and must receive ongoing feedback via conferences with the mentoring teacher and the university supervisor throughout the semester. Time spent in formal and informal conferences with the cooperating teacher and/or university supervisor is critical to your growth as a professional and to the communication necessary for a successful experience.

Initial conferences provide opportunities for the members of the team—the intern, the mentoring teacher, and the university supervisor to get acquainted and to set expectations for the assignment. **The first conference must be conducted within the first 5-7 days of each internship placement.** At the first conference, the mentoring teacher, the university supervisor, and the intern will make long-range plans based on the guidelines presented in the *Educator Preparation Program Internship Syllabus* (Timeline, page 30). These early conferences set the tone for the experience and may prevent problems later in the internship.

The mentoring teacher will schedule weekly conferences with the intern at a regularly scheduled time. The information collected from the classroom observation(s) should serve as the basis for the conference. This is in addition to impromptu, informal discussions that occur during the school day. The primary purpose of most conferences is to provide guidance for the intern in improving teaching competencies.

The university supervisor will also arrange a time and place for a conference with the intern following each of his/her observations. If it is not convenient to hold a conference immediately after the observation, then one will be planned as soon as possible. It is generally expected that university supervisors will meet with their interns on a regular basis (every week/alternate week).

Every conference is unique, but the following suggestions are provided as guidelines.

- Use the assessment instrument to guide discussions of intern performance.
- First follow up on previous evaluations and observations.
- Discuss observations from the most recent observation/evaluation.
- Plan ahead to address areas (competencies) in need of improvement.
- Plan ahead for teaching upcoming lessons, units, projects, etc.
- Discuss intern's self-evaluation and reflections about teaching practices.
- End on a positive note whenever possible.

The value of feedback from formal conferences cannot be underestimated. Each conference will be directed toward helping the intern to become a better teacher—more competent in teaching skills and dispositions, more self-evaluative and reflective.

### **School-related Activities.**

Several hours a week will be spent in observing or helping with extra-curricular or extra-class activities. These include assemblies, intramural, intra-scholastic sports, musical events, plays, faculty meetings, school board meetings, PTA meetings, Student Alabama Education Association meetings at UAH, intern seminars and workshops, etc. There are many other acceptable events. Use your own judgment about most out-of-class activities; however, you are **required** to attend all faculty meetings.

The major purpose of requiring your participation in school-related activities [non-class] is to encourage you to become a part of the many aspects of the school community and its programs beyond your classroom. It is important that you gain this experience in a wide variety of out-of-class activities rather than limit yourself to only a few. Emphasis should be on activities in which you can participate rather than merely observe.

The following activities are appropriate for your observation, participation, or leadership; you will need to arrange these with your mentoring teacher and with those in charge of the activities.

- Faculty meetings
- Student social functions
- In-service or professional development workshops and programs
- Student assemblies
- Parent-teacher association meetings
- “Extra-curricular” organizations and activities
- Studying the community resources which may support your instructional units/lessons
- Participation in the SAEA (Student Alabama Education Association), CEC (Council for Exceptional Children or KDPI (Kappa Delta Pi) on campus
- School Board meetings

### **Participation.**

This category includes all other activities that occur in the classroom. In effect, participation includes duties that are normally done by the teacher aides or other paraprofessionals. Passing out papers, assisting the teacher in demonstrations, preparing learning materials, correcting class work (at school), helping supervise field trips, helping monitor tests, are examples of this category. If an activity does not specifically fit into one of the other four categories, put it here. Remember, all of the time from your arrival in the morning to your departure at the end of the school day should be accounted for in your weekly report.

## GENERAL POLICIES AND PROCEDURES FOR THE INTERNSHIP

### Attendance and Absences

Interns are expected to be in attendance every day of the internship. They are expected to keep the same hours as the mentoring teacher and to abide by the school guidelines for arrival and departure. Interns are expected to be present at all school-related functions that their mentoring teachers are expected to attend, regardless of the time of day. Examples include staff meetings, in-service meetings, PTA meetings, teacher-parent conferences and athletic events.

If an illness or an emergency makes it necessary to be absent, the intern must contact his/her mentoring teacher as soon as possible (by the night before or 7:15 a.m. of the day to be absent). If the mentoring teacher cannot be reached, call the school office and leave a message with the secretary or the principal. Make a note of the time, date, and the name of the person who took the message. In addition, the university supervisor must be notified whether an observation is planned or not, as well as the Coordinator of Field and Clinical Experiences. Absences from the internship will be recorded and noted on the weekly report; excessive absences may impact the final grade for the course.

Interns who are absent for illness or emergency will be expected to complete additional days at the end of the assignment. All make-up time will be arranged with the mentoring teacher and the university supervisor. In the event that extended absences are necessary, the university supervisor must notify the Coordinator of Field and Clinical Experiences.

Interns may be excused from their internship to participate in Recruitment or Job Fairs and if being honored at the University Honors Day program. However, teaching assignments should be planned and coordinated if the intern plans to participate in these University-approved events.

### Academic Honor Code

Interns must follow the academic honor code as outlined in *The University of Alabama in Huntsville Student Handbook*. A copy of the Student Handbook may be obtained from the Office of Student Conduct, in Charger Union, room 223, or downloaded from <http://www.uah.edu/dos/student-conduct/handbook> .

### Attire and Grooming

Interns, though students by University standards, are regarded as members of the faculty at the assigned school. The policies and culture of each individual school and the nature of the instructional activities define permissible dress and grooming. Interns are expected to maintain standards of dress and appearance that conform to the established policies of local school authorities and not those of the University campus. Dress and appearance must not present health or safety problems. Dress and/or grooming that disrupt the educational environment may result in the intern's removal from the internship placement. Professional appearance may include but not be limited to length and style of hair, beards and mustaches, style of dress, body piercing, tattoos, and other matters of personal appearance. Dress for special theme days should still reflect an attitude of professionalism. To determine acceptable dress and grooming, interns

should observe the attire of others and seek the guidance of the mentoring teacher or the building principal.

### **Certification Process**

When interns have successfully completed (1) all UAH requirements [including appropriate GPA: 2.75 in teaching field, 2.75 in professional education, and 2.75 overall] (2) an approved educator preparation program, (3) the internship with a “C” or better, and (4) all exit examinations, they may apply for the Alabama certification for which they are eligible.

**Graduate students (Alt-A) must have a 3.25 overall GPA in order to be certified.** Interns who do not apply for certification at the time of the completion of their program must meet the requirements of the program in place at the time of their application for certification; this may include additional courses. Therefore, it is important to apply for certification as soon as interns are eligible whether or not the intern ever intends to teach in Alabama.

The following procedures are in place to facilitate the certification process.

1. During the internship – Certification Officer informs interns about the process. Interns are advised to request transcripts from institutions other than UAH.
2. During the 2<sup>nd</sup> placement – Interns submit payment online via the ALSDE (Alabama State Department of Education) web site. The cost is \$30 for one certification, or \$60 for two. There is a \$4.00 processing fee. Beginning in 2016, there will be online payment only, NO checks. The receipt must be presented to COE when the certification application is turned in.
3. At the end of second placement – Interns request an official UAH transcript. Be sure to check “hold for degree statement” on the *Request for Transcript*.
4. Graduation
5. Two (2) weeks after graduation – Registrar begins to send official transcripts to Certification Officer. (Holds or missing information may delay receipt of transcripts.)
6. One to two weeks after arrival of transcripts – Certification Officer sends completed application for certificate and accompanying documents to ALSDE. Letters of completion sent to graduates at that time.

### **Course Registration**

Undergraduate interns will register for the internship specified in their program of study. Elementary education interns will register for ED 493 – 12 hours; elementary education/ collaborative interns also register for ED 493. ECSE interns will register for ED 490 (12 hours). Interns seeking secondary certification will register for ED 497 – 12 hours. P-12 music, art, and PE interns will register for ED 499 – 12 hours.

Graduate Alt-A interns will be required to register for ED 698 – 3 or 6 hours. ESOL interns will be required to register for ED 699 – 6 hours. Elementary will be registered for ED 693 – 6 hours. P-12 students (Music and Physical Education) will register for ED 696 – 6 hours. Internship assignments for individuals seeking certification in a second field or completing a deficiency letter will be determined on an individual basis depending upon their prior internship and teaching experience.

## **Exit Examinations**

All undergraduate and graduate interns are required to keep and upload information into a Google Drive Notebook as part of their internship and exit requirements for education. The notebook will contain artifacts that document the intern's ability to integrate the UAH competencies into major units of study. This will be reviewed by the mentoring teacher and supervisor. (See Matrix for Determining Internship Grade, p. 59)

In addition, graduate interns who are completing their programs within a Department outside of the College of Education (not the MAT program) are required to pass subject area comprehensive examinations in their major according to the UAH graduate school policy and a written comprehensive examination covering the professional education portion of the curriculum in their program of study. Interns should consult their major department early in their program to be informed of the format, requirements, and deadlines of the comprehensive exit examination.

## **Graduation and Degree Requirements**

To graduate, all interns must meet the general UAH and degree program requirements as outlined in the catalog. Undergraduate interns must have maintained a 2.75 grade point average in all teaching field courses and a 2.75 in all professional education courses and 2.5 overall. Graduate interns must have maintained a 3.0 grade point average in all teaching field and professional education courses. All interns must earn a grade of "C" or better in all teaching field and professional education courses, including the internship.

Interns who plan to graduate upon successful completion of the internship ("C" or better) must arrange for a degree audit with the Registrar's Office and must apply for graduation at least seven months in advance. The College of Education recommends that interns submit a degree application at the same time they submit their application for internship. If the intern plans to participate in the graduation exercise, he/she must make reservations in advance. IT IS THE INTERNS'S RESPONSIBILITY TO COMPLETE AND SUBMIT THE APPLICATION FOR DEGREE. UAH official application deadlines are as follows:

- Oct. application for May graduation;
- Feb. for August graduation; and
- June application for December graduation.
- Check official Graduation Application Deadlines on the UAH website.

## **Fingerprinting and Background**

According to the current version of the *Alabama Teacher Education Chapter of the Administrative Code*, all individuals who apply for Alabama certification shall be required to obtain background clearance through a fingerprint review conducted by the Alabama Bureau of Investigation and the Federal Bureau of Investigation. Essentially this applies to all persons seeking INITIAL teacher certification, to persons changing school systems, and to persons whose certificates have lapsed for more than 90 days. UAH requires all interns to be fingerprinted prior to beginning Block 1 field experience. Students will not be notified of field experience and/or internship assignments until proof of fingerprinting has been received.



The Alabama State Department of Education has contracted to have *Cogent Systems* provide fingerprinting services for all interns. Interns should consult the website ([www.cogentid.com/AL](http://www.cogentid.com/AL)) for information about registration and scheduling their fingerprinting at a site near their residence. Current cost for fingerprinting is \$51.40.

### **Holidays and Vacations**

Interns must follow the schedule of the public school to which they are assigned. In some cases, school holidays and vacations do not coincide with UAH's schedule. In all cases, interns are obligated to adhere to the schedules of their assigned schools. Interns are expected to attend ALL scheduled seminars, even if the school system hosting the intern is on holiday or vacation.

### **Internship Notebook and Journal**

For documentary, organizational, planning purposes, and as an exit exam, interns will keep a Google Drive notebook of their experiences. Materials such as the following are to be included: detailed notes of teaching strategies, classroom routines, management strategies, and resources you have observed. The notebook should also include: the daily schedule, internship calendar, units, lesson plans, evaluation sheets, school information, etc. An "Impact on Student Learning" Assignment with reflection will also be included in the notebook. **The notebook should be shared with the university supervisor as well as the Coordinator of Field and Clinical Experiences. Access to the notebook should be available during all seminars. The notebook will serve as your exit exam for internship. It comprises the Impact of Student Learning Assignment which is 20% of your final grade.**

Interns will also keep reflective journal entries of their internship experiences; weeks that journal submissions are due will be announced at orientation (this will be balanced with what interns are writing for edTPA). Artifacts from the journal may be selected for the intern's Google Drive notebook. Journal entries will be calculated into the final grade for the internship. **Interns must electronically submit the journal reflection to the US by Friday at 9 p.m. on the weeks they are due.**

### **Laws that Affect Teacher Interns**

Interns need to be familiar with laws that affect teachers and interns. Teacher rights, responsibilities, and liabilities are addressed in constitutional, statutory, and/or case law, as well as in local school board policies. A brief summary of some of the most important legal provisions that interns may encounter are provided below. Interns are encouraged to research these policies and/or provisions to assist them in having a successful experience.

**First Amendment:** Teachers must refrain from promoting religious activities in school. For the intern, this primarily means activities such as audible praying, Bible reading, and discussing religious beliefs are inappropriate and illegal in the school. The school should have policies, consistent with the Equal Access Act, regarding the rights of students to participate in non-school sponsored religious oriented activities at school. Another aspect of the First Amendment is the freedom of speech that includes symbolic speech and dress codes. Interns should familiarize themselves with the school system policies. Any type of speech that disrupts the educational process is not protected by the First Amendment.

**Fourth Amendment:** This amendment addresses the right of an individual's freedom from unreasonable searches and seizures. Schools are given fairly wide latitude in conducting searches in order to provide a safe and drug-free environment. If an intern has a reasonable suspicion that a student possesses something illegal, the intern should discuss the matter with his/her classroom teacher. If a search is warranted, a school official should conduct the search. A related matter concerns students bringing to school items that distract their attention or the attention of others. Interns have a right to remove the items from the student, but the items must be returned to the students at the end of the period or day. If at all possible, always consult your classroom teacher before taking any action.

**Reporting Child Abuse:** Teachers are legally required to report suspected child abuse or neglect. In Alabama, failure to report is a misdemeanor punishable by a fine of up to \$500 and six months in jail. Interns are not held to the same standard, but if an intern suspects abuse or neglect, s/he should discuss it with his/her classroom teacher.

**Negligence:** Interns should take all precautions to avoid injuries to students. Most lawsuits filed against teachers are those in which the standard of supervision is questioned in regard to an injury. Did the teacher exercise the appropriate degree of supervision under the circumstances? Teachers and interns should be careful that equipment is safe, that any dangerous materials or equipment are removed, that procedures for student use of any equipment are clearly explained, that electrical cords are undamaged and do not interfere with the flow of traffic, and especially that students are supervised at all times during any activity in which the likelihood of injury exists.

**Corporal Punishment:** Student teachers may not administer corporal punishment to students nor serve as witnesses when staff members administer corporal punishment. Matters of discipline and/or punishment will be reported to the mentoring teacher and jointly addressed by the teaching team.

**First Aid and Medication:** The intern should become familiar with the school's policy for administering first aid and medication. A school official should be notified immediately of any injury. Only identified school personnel should administer medication and that should be done in compliance with school board policies and procedures. **DO NOT** treat an injury or administer medication.

### **Legal Status of Interns**

It must be understood that interns are in the schools strictly at the invitation of the administrators involved and that the privilege of completing an internship can be withdrawn at any time. This rarely occurs, but it has happened. Because the intern has no legal status in classrooms in Alabama there is no appeal process. In fact, little legal action is on record which has established precedent regarding clarification of this status. The intern should also be aware that the university supervisors are also invited guests of the schools.

Because of this unique situation, interns, may not serve as substitute teachers, participate in administering corporal punishment, or transport students home or on field trips.

## Lesson Plans

Thorough planning is essential for good teaching. Interns are **REQUIRED** to prepare and submit lesson plans to the mentoring teacher **by Thursday at the close of the school day for the upcoming week**. This will give the mentoring teacher an opportunity to review and make suggestions for improvement. Lesson plans at the beginning of each assignment are expected to be more detailed than those prepared for lessons later in the assignment; however, they are always required. In general, lesson plans should include the following:

- **Specific objectives**: These should be carefully stated (measurable) and should guide the teaching and assessment of the lesson and student learning. (Aligned with Alabama State Course of Study standards, graduation exam competencies, and the SAT-10.)
- **Procedure/Instruction**: This should be specifically outlined to assure that the intern has carefully thought through each step of the lesson, from introduction to closure, in terms of the stated objectives for student learning.
- **Materials/Resources**: This should include all materials necessary for achieving the objectives of the lesson (books, media-technology, handouts, etc.).
- **Differentiation of Instruction**: How will you meet the needs of at risk, ESL, and accelerated learners?
- **Student Assessment**: What procedures will you use to assess student learning? How will you know if you have met the stated objectives? Consider both formative and summative assessment.

Upon completion of the lesson interns should engage in reflection and self-evaluation.

Develop the habit of reflection and self-evaluation. Ask yourself questions such as these: “Why did \_\_\_\_\_ occur during the lesson? Why was \_\_\_\_\_ not accomplished? Did students respond to \_\_\_\_\_ as I anticipated? If I taught the lesson again, what would I do differently? How could I better meet the needs of \_\_\_\_\_?” Critical self-evaluation leads to improvement of instruction and greater student learning.

All lesson plans should be kept in the internship notebook and be available for review by the university supervisor at any time. The lesson plan format will be distributed during the intern orientation.

## Five Day Instructional Unit Plans/Lesson Segment (source of edTPA video clips)

Interns must plan and teach at least one unit plan consisting of a 3-5 lesson segment during each assignment. The length of the unit plan will vary depending upon the grade and subject assigned. Thorough planning is required to ensure the success of a unit plan. Interns may follow the unit plan guidelines from any of their methods classes or any suggested by the Coordinator of Field and Clinical Experiences. Details of daily lesson plans may evolve during the unit, but an outline containing unit goals, state and/or national standards addressed, accommodations, resources, a timeline for the lessons, and assessments must be submitted for review to the cooperating teacher at least **one week prior to the start of the unit**. These instructional unit plans act as the source of the edTPA video clips. They are part of your 10 CONSECUTIVE teaching days.

## Impact on Student Learning Assignment

Interns will complete an “Impact on Student Learning ” Assignment with reflection during the last part of internship.

**Assignment Overview:** In the second half of internship, candidates will complete a learning segment (approx. 5-10 lesson plans<sup>1</sup>) that must include a rationale, daily lesson plans, pre- and post-assessments, analysis of data, and a reflection on student learning. This will occur in one class for one subject area.

The purpose of this assignment is to analyze the student learning that occurs during a learning segment, and specifically consider the impact that your teaching practice had on student learning.

<sup>1</sup> The number of lesson plans should be dependent on the topic and students’ needs.

For this assignment, you will need to do the following:

1. Map the Learning Segment
2. Select/Design Assessment to Measure Learning Growth
3. Finish Lesson Plans & Write Rationale for Planning
4. Implement the Learning Segment
5. Analyze Assessment Data
6. Use Data Analysis to Reflect on Student Learning (Reflection Paper)
7. Self-Assess Your Paper Using the Rubric
8. Submit Your Impact on Student Learning Assignment

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(see pgs. 49-53, “Impact on Student Learning Assignment”)

## Orientation Workshops

Interns **are required to participate** in all Orientation Workshops. These workshops precede the internship placement(s) and are intended to provide interns with information about the internship, their school assignment, expectations, and edTPA sessions. Interns who do not attend the orientation workshops will be withdrawn from the internship.

## Placement Services

The intern is encouraged to register with UAH Career Services, in the Student Services Building, room 205 during the semester prior to internship or early in the internship semester. Career Services will assist interns in preparation of their placement file. Credentials on file with Career Services should be updated regularly with information about graduate studies and work experience. Interns should have each mentoring teacher and the university supervisor complete a letter of recommendation for inclusion in their placement file.

## Professional Conduct

Interns must conduct themselves in a manner that is consistent with professional, ethical, and moral standards at all times. Guidelines are specified in the National Education Association’s Code of Ethics [www.nea.org/code.html](http://www.nea.org/code.html) and the [Alabama Code of Ethics](#), and in the assigned

school's handbook. Interns will always maintain a professional relationship with students and colleagues. Interns may not date students at the school in which they are completing their teaching internship nor should they conduct themselves in any manner that might be construed as professionally unethical. This includes email, phone calls, text messages, personal blogs, Instagram, SnapChat, Facebook and any other electronic communications. Interns should avoid interacting with students in any personal manner that might be considered inappropriate. It is also recommended that interns not date any personnel employed at the school in which they are placed. Failure to conform to professional conduct outlined the NEA Code of Ethics or that of the assigned school will result in termination of the internship. Copies of the Alabama Code of Ethics and the NEA Code of Ethics are included in the appendix.

### **Professional Liability**

Interns enrolled in their internship semester **are strongly encouraged** to obtain professional liability insurance before participating in the internship. Professional liability may be purchased through an independent insurer or is available to interns who are members of the UAH chapter of the Student Alabama Education Association (SAEA) or the Council for Exceptional Children (SCEC). Further information and membership applications will be made available at the intern Orientation Workshop.

### **Safety**

Interns must be alert to any hazards to students during instructional activities. Safety instructions are a vital part of planning any student activity. Physical education, laboratory activities, and playgrounds are due special attention. Any school activity should be properly supervised and students must be cautioned about hazards. The students under your charge must NEVER be left alone. Interns must be familiar with and comply with the assigned school's handbook policies and procedures regarding safety issues.

### **School Materials**

Although schools have limited budgets for materials, personnel in schools generally permit interns to use their materials. Be sure to ask your mentoring teacher about securing materials or using the library, copy machines, and other instructional resources. It is the intern's responsibility to learn the correct procedure for checking out these materials and returning them to their proper places.

### **School Policies**

Interns must become familiar with school policies, regulations, and physical facilities of the school. Interns should request and read a copy of the school handbook from the classroom teacher or the principal at the start of the assignment. School handbooks may also be available on the school website.

### **Seminars**

Interns are required to attend weekly seminar meetings during the semester. Attendance and participation at the weekly seminars comprises 10% of the final internship grade and provides evidence of the intern's commitment to lifelong learning. The seminars are held on the UAH

campus and are usually held on Tuesday afternoons (4:00-5:30) throughout the semester. Meeting dates and topics will be announced at the beginning of each semester.

### **Boot Camp**

Interns are required to attend a minimum of three scheduled full day seminar Boot Camp sessions. These days will occur during the first placement and center around edTPA supports. The Coordinator of Field and Clinical Experiences will facilitate these edTPA work sessions.

### **edTPA Disposition Formative Feedback Process**

Interns are required to submit edTPA documents to The Coordinator of Field and Clinical Experiences on time according to the Intern Calendar. The documents (Context for Learning, Lesson Plans, Instructional Materials, Assessments, Evaluation Criteria, Task 1 Commentary, Task 2 Commentary, videos, Task 3 Commentary and student work samples) should answer the prompts entirely and connect to the evidence in the learning segment.

### **Substitute Teaching**

Interns may not serve as substitute teachers. A substitute teacher must be provided by the school should the mentoring teacher be absent. However, interns who have progressed to the teaching portion of their internship may teach in the classroom to which they are assigned in the presence of a substitute teacher. In an emergency, the intern should not take over the class; even in an emergency, the principal or another teacher should be designated as a supervisor for the brief period of the school day, if needed.

Interns are not employees of the assigned school or school system. Therefore using an intern in lieu of a substitute teacher could place the intern, the school system, and the University in a precarious legal position. Interns who are requested to serve as substitute teachers should inform their university supervisors who can then remind the appropriate school officials that such requests are not in keeping with placement agreements.

### **Team Planning**

Development of reflective leadership skills requires a team effort. While the mentoring teacher and the university supervisor have an important professional responsibility to prepare the intern for entrance into the teaching profession, the intern is not only allowed, but encouraged to participate in deciding which activities should be undertaken during the internship. Interns have been exposed to many perspectives of teaching and a variety of curricula and methods during their pre-internship coursework at UAH. Interns are encouraged, within reason, to plan for and implement a variety of teaching methodologies/strategies to discover the teaching style that is most successful for them.

### **Videotaping**

Interns are required to videotape lessons during their internship assignments. Interns will notify and secure permission for videotaping from parents and/or guardians of students in their class(es). The edTPA permission form for the state of Alabama can be found at [https://www.alabamaachievers.org/wp-content/uploads/2021/02/edTPA-Alabama-Parent-Consent-FormRevised\\_8-22-16.pdf](https://www.alabamaachievers.org/wp-content/uploads/2021/02/edTPA-Alabama-Parent-Consent-FormRevised_8-22-16.pdf)

## **Warranty**

For a period of two years after program completion and recommendation for certification, UAH shall warranty and provide remediation at no cost to students who are evaluated to be unsatisfactory or deficient in any area of preparation. Remediation in professional education and/or teaching field departments will be based upon recommendations from the performance evaluations conducted by public school administrators who use the *EDUCATE*Alabama process or comparable evaluations recognized and approved by the State Board of Education. Specific assistance will be agreed upon by the College of Education, school system personnel, and the first year teacher. This policy, the *New Teacher Mentoring Program*, is consistent with the Alabama State Department of Education Code of Education.

## **Weekly Report and Time Log**

Interns must complete a weekly report and time log (TK20) to document their progress and activities during the internship. Interns will report time spent in observing, participating, teaching, conferencing, other school-related activities, and hours absent. Interns are responsible for the accuracy of the hours/activities reported in this form and time log. The number of hours recorded on the report will be used for certification purposes; therefore interns must complete the report with as much accuracy as possible. The mentoring teacher will sign off on the Time Log via TK20. **Interns must electronically submit the Weekly Report to the US each Friday by 9 p.m.** A copy of FORM 102 -Weekly Report, included in the appendix is provided for your review. The summary report will be submitted electronically to the US. FORM 102 Weekly Report and Time Log is also posted on TK20.

## **Withdrawal, Removal, or Extension of the Internship**

The College of Education, with its admissions standards and procedures, attempts to place only those individuals who have satisfactorily met the knowledge, abilities, and dispositions competencies identified in the conceptual framework. To that end, the teacher education unit agrees to support the intern and serve as a resource. The intern must recognize, however, that placement does not guarantee completion. Successful progress and completion of the internship is the responsibility of the intern and is determined by ongoing assessment of the specified competencies.

### Extension of the Internship

If the intern's progress is considered unsatisfactory based on observation and evaluation by the mentoring teacher and/or the university supervisor, they will contact the Coordinator of Field and Clinical Experiences (CFCE). The CFCE, upon written recommendation of the university supervisor, may recommend that an intern extend or repeat his/her current placement before moving to the second assignment. This will give the intern the opportunity to successfully demonstrate a satisfactory level of competence in all competency areas.

### Removal or Withdrawal from the Internship

Interns who represent the UAH College of Education are expected to comply with policies, regulations, and expectations of the school in which they are placed. The school or the University may remove an intern from an assignment.

### Removal Based on School Request

Upon request from the school where the intern is placed, the internship may be terminated by the school's administrator at any time during the experience. If an intern is removed from an internship assignment under such circumstances, a subsequent placement is not automatic. The College of Education also reserves the right to remove any intern not following UAH policies and procedures.

### Withdrawal for Personal Reasons

If an intern decides to withdraw from the internship, it is the responsibility of the intern to provide a written explanation to the mentoring teacher, the university supervisor, and the CFCE. The intern is expected to follow standard University procedures to withdraw from courses (*UAH Catalog*).

### Withdrawal for Unsatisfactory Progress

If the intern's progress is considered unsatisfactory based upon observation and evaluation by the mentoring teacher and/or the university supervisor, they will contact the Coordinator of Field and Clinical Experiences (CFCE). The CFCE, upon written recommendation from the university supervisor, may recommend that an intern be removed from his/her placement at any time during the internship experience. If the intern is removed from the internship assignment under such circumstances, the coordinator will discuss possible options for the intern. This may include creating a Professional Development Plan (PDP) or withdrawal from the internship. The plan (PDP) may include, but is not limited to, remediation in terms of coursework, and/or additional field placement, etc., —prior to a second attempt at the internship. Interns who fail to complete a specified Professional Development Plan may be dismissed from the internship. This may ultimately result in dismissal from the Educator Preparation Program. Re-enrolling in the internship is not automatic.

Interns are permitted only one additional attempt at an internship, providing he/she has met all re-enrollment criteria determined by the Coordinator of Field and Clinical Experiences. The intern must also complete the program within a time limit specified in the *UAH Catalog*.

### Removal for Inappropriate, Unprofessional or Illegal Actions

Interns who are removed from their internship assignment for documented actions, inactions, or behaviors deemed inappropriate or unprofessional will receive a failing grade for the internship and will be dismissed without recourse or appeal. The Coordinator of Field and Clinical Experiences will inform the student of the decision.

Interns who are arrested for any crime, which could result in a felony conviction, will receive a failing grade for the internship and be removed from their internship assignment pending legal resolutions. Please note that the State Department of Education does not issue a teaching certificate to individuals with felony convictions.



## Impact on Student Learning Assignment

**Assignment Overview:** In the second half of internship, candidates will complete a learning segment (approx. 5-10 lesson plans<sup>1</sup>) that must include a rationale, daily lesson plans, pre- and post-assessments, analysis of data, and a reflection on student learning. This will occur in one class for one subject area.

The purpose of this assignment is to analyze the student learning that occurs during a learning segment, and specifically consider the impact that your teaching practice had on student learning.

<sup>1</sup> The number of lesson plans should be dependent on the topic and students' needs.

For this assignment, you will need to do the following:

9. Map the Learning Segment
10. Select/Design Assessment to Measure Learning Growth
11. Finish Lesson Plans & Write Rationale for Planning
12. Implement the Learning Segment
13. Analyze Assessment Data
14. Use Data Analysis to Reflect on Student Learning (Reflection Paper)
15. Self-Assess Your Paper Using the Rubric
16. Submit Your Impact on Student Learning Assignment

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Note: Use the check boxes throughout the assignment to keep track of your progress.

**Step 1: Map the Learning Segment**

Meet with your mentor teacher to confirm dates and content for the learning segment. Use the space below (or an additional sheet of paper) to jot down notes from this meeting and to guide your planning.

- Identify the learning segment dates: \_\_\_\_\_

- Identify the standards and learning objectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Discuss any potential educational technology use: \_\_\_\_\_

\_\_\_\_\_

- Discuss accommodations for individual students (e.g., Students with IEPs/IFSPs, 504 plans, ELL students, students who are struggling or gifted) that are included in the learning segment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Step 2: Select/Design Assessment Methods to Measure Learning Growth**

Use your standard and learning objectives to select an assessment method that matches your classroom context (e.g. pre-/post-assessment, single-subject design, etc.). Then design your assessments, keeping in mind the goal is to show student growth.

**Step 3: Finish Lesson Plans & Write Rationale for Planning**

Finalize lesson plans and assessments for the learning segment, and explain your intentionality in the planning by writing a 1-page rationale.

- Finalize lesson plans.
- Write a 1-page rationale explaining the intentionality behind the planning of your learning segment.
  - Summarize the learning segment.
  - How did you design this learning segment to support students' achievement of the learning objectives?
  - How does your lesson build on students' current understanding?
  - Discuss how you intentionally designed or selected your assessments. How are these aligned to your learning objectives?
  - What learning theories or research guided your choices for task selection and instructional strategies (e.g., differentiation, grouping, engagement, etc.)?
- Submit your lesson plans, assessments, and 1-page rationale to your university supervisor and mentor teacher.

**Step 4: Implement Learning Segment**

Implement the learning segment. Be sure to gather data with a baseline/pre-assessment at the start and a final assessment (post-assessment) at the end.

**Step 5: Analyze Assessment data**

Analyze the baseline/pre-assessment and final assessment data.

- Create a visual representation (table, chart, or graph) of the data that highlights the impact your instruction had on student learning (i.e., showcases the growth in the data).
- Looking at your visual representation, make a list of trends/patterns you notice in the data. (This list will not be turned-in, but will help you organize your thoughts for your paper.)

**Step 6: Use Data Analysis to Reflect on Student Learning**

Write a reflection paper.

- Begin by putting your visual representation of the data at the top of the page and labeling it Figure #/Table #.
- Use the following headings and guiding questions (See Table 1) to write the 3 sections in the reflection paper.

Table 1. Headings and Guiding Questions for the Reflection Paper

<p><b>Heading 1 - Baseline/Pre-assessment Results</b></p> <p>What were your students' understandings at the beginning of the learning segment?</p> <ul style="list-style-type: none"> <li>• Restate what standards and learning objectives your baseline/pre-assessment measured.</li> <li>• Discuss any conceptions or misconceptions that were evidenced in the data/work.</li> <li>• Include and reference student work samples to support conceptions or misconceptions discussed.</li> </ul>
<p><b>Heading 2 – Data Driven Teaching</b></p> <p>How did you adjust your teaching during the unit?</p> <ul style="list-style-type: none"> <li>• How did your baseline/pre-assessment data inform the planning and implementation of the lesson for the learning segment?</li> <li>• Explain if any adjustments were or were not needed during the implementation of the lessons and what data justified these decisions (e.g., baseline/pre-assessment data or formative assessment data).</li> </ul>
<p><b>Heading 3 – Final/Post-assessment Results</b></p> <p>What were your students' understandings at the end of the learning segment?</p> <ul style="list-style-type: none"> <li>• Restate what standards and learning objectives your final assessment (e.g., post-assessment) measured.</li> <li>• Discuss the pattern(s) of learning that occur in the data. This could include areas of growth, no change, or decline.</li> <li>• Point to particular student work samples to demonstrate the changes in learning that occurred.</li> </ul>

**Step 7: Self-Assess Your Paper Using the Rubric**

Using a highlighter or the highlight function in Word, evaluate what score your final paper would receive in each category of the rubric. If you are unsatisfied with any of these, go back and revise, and then re-self-assess.

**Step 8: Submit Your Impact on Student Learning Assignment**

Turn the following items into your university supervisor and save them in your Internship Google Drive folder:

- 1) Baseline and final assessment (e.g., pre-/post-assessment),
- 2) Reflection paper,
- 3) Any student work samples referenced in paper, and
- 4) Self-assessment rubric.

Please note: All materials need to be submitted in order for the paper components to be evaluated.

**\*This is a generic template for the assignment. Interns should see Canvas for programmatic instructions and rubric.**

## Impact on Student Learning Assessment Rubric

Tasks	Distinguished 4 points	Proficient 3 points	Basic 2 points	Unsatisfactory 1 point	Not Available 0 points
<b>RATIONALE: Description &amp; Rationale of Learning Segment (4 pts.)</b>	The rationale provides a description of the learning segment in detail explaining the rationale for the topic/standard and explaining the alignment of standards to all assessments in the learning segment.	The rationale describes the learning segment explaining the rationale for the topic/standard and explaining the alignment of standards to most assessments in the learning segment.	The rationale provides a description of the learning segment in explaining the rationale for the topic/standard and explaining the alignment of standards to some assessments as seen in the learning segment.	The rationale provides a description of the learning segment in explaining the rationale for the topic/standard and explaining the alignment of standards to some assessments as seen in the learning segment. There are errors in student thinking or there are issues with alignment.	A rationale is not submitted.
<b>LESSON PLANS: Alignment to Learning Objectives (4 pts.)</b>	An appropriate number of lesson plans are included. The assessments in all plans are well-aligned and described in detail.	An appropriate number of lesson plans are included. The assessments in all plans are well-aligned and mostly described in detail (e.g., some parts of plans may lack details).	An appropriate number of lesson plans are included. The assessments are at least partially-aligned and mostly described in detail.	Lesson plans lack assessment details or are not aligned.	Lesson plans are not submitted.
<b>LESSON PLANS: Instructional Quality (4 pts.)</b>	The lesson plans consistently include effective tasks and engaging instructional strategies that are clearly aligned to support specific student needs.	The lesson plans typically include effective tasks and engaging instructional strategies that are aligned to support specific student needs.	The lesson plans include a collection of effective and ineffective tasks and instructional strategies that may or may not be aligned to support specific student needs.	The lesson plans include either ineffective tasks and instructional strategies or instruction is only aligned to support whole class instruction.	Lesson plans are not submitted.
<b>PAPER<sub>1</sub> : Visual Representation</b>	The visual representation of data is accurate,	The visual representation of data is accurate,	The visual representation is missing	The visual representation is missing	No visual representation is submitted.

<b>(Table, Chart, or Graph) of Data (4 pts.)</b>	labeled/titled, and well organized. AND The analysis of the visual representation is clear and comprehensive and it includes all relevant information necessary to support a claim about student learning.	labeled/titled, and well organized. AND The visual representation is referenced in the reflection (e.g., See Figure 1) to support a claim about student learning but lacks clear and comprehensive information.	some key components to make its use effective (e.g., missing labels/title, incomplete data, etc.) OR The visual representation is not referenced in the reflection.	some key components to make its use effective (e.g., missing labels/title, incomplete data, etc.) AND The graphic is not referenced in the reflection.	
<b>PAPER<sub>1</sub> : Baseline/Pre-assessment Results (4 pts.)</b>	A detailed baseline analysis focuses on both quantitative (percent, mode/median/mean, pass/fail rates) AND qualitative data (student work samples). Conceptions/misconceptions are discussed and supported with evidence.	A general baseline analysis focuses on both quantitative (percent, mode/median/mean, pass/fail rates) AND qualitative data (student work samples). Conceptions/misconceptions are discussed generally.	A baseline analysis focuses on quantitative (percent, mode/median/mean, pass/fail rates) AND qualitative data (student work samples).	A baseline analysis focuses on quantitative (percent, mode/median/mean, pass/fail rates) OR qualitative data (student work samples).	The paper does not include a baseline/ pre-assessment results section OR a paper is not submitted.
<b>PAPER<sub>1</sub> : Data Driven Teaching (4 pts.)</b>	There is a detailed description of how data was used to inform instructional decision-making (e.g., specific data that led to specific changes) and these decisions would likely support student learning.	There is a general description of how data was used to inform instructional decision-making (e.g., general trends in data that led to a change) and these decisions would likely support student learning.	There is a description of instructional changes, but these are not connected to data, and these decisions would likely support student learning.	There is a description of instructional changes, but these are not connected to data, and may not make a difference in student learning (e.g., more logistics-centered).	The paper does not include a data driven teaching section OR a paper is not submitted.
<b>PAPER<sub>1</sub> : Final/Post-assessment Results (4 pts.)</b>	There is a detailed review of final assessment data related to instructional objectives and standards. Changes in learning are supported with specific student work evidence.	There is a review of final assessment data related to instructional objectives and standards. Changes in learning are mentioned, but may not be supported with evidence.	There is a vague review of final assessment data related to instructional objectives and standards.	There is a NO review of final assessment data.	The paper does not include a final/post-assessment results section OR a paper is not submitted.

<sup>1</sup> All materials need to be submitted in order for the paper components to be evaluated. These materials include: Baseline and final assessment (e.g., pre-/post-assessment), reflection paper, any student work samples referenced in paper, and a self-assessment rubric.

**\*This is a generic template for the assignment. Interns should see Canvas for programmatic instructions and rubric.**

# **ASSESSMENT OF INTERNS**

## OVERVIEW OF THE ASSESSMENT PROCESS

Assessment and instruction are an integrated, ongoing process. Interns will engage in continuous self-evaluation and reflection throughout the semester. They will also be observed by their mentoring teachers and university supervisors who will monitor their progress and provide feedback that will allow the intern to reach his/her full potential.

The UAH assessment process includes these six principles.

1. Standards based competencies.  
The process is based upon six teacher competencies and a set of dispositions aligned to state and national standards.
2. Continuous feedback.  
The intern is provided with continuous feedback about his/her performance in time to allow for improvement. Mentoring teachers provide both informal and formal feedback to the intern through notes and verbal comments as well as weekly conferences with written feedback. University supervisors are committed to providing a minimum of 5 formal observations with written feedback throughout the semester. Formal feedback, both praise and constructive criticism, given to the intern can avoid serious misunderstandings and can also assist the intern in growing to his/ her full potential.
3. Multiple assessments.  
The intern's assessments are based upon self-assessments, cooperating teacher assessments, and university supervisor assessments. Mentoring teachers and university supervisors use observations, a midpoint and final evaluation rating scale, the subject area evaluation, and the *Observation* Form to monitor progress and measure the intern's performance.
4. Collaboration/Cooperation.  
The intern and the mentoring teacher's professional relationship must be based upon a mutual willingness to ask questions about and analyze one another's teaching. The intern should be encouraged to practice self-evaluation so that critical analysis becomes a regular part of his/her teaching behavior as modeled by the mentoring teacher.
5. Documented.  
Assessment is based upon verifiable evidence, such as observations of teaching performance, lesson plans, student work samples, conferences, etc. rather than on subjective judgment. The assessment must focus on the intern's performance, NOT potential. The mentoring teacher and university supervisor will use specific examples from observations of teaching to document whether the intern is progressing as a beginning teacher and whether he/she has the skills to maintain his/her own classroom independently.
6. Specific.  
Above all, assessment and evaluation must be SPECIFIC. The intern should be told exactly what is expected, what he or she is doing well, and what he or she needs to do to improve. The ultimate goal is to document, through supervision, the intern's ability to meet the basic teaching competencies.

## ASSESSING THE PERFORMANCE OF INTERNS

Interns are expected to demonstrate growth in each of the six competency areas identified on page 7 in the syllabus. Performance is monitored and measured through the use of several assessment tools. Mentoring teachers and university supervisors use Form 103 to assess the intern and provide both formative and summative information. Mentoring teachers will formally evaluate interns twice during each assignment and provide feedback after each observation. Each mentoring teacher will also complete an *Observation* form (FORM 104) and the subject area evaluation at the end of the assignment. University supervisors will complete five formal evaluations and conference with the intern during the semester. The university supervisor will also complete the *Observation* form at the end of the 15-week semester.

### Rating Scale for Evaluation of Intern Competencies

Mentoring teachers and university supervisors should use the rating scale below to determine the level of performance demonstrated by the intern in each competency area.

<u>Score</u>	<u>Descriptor</u>	<u>Explanation</u>
4	<b>Exceptional</b>	The intern demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance contains multiple examples of extensions that reflect the daily application of research-based, best practices. The intern consistently and accurately assesses the impact of instruction on student learning and demonstrates multiple examples of adjusting practice accordingly. Knowledge conveyed and/or performance demonstrated regarding this standard places the intern at a level <u>far beyond their peers</u> .
3	<b>Proficient</b>	The intern demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Performance is coherent, complete, consistent, and accurate. The intern demonstrates the ability to assess the impact of instruction on student learning and adjust practice accordingly. Evidence shows that the intern's learning often extends beyond course requirements and expectations. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with that of effective preservice teachers</u> .
2	<b>Basic</b>	The intern demonstrates a <i>basic</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance provides basic evidence that the proficiency has been met. Performance sometimes hints at a higher level of practice but viewed as a whole the intern's performance is sometimes inconsistent or incomplete. The candidate shows initial understanding of the impact of instruction on student learning and the need to adjust practice. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with preservice teachers' initial understanding</u> and/or performance in this area.
1	<b>Unacceptable</b>	The intern does not demonstrate a <i>minimal</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance offers little or no evidence of



achieving proficiency. Although there may be occasional points that vaguely suggest the intern has achieved the expected proficiency, viewed as a whole, the intern's performance provides little or no evidence of meeting the standard. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

### **Rating the Intern**

Using specific examples demonstrated by the intern, the mentoring teacher and university supervisor will rate the intern and provide suggestions for strengthening the intern's competency. The intern will take action to effectively implement suggestions that the mentoring teacher and the university supervisor make for improvement of his or her performance.

If the intern is beyond one level, but not quite at the next, average the two levels. For example, if the intern is beyond a basic level (2), but not quite at the proficient level (3), then rate the intern at 2.5.

If an intern receives a rating of 1 (unacceptable) or is not making sufficient progress as evaluated by the mentoring teacher or university supervisor in any competency area at the midpoint evaluation or any time during the first or second assignment, the university supervisor will schedule a conference with the intern and the mentoring teacher to determine an appropriate plan of action. The intern will be provided with a written copy of the Professional Development Plan (PDP) and must respond positively and effectively to the suggestions made for improvement of his/her performance.

If an intern receives a rating of 1 (unacceptable) or is not making sufficient progress as evaluated by the mentoring teacher or the university supervisor in any competency area at the end of the first assignment, the university supervisor will schedule a conference with the intern and Coordinator of Field and Clinical Experiences promptly to determine an appropriate plan of action, which could include extending the placement, repeating the placement, or not being allowed to begin the second assignment.

### **Determining a Grade for the Internship**

The final grade for the internship is based on the following components: the Mentoring Teachers' final evaluations, the University Supervisor's evaluations, the intern's journal reflections, the Google Drive notebook, and the intern's participation/attendance at seminar. Each component is described in the table below. Interns must earn a grade of no less than 2.0 in the internship to qualify for a recommendation for certification.

### **Internship Grading Scale**

- A = 4.00 – 3.40**
- B = 3.39 – 2.70**
- C = 2.69 – 2.00**
- D = 1.99 – 1.30**
- F = 1.29 – 0 .00**

## Matrix for Determining Internship Grade

Evaluator	Evaluation Tool	Percentage of Final Grade
<b>1<sup>st</sup> Mentoring Teacher</b>	<ul style="list-style-type: none"> <li>Final Evaluation (a summative evaluation evaluating the intern's performance with specific feedback including strengths and weaknesses to help facilitate improvement in performance),</li> <li>ATOT Observation Form (the final performance evaluation of the intern also including feedback on strengths and weaknesses) and</li> <li>Subject Area Evaluation (final evaluation of the intern in his/her subject area abilities).</li> </ul>	10%
<b>2<sup>nd</sup> Mentoring Teacher</b>	<ul style="list-style-type: none"> <li>Final Evaluation (a summative evaluation evaluating the intern's performance with specific feedback including strengths and weaknesses to help facilitate improvement in performance),</li> <li>ATOT Observation Form (the final performance evaluation of the intern also including feedback on strengths and weaknesses) and</li> <li>Subject Area Evaluation (final evaluation of the intern in his/her subject area abilities).</li> </ul>	10%
<b>University Supervisor</b>	<ul style="list-style-type: none"> <li>Final Evaluation (in addition to specific feedback from the 5<sup>th</sup> observation, this evaluation will include a summative evaluation of the intern's overall performance in the student teaching internship) and</li> <li>ATOT Observation Form (the final performance evaluation of the intern also including feedback on strengths and weaknesses).</li> </ul>	35%
<b>University Supervisor</b>	<ul style="list-style-type: none"> <li>Journal entries (throughout the semester) and</li> <li>Internship reflection descriptions</li> </ul>	5%
<b>University Supervisor</b>	<ul style="list-style-type: none"> <li>Impact on Student Learning Assignment with Reflection will be included in the Google Drive Notebook/Folder</li> </ul>	20%
<b>CFCE</b>	<ul style="list-style-type: none"> <li>Attendance/Participation in Internship Seminar.</li> </ul>	10%
<b>Coordinator of Field &amp; Clinical Experiences</b>	<ul style="list-style-type: none"> <li>edTPA Disposition Formative Feedback Process Scores (Submitting quality edTPA documents on time to CFCE according to Intern Calendar for acceptable support/feedback)</li> </ul>	10%
<b>Final Grade</b>		100%

**\*Interns with one placement will only have one Mentoring Teacher; therefore, the Percentage of the Final Grade will be 20% from the Mentoring Teacher.**

### edTPA Disposition Formative Feedback Process

Interns are required to submit edTPA documents to The Coordinator of Field and Clinical Experiences on time according to the Intern Calendar. The documents (Context for Learning, Lesson Plans, Instructional Materials, Assessments, Evaluation Criteria, Task 1 Commentary, Task 2 Commentary, videos, Task 3 Commentary and student work samples) should answer the prompts entirely and connect to the evidence in the learning segment.

### edTPA Disposition Formative Feedback Process Score

<b>edTPA Document</b> (See Intern Calendar for due dates.)	<b>2</b> -Submitted edTPA document on time -Answered prompts entirely AND connected answers to the evidence in the learning segment	<b>1</b> -Submitted edTPA document on time -Answered prompts partially AND/OR partially connected answers to the evidence in the learning segment	<b>0</b> - Did not submit edTPA document on time according to Intern Calendar AND/OR did not answer all prompts in the document Did not submit edTPA document on time according to Intern Calendar
<b>Context for Learning</b>			
<b>Lesson Plans, Instructional Materials, Assessments with Evaluation Criteria</b>			
<b>Task 1 Commentary</b>			
<b>Task 2 Commentary with videos</b>			
<b>Task 3 Commentary with student work samples</b>			

### Checklist for Assessment Documentation

<b>Assessment Form</b>	<b>Completed by</b>	<b>Due date</b>	<b>Submit to</b>
Form 103 Evaluation Rubric for Interns	Mentoring Teacher	Midpoint of placement (end of week 4)	University Supervisor
Form 103 Evaluation Rubric for Interns	Mentoring Teacher	End of placement; include specific comments about intern's performance; discuss with intern; sign and date	University Supervisor
Form 103 Evaluation Rubric for Interns	University Supervisor	After each formal observation; include specific comments about intern's performance; discuss with intern and mentoring teacher	Intern and Mentoring Teacher
Subject Area Assessment	Mentoring Teacher	End of placement; discuss with intern	University Supervisor
Form 104 ATOT Observation Form	Mentoring Teacher	End of placement; discuss with intern	University Supervisor
Form 104 ATOT Observation Form	University Supervisor	End of internship; discuss with intern	University Supervisor
Form 105 Intern Time Log-TK20	Intern	Document clock hours during placement on Time Log in TK20; remind MT to sign and date in TK20	University Supervisor
Form 105 Intern Time Log-TK20	Mentoring Teacher	Check clock hours noted by intern; sign and date form in TK20	Intern
Weekly Activity Report Verification	Intern	Fill out report each week and present to MT and US to document weekly activities	University Supervisor
Form 110F University Supervisor Summary Evaluation	University Supervisor	End of placement; consider overall performance and growth	University Supervisor

# FORMS

### Department of Education - Check List for Interns

**Interns should keep copies of all documents, including electronic evaluations. Note method of submission, person receiving submissions and date due. The Coordinator of Field and Clinical Experiences (CFCE) will collect the listed documents during seminar. Keep this checklist handy as a reference of required documentation.**

1 <sup>st</sup> Placement	2 <sup>nd</sup> Placement	Document:	Format:	Submit to:	Date Due:
		Form 100 Intern Information	Electronic-email CFCE	CFCE	Week 1
		Daily/Weekly/Unit Lesson Plans	Electronic Notebook (Google Drive)	MT, US and Intern	Thursday of each week by close of the school day
		Form 102 Weekly Report	Electronic	US	Friday of each week by 9 pm
		Journal Entries	Electronic	US	Friday of required weeks by 9 pm
		Form 101 MT Info	Electronic	TK20	Week 1
		Waiver (if MT doesn't have a master's degree)	Electronic	TK20	Week 1
		Administer Student Interest Inventory	Hard copy or electronic, include samples in electronic notebook	US	Complete before week 3 of each placement
		Form 106E Intern Eval of MT	Electronic	TK20	Due final week of placement
		Form 107 Intern Eval of US	Electronic	TK20	Due final week of placement
End of Semester		Document:	Format:	Submit to:	Date Due:
		Weekly Activity Report Verification and Time Log	Electronic	TK20	Due final week of 2 <sup>nd</sup> placement
		Form 105 Summary Report of Hours	Electronic	TK20	Due final week of 2 <sup>nd</sup> placement
		Form 109 Release and Indemnification	Electronic	TK20	Due final week of 2 <sup>nd</sup> placement
		Form 113 Authorization for Recommendation	Electronic	TK20	Due final week of 2 <sup>nd</sup> placement
		Form 106 Intern Eval of MT	Electronic	TK20	Due final week of 2 <sup>nd</sup> placement
		Intern Survey of TEP	Electronic	TK20	Due final week of 2 <sup>nd</sup> placement
		Alum Survey	Electronic	TK20	Due final week of 2 <sup>nd</sup> placement
		Form 107 Intern Eval of US	Electronic	TK20	Due final week of placement
		Resume	Include in Google Drive Notebook/Folder	US	Due final week of 2 <sup>nd</sup> placement
		Google Drive Notebook/Folder	Electronic	CFCE and US	Due final week of 2 <sup>nd</sup> placement
		Impact on Student Learning Assignment	Google Drive Notebook/Folder	CFCE and US	Due final week of 2 <sup>nd</sup> placement

**FORM 100 – INTERN INFORMATION FORM**

To be completed by the intern and returned to the Coordinator of Field and Clinical Experiences by the end of the first week of the internship.

Name of Intern: \_\_\_\_\_ I.D. Number: \_\_\_\_\_

Area(s) of Certification (Major): \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_

Current Status (Circle one): Senior Undergraduate      Undergraduate Certification Only  
Alternative 5<sup>th</sup> Year Certification      Graduate Certification Only      Other (specify) \_\_\_\_\_

Current Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_

Current email Address: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_

Permanent email Address: \_\_\_\_\_

=====  
Are you currently employed? \_\_\_\_\_ Yes      \_\_\_\_\_ No

Current Place of employment: \_\_\_\_\_

What hours do you work? \_\_\_\_\_ Work Phone \_\_\_\_\_

Do you plan to work during the internship? (If yes, explain) \_\_\_\_\_

=====  
Do you have any medical or health problems? \_\_\_\_\_

If yes, describe \_\_\_\_\_

---

In case of emergency notify \_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Other important events, contact people or information you wish to add:

\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_



# FORM 101 - MENTORING TEACHER INFORMATION FORM

Name of Intern: \_\_\_\_\_ Assignment: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_

Please complete this form and have your intern return it to the Coordinator of Field and Clinical Experiences by the end of the first week of the internship assignment.

Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_  
first name last name

School: \_\_\_\_\_ System: \_\_\_\_\_

Is your school a Title I school? \_\_\_\_\_ yes \_\_\_\_\_ no Grade/Subject: \_\_\_\_\_

Email Address: \_\_\_\_\_ School Phone: \_\_\_\_\_

Gender: \_\_\_\_\_ M \_\_\_\_\_ F

**Ethnicity:** Please check one of the following:

- Hispanic or Latino  Non-Hispanic

**Race:** Please check one or more of the following:

- Black or African American  White  Asian  Asian Pacific Islander  
 Native Hawaiian or Other Pacific Islander  American Indian or Native Alaskan

**Degree, major, and certificate (complete subject area for each degree obtained):**

Degree	Subject Area (Major)	Certificate (Class B, A, AA)
Bachelor's degree		B
Master's degree(s)		A
		A
		A
Advanced degree Ed. S.		
Advanced degree Ph .D. or Ed. D.		

National Board Certified Teacher: \_\_\_\_\_ No \_\_\_\_\_ Yes \_\_\_\_\_ Year of Certification

**Professional Experience:**

In state: Number of Years: \_\_\_\_\_ Out of state: Number of Years: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# FORM 102 – WEEKLY INTERNSHIP REPORT

**Interns must submit Weekly Report to the university supervisor on a weekly basis by Friday at 9 p.m.**

Name of Intern \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Classroom activities planned for week beginning \_\_\_\_\_

Time	Room #	Monday	Tuesday	Wednesday	Thursday	Friday

Submit Electronic Version

## RATING SCALE FOR EVALUATION OF INTERNS – FOR FORM 103

Please use the following scale when evaluating intern performance on each of the competencies.

<u>Score</u>	<u>Descriptor</u>	<u>Explanation</u>
4	<b>Exceptional</b>	The intern demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance contains multiple examples of extensions that reflect the daily application of research-based, best practices. Intern consistently and accurately assesses the impact of instruction on student learning and demonstrates multiple examples of adjusting practice accordingly. Knowledge conveyed and/or performance demonstrated regarding this standard places the intern at a level <u>far beyond their peers</u> .
3	<b>Proficient</b>	The intern demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Performance is coherent, often complete, consistent, and accurate. Intern demonstrates the ability to assess the impact of instruction on student learning and adjust practice accordingly. Evidence shows that the intern's learning often extends beyond course requirements and expectations. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with that of effective preservice teachers</u> .
2	<b>Basic</b>	The intern demonstrates a <i>basic</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance provides basic evidence that the proficiency has been met. Performance sometimes hints at a higher level of practice but viewed as a whole the intern's performance is sometimes inconsistent or incomplete. Intern shows initial understanding of the impact of instruction on student learning and the need to adjust practice. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with preservice teachers' initial understanding</u> and/or performance in this area.
1	<b>Unacceptable</b>	The intern does not demonstrate a <i>minimal</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance offers little or no evidence of achieving proficiency. Although there may be occasional points that vaguely suggest the intern has achieved the expected proficiency, viewed as a whole, the intern's performance <u>provides little or no evidence</u> of meeting the standard. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>unsatisfactory</u> .

### Guidelines:

Please evaluate the intern twice during the internship, midway through the assignment, and then again during the final week of full time teaching. Rate the intern on each competency included in the rubric. If you think the intern is beyond one level, but not quite at the next, average the two levels. For example, if the intern is beyond a basic level (2), but not quite at the proficient level (3), then rate the intern at 2.5. The intern is expected to take action on suggestions that you make for improvement of his or her performance in any of these areas. These improvements may be reflected in your second evaluation.

## FORM 103: EVALUATION RUBRIC FOR INTERNS

University Supervisor Evaluation # \_\_\_\_\_  
Cooperating Teacher Evaluation: \_\_\_\_\_ Mid-Term \_\_\_\_\_ Final

Intern's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mentoring Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Below is a brief descriptor for each of the ratings. Full descriptors can be found on page 60 of the internship syllabus.**

### Ratings:

<b>4</b>	<b>Distinguished</b>	Intern consistently demonstrates <u>multiple</u> indicators of the competency with a high degree of knowledge and skill <i>beyond</i> what one would expect of an intern at the initial level of certification.
<b>3</b>	<b>Proficient</b>	Intern consistently demonstrates multiple indicators of the competency with the degree of knowledge and skill expected of the intern <i>at</i> the initial level of certification.
<b>2</b>	<b>Basic</b>	Intern may demonstrate some of the indicators, but performance is sometimes inconsistent or incomplete.
<b>1</b>	<b>Unacceptable</b>	Intern provides little or no evidence of understanding or demonstration of the indicators of the competency.

## FORM 103: EVALUATION RUBRIC FOR TEACHER CANDIDATES

DOMAIN ONE: PLANNING AND PREPARATION				
1a Demonstrating Knowledge of Content and Pedagogy				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>• Lesson and unit plans that reflect important concepts in the discipline</li> <li>• Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li>• Clear and accurate classroom explanations</li> <li>• Accurate answers to students' questions</li> <li>• Feedback to students that furthers learning</li> <li>• Interdisciplinary connections in plans and practice</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate displays knowledge of important concepts of the discipline and their relationships to one another AND consistently connects learning objectives to what students have previously learned, know from life experiences, and integrate with other disciplines.</li> <li>• The teacher candidate provides clear, detailed explanations of the content that is based on understanding of students learning styles, intelligence preference, culture-influenced preferences, and gender-based preferences AND provides effective modeling of thinking process to demonstrate performance expectations.</li> <li>• The teacher candidate answers students' questions accurately and provides frequent, consistent academic feedback for furthering their learning.</li> <li>• The teacher candidate regularly implements a variety of subject-specific instructional strategies in unit and lesson plans that are designed to enhance student content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate can identify the important concepts of the discipline and their relationships to one another.</li> <li>• The teacher candidate provides clear explanations of the content.</li> <li>• The teacher candidate answers students' questions accurately and provides feedback that furthers their learning.</li> <li>• Instructional strategies in the unit/lesson plans are suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate's understanding of the discipline is rudimentary.</li> <li>• The teacher candidate's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>• Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate makes content errors.</li> <li>• The teacher candidate does not consider prerequisite relationships when planning.</li> <li>• The teacher candidate's plans use inappropriate strategies for the discipline.</li> </ul>
RATING:	COMMENTS:			
1b Demonstrating Knowledge of Students				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal information about students gathered by the teacher candidate for use in planning instruction</li> <li>• Student interests and needs learned by the teacher candidate for use in planning</li> <li>• teacher candidate participation in community cultural events</li> <li>• teacher candidate-designed opportunities for families to share their heritages</li> <li>• Database of students with special needs</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate knows, for groups of students, their levels of cognitive development and is consistent in using this to plan lessons</li> <li>• The teacher candidate is aware of the different cultural groups in the class and is consistent in using this to plan lessons.</li> <li>• The teacher candidate has a good idea of the range of interests of students in the class and is consistent in using this to plan lessons..</li> <li>• The teacher candidate has identified "high," "medium," and "low" groups of students within the class and consistently considers this when planning lessons AND provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> <li>• The teacher candidate is well informed about students' cultural heritages and consistently incorporates this knowledge in lesson planning.</li> <li>• The teacher candidate is aware of the special needs represented by students in the class and consistently incorporates this knowledge in lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate knows, for groups of students, their levels of cognitive development.</li> <li>• The teacher candidate is aware of the different cultural groups in the class.</li> <li>• The teacher candidate has a good idea of the range of interests of students in the class.</li> <li>• The teacher candidate has identified "high," "medium," and "low" groups of students within the class.</li> <li>• The teacher candidate is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.</li> <li>• The teacher candidate is aware of the special needs represented by students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>• The teacher candidate is aware of the different ability levels in the class but tends to teach to the "whole group."</li> <li>• The teacher candidate recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The teacher candidate is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• The teacher candidate does not try to ascertain varied ability levels among students in the class.</li> <li>• The teacher candidate is not aware of students' interests or cultural heritages.</li> <li>• The teacher candidate takes no responsibility to learn about students' medical or learning disabilities.</li> </ul>
RATING:	COMMENTS:			
1c Setting Instructional Outcomes				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Outcomes permitting assessment of student</li> </ul>	<ul style="list-style-type: none"> <li>• Develops outcomes based on state standards.</li> <li>• Outcomes represent high expectations and rigor and important learning of the discipline.</li> <li>• Outcomes are written in terms of what students will learn rather than do.</li> <li>• Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social</li> </ul>	<ul style="list-style-type: none"> <li>• Uses state standards to align outcomes and shows the connection of lesson outcomes to standards</li> <li>• Outcomes represent at least three types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication AND are tailored for the lesson and unit</li> <li>• Outcomes build on prior learning</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent a mixture of low expectations and rigor.</li> <li>• Some outcomes reflect important learning in the discipline.</li> <li>• Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes lack rigor.</li> <li>• Outcomes do not represent important learning in the discipline.</li> <li>• Outcomes are not clear or are stated as activities.</li> <li>• Outcomes are not suitable for many students in the class.</li> </ul>

attainment • Outcomes differentiated for students of varied ability	interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class.	and are scaffolded • Lesson plan references prior lessons and units to sequence outcomes		
RATING:	COMMENTS:			
<b>1d Demonstrating Knowledge of Resources</b>				
	<b>DISTINGUISHED (4)</b>	<b>PROFICIENT (3)</b>	<b>BASIC (2)</b>	<b>UNSATISFACTORY (1)</b>
<b>Indicators include:</b> • Materials provided by the district • Materials provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by the teacher candidate in professional education courses or professional groups • Guest speakers	Texts are at varied levels and support the lesson objectives. Resources are incorporated beyond the school curriculum texts (e.g. teacher - made materials, manipulatives, resources from outside the adopted district resources). The teacher candidate incorporates multimedia and technology to support instruction. • The teacher candidate provides lists of resources outside the classroom for students to draw on.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences (including virtual). • The teacher candidate facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher candidate provides lists of resources outside the classroom for students to draw on.	• The teacher candidate uses materials in the school library but does not search beyond the school for resources. • The teacher candidate locates materials and resources for students that are available through the school but does not pursue any other avenues.	• The teacher candidate uses only district-provided materials, even when more variety would assist some students. • The teacher candidate does not seek out resources available to expand own skill. • Although the teacher candidate is aware of some student needs, he does not inquire about possible resources.
RATING:	COMMENTS:			
<b>1e Designing Coherent Instruction</b>				
	<b>DISTINGUISHED (4)</b>	<b>PROFICIENT (3)</b>	<b>BASIC (2)</b>	<b>UNSATISFACTORY (1)</b>
<b>Indicators include:</b> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. The teacher candidate teaches at least two types of thinking: Analytical, practical, creative, or research-based thinking. • The teacher candidate provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations that provide opportunities for individual students that progress at different learning rates	• Unit and lesson supports instructional outcomes, reflecting important concepts of the content • Build on prior knowledge of groups of students and moves learning forward • The teacher candidate provides some challenging materials and resources. • Activities present students with opportunities for high-level thinking • Activities permit student choice and offer opportunities for students to work with their classmates • Learning experiences all align to the desired instructional outcomes • Teacher candidate works w/ small groups; students work alone or in small groups • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.
RATING:	COMMENTS:			

1f Designing Student Assessments				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>Lesson plans indicating correspondence between assessments and instructional outcomes</li> <li>Assessment types suitable to the style of outcome</li> <li>Variety of performance opportunities for students</li> <li>Modified assessments available for individual students as needed</li> <li>Expectations clearly written with descriptors for each level of performance</li> <li>Formative assessments designed to inform minute-to-minute decision making by the teacher candidate during instruction</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate uses a variety of assessments and the assessment types matches the learning expectations. AND lesson plans indicate possible adjustments based on formative assessment data.</li> <li>Plans indicate modified assessments when they are necessary for some students AND include descriptions of how assessment results will be used to inform instruction.</li> <li>The approach to using formative assessment is well designed and includes student as well as teacher candidate use of the assessment information.</li> <li>Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the learning outcomes have a method for assessment.</li> <li>Some assessment types match learning expectations.</li> <li>Assessment criteria are clear.</li> <li>Plans indicate modified assessments when they are necessary for some students.</li> <li>Plans include formative assessments to use during instruction.</li> <li>Teacher candidate has a developed strategy to using formative assessments and has designed approaches to be used.</li> </ul>	<ul style="list-style-type: none"> <li>Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>Assessment criteria are vague.</li> <li>Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments do not match instructional outcomes.</li> <li>Assessments lack criteria.</li> <li>No formative assessments have been designed.</li> <li>Assessment results do not affect future plans.</li> </ul>
RATING:	COMMENTS:			

## DOMAIN TWO: CLASSROOM ENVIRONMENT

### 2a Creating an Environment of Respect and Rapport

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>Respectful talk, active listening, and turn-taking</li> <li>Acknowledgment of students' backgrounds and lives outside the classroom</li> <li>Body language indicative of warmth and caring shown by teacher candidate and students</li> <li>Physical proximity</li> <li>Politeness and encouragement</li> <li>Fairness</li> </ul>	<ul style="list-style-type: none"> <li>Talk between the teacher candidate and students and among students is uniformly respectful.</li> <li>The teacher candidate successfully responds to disrespectful behavior among students.</li> <li>Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li>The teacher candidate makes general connections with individual students.</li> <li>Students exhibit respect for the teacher candidate.</li> </ul>	<ul style="list-style-type: none"> <li>Talk between the teacher candidate and the students and among students is uniformly respectful.</li> <li>Teacher candidate responds to disrespectful behavior among students.</li> <li>Teacher candidate uses "we" statements to make students feel part of the group</li> <li>Teacher candidate listens to students with care</li> <li>Teacher candidate makes an effort to learn about how students feel about the class</li> </ul>	<ul style="list-style-type: none"> <li>The quality of interactions between teacher candidate and students, or among students, is uneven, with occasional disrespect or insensitivity.</li> <li>The teacher candidate attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>The teacher candidate attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher candidate is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.</li> <li>Students' body language indicates feelings of hurt, discomfort, or insecurity.</li> <li>The teacher candidate displays no familiarity with, or caring about, individual students.</li> <li>The teacher candidate disregards disrespectful interactions among students.</li> </ul>
RATING:	COMMENTS:			

### 2b Establishing a Culture for Learning

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>Belief in the value of what is being learned</li> <li>High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation</li> <li>Expectation of high-quality work on the part of students</li> <li>Expectation and recognition of effort and persistence on the part of students</li> <li>High expectations for expression and work products</li> </ul>	<ul style="list-style-type: none"> <li>The teacher candidate communicates the importance of the content and the conviction that with hard work all students can master the material.</li> <li>The teacher candidate demonstrates a high regard for students' abilities.</li> <li>The teacher candidate conveys an expectation of high levels of student effort.</li> <li>Students expend good effort to complete work of high quality.</li> <li>The teacher candidate insists on precise use of language by students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher candidate's energy for the work is mostly evident, indicating a level of commitment.</li> <li>The teacher candidate communicates the importance of the content.</li> <li>The teacher candidate believes that with hard work all students can master the material, but may not convey it well to all students.</li> <li>Most students exhibit a commitment to complete the work on their own; many working for the sake of learning</li> <li>The teacher candidate's primary concern is for all students' learning</li> <li>The teacher candidate models and strongly encourages use of precise language by students</li> </ul>	<ul style="list-style-type: none"> <li>The teacher candidate's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</li> <li>The teacher candidate conveys high expectations for only some students.</li> <li>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."</li> <li>The teacher candidate's primary concern appears to be to complete the task at hand.</li> <li>The teacher candidate urges, but does not insist, that students use precise language.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher candidate conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</li> <li>The teacher candidate conveys to at least some students that the work is too challenging for them.</li> <li>Students exhibit little or no pride in their work.</li> <li>Students use language incorrectly; the teacher candidate does not correct them.</li> </ul>
RATING:	COMMENTS:			

### 2c Managing Classroom Procedures

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>Smooth functioning of all routines</li> <li>Little or no loss of instructional time</li> <li>Students playing an important role in carrying out the routines</li> <li>Students knowing what to do, where to move</li> </ul>	<ul style="list-style-type: none"> <li>Students are productively engaged during small-group or independent work.</li> <li>Transitions between large- and small-group activities are always smooth.</li> <li>Routines for distribution and collection of materials and supplies work efficiently.</li> <li>Classroom routines are consistent and function smoothly a majority of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Students are mostly engaged during small-group or independent work.</li> <li>Transitions between large and small group activities are smooth most of the time.</li> <li>Routines for distribution and collection of materials and supplies are established and work most of the time.</li> <li>Classroom routines function most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Students not working directly with the teacher candidate are only partially engaged.</li> <li>Procedures for transitions seem to have been established, but their operation is not smooth.</li> <li>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</li> <li>Classroom routines function unevenly.</li> </ul>	<ul style="list-style-type: none"> <li>Students not working with the teacher candidate are not productively engaged.</li> <li>Transitions are disorganized, with much loss of instructional time.</li> <li>There do not appear to be any established procedures for distributing and collecting materials.</li> <li>A considerable amount of time is spent off task because of unclear procedures.</li> </ul>
RATING:	COMMENTS:			



2d Managing Student Behavior				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>• Absence of acrimony between teacher candidate and students concerning behavior</li> <li>• teacher candidate awareness of student conduct</li> <li>• Preventive action when needed by the teacher candidate</li> <li>• Absence of misbehavior</li> <li>• Reinforcement of positive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established and implemented successfully.</li> <li>• Overall, student behavior is generally appropriate.</li> <li>• The teacher candidate frequently monitors student behavior.</li> <li>• The teacher candidate's response to student misbehavior is effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher candidate shares standards of conduct with students and explains and models expectations of classroom behavior</li> <li>• Student behavior is usually appropriate.</li> <li>• The teacher candidate monitors student behavior.</li> <li>• The teacher candidate has a strategy for responding to student misbehavior.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li>• The teacher candidate attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher candidate's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no standards of conduct evident.</li> <li>• The teacher candidate does not monitor student behavior.</li> <li>• Some students disrupt the classroom, without apparent teacher candidate awareness or with an ineffective response.</li> </ul>
RATING:	COMMENTS:			
2e Organizing Physical Space				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Pleasant, inviting atmosphere</li> <li>• Safe environment</li> <li>• Accessibility for all students</li> <li>• Furniture arrangement suitable for the learning activities</li> <li>• Effective use of physical resources, including computer technology, by both teacher candidate and students</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is pleasant and safe</li> <li>• Students can see and hear all parts of instruction</li> <li>• Students show responsibility for the care of materials</li> <li>• Students make decisions about learning aids and student work that is displayed</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is safe, and all students are able to see and hear the teacher candidate or see the board.</li> <li>• The classroom is arranged to support the instructional goals and learning activities.</li> <li>• The teacher candidate makes appropriate use of available technology.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment is safe, and most students can see and hear the teacher candidate or see the board.</li> <li>• The physical environment is not an impediment to learning but does not enhance it.</li> <li>• The teacher candidate makes limited use of available technology and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• There are physical hazards in the classroom, endangering student safety.</li> <li>• Many students can't see or hear the teacher candidate or see the board.</li> <li>• Available technology is not being used even if it is available and its use would enhance the lesson.</li> </ul>
RATING:	COMMENTS:			
DOMAIN THREE: INSTRUCTION				
3a: Communicating with Students				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Clarity of lesson purpose</li> <li>• Clear directions and procedures specific to the lesson activities</li> <li>• Absence of content errors and clear explanations of concepts and strategies</li> <li>• Correct and imaginative use of language</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate states clearly, at some point during the lesson, what the students will be learning and successfully connects it to previous learning.</li> <li>• The teacher candidate's explanation of content is clear and invites student participation and thinking.</li> <li>• The teacher candidate makes no content errors.</li> <li>• The teacher candidate describes specific strategies students might use, but there is limited opportunity for students to interpret them in the context of what they're learning.</li> <li>• If appropriate, the teacher candidate models the process to be followed in the task.</li> <li>• The teacher candidate's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• The teacher candidate's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The teacher candidate's explanation of content is clear with some student participation and thinking.</li> <li>• The teacher candidate makes minor content errors.</li> <li>• The teacher candidate describes specific strategies students might use, but there is limited opportunity for students to interpret them in the context of what they're learning.</li> <li>• If appropriate, the teacher candidate models the process to be followed in the task.</li> <li>• The teacher candidate's vocabulary and usage are correct and suited to the lesson; there is limited explanations of academic vocabulary.</li> <li>• The teacher candidate's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate provides little elaboration or explanation about what the students will be learning.</li> <li>• The teacher candidate's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The teacher candidate makes no serious content errors but may make minor ones.</li> <li>• The teacher candidate's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The teacher candidate's vocabulary and usage are correct but unimaginative.</li> <li>• When the teacher candidate attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The teacher candidate's vocabulary is too advanced, or too juvenile, for students.</li> </ul>	<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher candidate convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The teacher candidate makes a serious content error that will affect students' understanding of the lesson.</li> <li>• The teacher candidate's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The teacher candidate's vocabulary is inappropriate to the age or culture of the students.</li> </ul>
RATING:	COMMENTS:			

3b: Using Questioning and Discussion Techniques				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Questions of high cognitive challenge, formulated by both students and teacher candidate</li> <li>• Questions with multiple correct answers or multiple approaches, even when there is a single correct response</li> <li>• Effective use of student responses and ideas</li> <li>• Discussion, with the teacher candidate stepping out of the central, mediating role</li> <li>• Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher candidate and with their classmates</li> <li>• High levels of student participation in discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate is purposeful when asking questions, sequencing them towards instructional goals, inviting students to think and/or offer multiple possible answers.</li> <li>• The teacher candidate consistently makes effective use of wait time.</li> <li>• Discussions enable students to talk to one another without ongoing mediation by teacher candidate.</li> <li>• The teacher candidate calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> <li>• The teacher candidate asks students to justify their reasoning, and most attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li>• The teacher candidate makes effective use of wait time more than 75% of lesson.</li> <li>• Discussions enable students to talk to one another with occasional mediation by teacher candidate.</li> <li>• The teacher candidate calls on many students, and most participate in the discussion.</li> <li>• The teacher candidate asks students to justify their reasoning, and most attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher candidate calls on students quickly.</li> <li>• The teacher candidate invites students to respond directly to one another's ideas, but few students respond.</li> <li>• The teacher candidate calls on many students, but only a small number actually participate in the discussion.</li> <li>• The teacher candidate asks students to explain their reasoning, but only some students attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between the teacher candidate and students; students are not invited to speak directly to one another.</li> <li>• The teacher candidate does not ask students to explain their thinking.</li> <li>• Only a few students dominate the discussion.</li> </ul>
RATING:	COMMENTS:			
3c: Engaging Student in Learning				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Student enthusiasm, interest, thinking, problem solving, etc.</li> <li>• Learning tasks that require high-level student thinking and invite students to explain their thinking</li> <li>• Students highly motivated to work on all tasks and persistent even when the tasks are challenging</li> <li>• Students actively "working," rather than watching while their teacher candidate "works"</li> <li>• Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</li> <li>• Students are encouraged to explain their thinking as part of completing tasks.</li> <li>• Materials and resources enhance the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> <li>• The teacher candidate uses groupings that enhance the lesson activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Students are invited to explain their thinking as part of completing tasks.</li> <li>• Student engagement with the content is occasionally passive; the learning at times consists of facts or procedures.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson mostly provides students the time needed to be intellectually engaged.</li> <li>• The teacher candidate uses groupings that are suitable to the lesson activities.</li> </ul>	Some students are intellectually engaged in the lesson. <ul style="list-style-type: none"> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</li> <li>• The materials and resources are partially aligned to the lesson objectives.</li> <li>• Few of the materials and resources require student thinking or ask students to explain their thinking.</li> <li>• The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</li> <li>• The instructional groupings used are partially appropriate to the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks/activities and materials require only recall or have a single correct response or method.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags or is rushed.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</li> </ul>
RATING:	COMMENTS:			
3d: Using Assessment in Instruction				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• The teacher candidate paying close attention to evidence of student understanding</li> <li>• The teacher candidate posing specifically created questions to elicit evidence of student understanding</li> <li>• The teacher candidate circulating to monitor student learning and to offer feedback</li> <li>• Students assessing their own work against established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate makes the standards of high-quality work clear to students.</li> <li>• The teacher candidate consistently elicits evidence of student understanding.</li> <li>• Students are encouraged to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> <li>• The teacher candidate expects students to use feedback to work towards instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate makes the standards of high-quality work mostly clear to students.</li> <li>• The teacher candidate occasionally elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; half or less of them do so.</li> <li>• Most feedback includes specific and timely guidance, at least for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The teacher candidate monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The teacher candidate makes only minor attempts to engage students in self- or peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate gives no indication of what high-quality work looks like.</li> <li>• The teacher candidate makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The teacher candidate does not ask students to evaluate their own or classmates' work.</li> </ul>
RATING:	COMMENTS:			

3e: Demonstrating Flexibility and Responsiveness				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Incorporation of students' interests and daily events into a lesson</li> <li>• The teacher candidate adjusting instruction in response to evidence of student understanding (or lack of it)</li> <li>• The teacher candidate seizing on a teachable moment.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate purposely incorporates students' interests and questions into the heart of the lesson.</li> <li>• The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty and shares some approaches.</li> <li>• In reflecting on practice, the teacher candidate cites multiple approaches undertaken to reach students having difficulty, correctly identifying successes and failures.</li> <li>• When improvising becomes necessary, the teacher candidate makes adjustments to the lesson, explaining to students how it brings them closer to their instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate incorporates students' interests and questions into the heart of the lesson.</li> <li>• The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the teacher candidate cites a few approaches undertaken to reach students having difficulty.</li> <li>• When improvising becomes necessary, the teacher candidate makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate makes perfunctory attempts to incorporate students' questions and interests into the lesson.</li> <li>• The teacher candidate conveys to students a level of responsibility for their learning but also uncertainty about how to assist them.</li> <li>• In reflecting on practice, the teacher candidate indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li>• The teacher candidate's attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate ignores indications of student boredom or lack of understanding.</li> <li>• The teacher candidate brushes aside students' questions.</li> <li>• The teacher candidate conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the teacher candidate does not indicate that it is important to reach all students.</li> <li>• The teacher candidate makes no attempt to adjust the lesson in response to student confusion.</li> </ul>
RATING:	COMMENTS:			
DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES				
4a: Reflecting on Teaching				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Accurate reflections on a lesson</li> <li>• Citation of adjustments to practice that draw on a repertoire of strategies</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate accurately assesses the effectiveness of instructional activities used, providing evidence for their rationale.</li> <li>• The teacher candidate identifies specific ways in which a lesson might be improved, providing a rationale for their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate has a strong sense of the effectiveness of instructional activities used.</li> <li>• The teacher candidate identifies specific ways in which a lesson might be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate has a general sense of whether or not instructional practices were effective.</li> <li>• The teacher candidate offers general modifications for future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>• The teacher candidate makes no suggestions for improvement.</li> </ul>
RATING:	COMMENTS:			
4b: Professional Responsibilities				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Routines and systems that track student completion of assignments</li> <li>• Systems of information regarding student progress against instructional outcomes.</li> <li>• Processes of maintaining accurate noninstructional records.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate's process for recording completion of student work is efficient and effective; students consistently have access to information about completed and/or missing assignments.</li> <li>• The teacher candidate has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</li> <li>• The teacher candidate's process for recording noninstructional information is both efficient and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate's process for recording completion of student work is mainly efficient and effective; students usually have access to information about completed and/or missing assignments.</li> <li>• The teacher candidate has a process for recording student attainment of learning goals though it is not completely effective; students are usually able to see how they're progressing.</li> <li>• The teacher candidate's process for recording noninstructional information is mainly efficient and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.</li> <li>• The teacher candidate's process for tracking student progress is cumbersome to use.</li> <li>• The teacher candidate has a process for tracking some, but not all, noninstructional information, and it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no system for either instructional or noninstructional records.</li> <li>• Record-keeping systems are in disarray and provide incorrect or confusing information.</li> </ul>
RATING:	COMMENTS:			
4c: Communicating with Cooperating Teacher				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Frequent and appropriate information discussed with cooperating teacher regarding the instructional program and student progress</li> <li>• Two-way communication between the teacher candidate and the cooperating teacher</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate regularly discusses information about the instructional program with the cooperating teacher</li> <li>• The teacher candidate regularly communicates with the cooperating teacher about student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate occasionally discusses information about the instructional program with the cooperating teacher</li> <li>• The teacher candidate occasionally communicates with the cooperating teacher about students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate rarely discusses information about the instructional program with the cooperating teacher</li> <li>• The teacher candidate rarely communicates with the cooperating teacher about students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no information is discussed about the instructional program with the cooperating teacher</li> <li>• The cooperating teacher is rarely or never consulted about students' progress.</li> </ul>
RATING:	COMMENTS:			
4d: Growing and Developing Professionally				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)

<p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>• Frequent teacher candidate attendance in courses and workshops; regular academic reading</li> <li>• Participation in learning networks with colleagues; freely shared insights</li> <li>• Participation in professional organizations supporting academic inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate seeks regular opportunities for continued professional development.</li> <li>• The teacher candidate welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</li> <li>• The teacher candidate actively participates in organizations designed to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate has supportive and collaborative relationships with colleagues.</li> <li>• The teacher candidate occasionally seeks opportunities for continued professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate participates in professional activities when they are required or provided by the district.</li> <li>• The teacher candidate reluctantly accepts feedback from supervisors and colleagues.</li> <li>• The teacher candidate contributes in a limited fashion to professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate is not involved in any activity that might enhance knowledge or skill.</li> <li>• The teacher candidate purposefully resists discussing performance with supervisors or colleagues.</li> <li>• The teacher candidate ignores invitations to join professional organizations or attend conferences.</li> </ul>
<p>RATING:</p>	<p>COMMENTS:</p>			

## Teacher Observation Tool

### Mentoring Teacher

Please enter data in all gray boxes.

Intern:  Evaluator:

School:  Date:

Use numerical rating: 4 = Very Evident    3 = Evident    2 = Somewhat Evident    1 = Not Evident

		Indicator Rating
<b>Standard 1: Culture/Climate Dimension - The teacher...</b>		
1.1	Fosters an environment that embraces all learners.	
1.3	Encourages learners to share their opinions without fear of negative comments from their peers.	
1.4	Creates enthusiasm for the learning at hand.	
<b>Standard 2: Learning Dimension - The teacher...</b>		
2.1	Communicates clear explanations about the activities or tasks.	
2.2	Implements lessons and/or activities that facilitate learners to use higher order thinking skills.	
2.3	Delivers lessons that are relevant to the learners or aligned to their interests.	
2.4	Monitors learners' understanding of the content and/or the acquisition of skills.	
2.5	Adapts instruction and/or activities that meet individual learner's needs.	
2.6	Provides learners with purposeful feedback about their progress and/or needs.	
<b>Standard 3: Essentials Dimension - The teacher...</b>		
3.1	Delivers and/or facilitates the lesson with knowledge and confidence.	
3.2	Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being.	
3.3	Facilitates use of resources that support learners' needs.	

- 3.4 Implements instructional strategies that actively engage learners.
- 3.5 Manages the learning time in an efficient and optimal manner.

**Standard 4: Agency Dimension - The teacher...**

- 4.1 Empowers learners to be responsible for the learning at hand
- 4.2 Gives learners choices about the learning activities or tasks  
Provides assistance for learners to navigate and monitor their learning progress
- 4.3 Encourages learners to persevere with or seek challenging activities or tasks
- 4.4 Builds learners' growth mindset and self-efficacy

**Standard 5: Relationship Dimension - The teacher...**

- 5.1 Promotes respectful and caring interactions toward and between learners
- 5.2 Cultivates learner cooperation, collaboration, and inclusivity
- 5.3 Preserves learners' dignity while attending to their individual needs.

**Overall Numerical Rating:**

#DIV/0!

**Please provide comments of the intern's overall performance and abilities.**

**Areas of strength:**

**Areas for professional development:**

**Required signatures:**

**Intern\*:**

**Date:**

*\*The signature of the intern does not indicate agreement or disagreement with the evaluation, only that the intern has seen the evaluation.*

**Evaluator**

:

**Date:**

## FORM 106 - INTERN EVALUATION OF MENTORING TEACHER

Semester/Year \_\_\_\_\_ 1<sup>st</sup> Assignment \_\_\_\_ 2<sup>nd</sup> Assignment \_\_\_\_

Intern \_\_\_\_\_ Major \_\_\_\_\_

Mentoring Teacher \_\_\_\_\_ School \_\_\_\_\_

**Please rate your mentoring teacher on each of the following items. Use the following rating scale:  
4 – Always    3 – Usually    2 – Seldom    1 – Never**

### Preparation:

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Provided me with pertinent information about the school, including the school/district handbook.   | 4 | 3 | 2 | 1 |
| 2. Acquainted me with the policies and practices of the school such as grading, record keeping, testing and reporting, supplies and equipment, safety and use of school facilities. | 4 | 3 | 2 | 1 |
| 3. Made arrangements for me to meet other school personnel such as principal, guidance counselors, media specialist, special education, and other resource teachers.                | 4 | 3 | 2 | 1 |

### Planning and Teaching:

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Had realistic expectations and openly communicated them to me.   | 4 | 3 | 2 | 1 |
| 2. Reviewed my lesson and unit plans and provided constructive feedback both before and after implementation. | 4 | 3 | 2 | 1 |
| 3. Provided for a gradual increase in my teaching responsibilities.   | 4 | 3 | 2 | 1 |
| 4. Encouraged me to develop my own teaching style and to develop creative, engaging lessons/units.            | 4 | 3 | 2 | 1 |
| 5. Modeled a variety of teaching and assessment strategies for me to observe.                                 | 4 | 3 | 2 | 1 |
| 6. Shared resources and ideas with me.  | 4 | 3 | 2 | 1 |

### Observations and Conferencing:

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Observed me consistently throughout my assignment.             | 4 | 3 | 2 | 1 |
| 2. Set aside time regularly to talk with me about my teaching.    | 4 | 3 | 2 | 1 |
| 3. Provided me with specific and constructive feedback.           | 4 | 3 | 2 | 1 |
| 4. Encouraged me to explore my own ideas during our conferencing. | 4 | 3 | 2 | 1 |
| 5. Communicated openly with my university supervisor.             | 4 | 3 | 2 | 1 |

**Classroom Management and Discipline:**

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Modeled a variety of strategies for managing the learning environment.  | 4 | 3 | 2 | 1 |
| 2. Demonstrated appropriate, positive classroom management.  | 4 | 3 | 2 | 1 |
| 3. Treated all students in a fair manner.  | 4 | 3 | 2 | 1 |
| 4. Encouraged me to develop my own ideas for managing the classroom and student behavior and supported me as I implemented them. | 4 | 3 | 2 | 1 |
| 5. Gave me full support when I needed to take disciplinary action.   | 4 | 3 | 2 | 1 |

**Evaluation:**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Showed a genuine interest in my progress.  | 4 | 3 | 2 | 1 |
| 2. Collected sufficient information to adequately evaluate my performance and progress fairly and objectively.  | 4 | 3 | 2 | 1 |
| 3. Pointed out strengths (things I did well), identified specific areas that needed to be addressed, and outlined clear expectations for improvement of my instruction. | 4 | 3 | 2 | 1 |
| 4. Completed and submitted required documentation in a timely manner.   | 4 | 3 | 2 | 1 |

**Professionalism:**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Showed respect for me as a student teacher.  | 4 | 3 | 2 | 1 |
| 2. Spent extra time with me as needed.  | 4 | 3 | 2 | 1 |
| 3. Acted professionally at all times towards me, colleagues, and other stakeholders.              | 4 | 3 | 2 | 1 |
| 4. Communicated effectively with me.  | 4 | 3 | 2 | 1 |
| 5. Included me in professional meetings, student-teacher-parent conferences and faculty meetings. | 4 | 3 | 2 | 1 |

**What were your mentoring teacher's strengths?**

**How could your mentoring teacher improve?**

**Would you recommend your mentoring teacher to future teacher interns? Yes \_\_\_\_\_ No \_\_\_\_\_ Why or why not?**

**Additional Comments:**



## FORM 107 - INTERN EVALUATION OF UNIVERSITY SUPERVISOR

Name of University Supervisor \_\_\_\_\_ Internship Semester/Year \_\_\_\_\_

Please rate your university supervisor on each of the following items, using the following scale.

- 4 - Exceptional
- 3 – Proficient
- 2 - Minimal
- 1 - Unacceptable

### A. OBSERVATIONS

1. Schedule observations that were timely, systematic, and consistent in order to provide continuing, specific feedback and evaluation. 4 3 2 1
2. Complete five formal written evaluations for the intern. 4 3 2 1
3. Observed intern in a variety of settings (classes, subjects, grades) 4 3 2 1
4. Scheduled a follow-up conference following formal observations. 4 3 2 1

### B. COMMUNICATION OF FEEDBACK

1. Provided the intern with both written and oral feedback based on observation of specific lessons or activities. 4 3 2 1
2. Gave intern constructive feedback and specific suggestions for improving lessons planned and taught. 4 3 2 1
3. Provided feedback that included specific praise for intern's successes. 4 3 2 1
4. Communicated feedback to intern and cooperating teacher 4 3 2 1
5. Informed intern of less-than satisfactory teaching performance before midterm and identified guidelines for improvement. 4 3 2 1

### C. ASSESSMENT AND EVALUATION

1. Provided for ongoing assessment, making sure the intern knew exactly where he/she stood in relation to strengths and weaknesses at every stage of the program. 4 3 2 1
2. Provided fair and objective assessment, based on specific lessons observed. 4 3 2 1
3. Identified specific weaknesses early enough to allow for improvement during the internship. 4 3 2 1
4. Encouraged intern to engage in self-evaluation and reflection. 4 3 2 1

- 5. Valued the intern's self-evaluation and reflection and used this alongside of supervisor's assessment in providing reinforcement to the candidate. 4 3 2 1
- 6. Provided fair and objective final evaluation of intern's knowledge, abilities, and dispositions 4 3 2 1

**D. PERSONAL AND PROFESSIONAL SUPPORT**

- 1. Was acquainted with school, policies, facilities, and personnel at the assigned school 4 3 2 1
- 2. Met with appropriate school administrators. 4 3 2 1
- 3. Respected the integrity of the cooperating teacher and intern. 4 3 2 1
- 4. Accepted intern as a student and as a professional. 4 3 2 1
- 5. Supported intern's efforts in developing professional attitudes and relationships. 4 3 2 1
- 6. Encouraged and supported the intern in developing his/her own teaching style. 4 3 2 1
- 7. Provided a timely response to professional concerns or problems, including inadequate performance and inappropriate behavior by intern. 4 3 2 1

**E. OTHER CONSIDERATIONS**

- 1. Informed Coordinator of Field and Clinical Experiences of concerns about placement, performance, or progress of teacher candidates. 4 3 2 1
- 2. Consulted with Coordinator of Field and Clinical Experiences if withdrawal or reassignment is necessary. 4 3 2 1
- 4 Completed all required evaluations and exit forms at the end of semester. 4 3 2 1
- 5 Collected all documentation on intern from the mentoring teacher and intern and submitted them to the Coordinator of Field and Clinical Experiences. 4 3 2 1
- 6 Served as chairperson for the intern's portfolio exit committee. 4 3 2 1

COMMENTS:

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**FORM 109 – RELEASE AND INDEMNIFICATION FORM (Permission to use or post work)**

1. \_\_\_\_\_ I hereby affirm that I am age 19, or older, and that, either on my own or as a part of a group project for an assignment in the College of Education at the University of Alabama in Huntsville (UAH), I created the course document(s) listed in paragraph 2, below, in front of which I have placed my initials, as well as any additional documents listed.

\_\_\_\_\_ Intern Portfolio

\_\_\_\_\_ Student Work Samples

Additional Document(s) \_\_\_\_\_

(Fill in additional documents in the space above. If there are none, write "None.")

2. \_\_\_\_\_ I hereby authorize the UAH College of Education to use, for so long as it may wish to do so, the above-listed document(s) (or my portion of them) in its course materials (in whatever form published) and/or Web sites for any classes the COE is currently offering or will offer in the future. I understand that such Web sites may be freely accessible by anyone with Internet access.
3. \_\_\_\_\_ Further, I authorize the Department to edit the above listed document(s) (or my portion of them) as it may deem appropriate if the documents are published as a part of course materials (in whatever form published) or published on any Web site.
4. \_\_\_\_\_ I hereby represent and warrant that (a) I created the documents set out in paragraphs 2, above; (b) that to the best of my knowledge these documents (or my contribution to any jointly produced document) do not violate the copyright of text, photographs, graphic elements, audio, video, or other intellectual property interests of any party; and (c) that I have the authority to grant this authorization.
5. \_\_\_\_\_ I further hereby release absolutely, forever discharge, and covenant not to sue The Board of Trustees of the University of Alabama and its officers, employees, and agents of the said Board and/or any of its constituent institutions from and concerning all liability, losses, claims, demands, actions, debts, and expenses of every name and nature for any damages arising out of the use of the above-listed documents whether such use is in course materials or incident to the electronic archival, storage, and publication on the Internet of those documents.
6. \_\_\_\_\_ Finally, I understand that I will receive no payment of any kind in exchange for the use of my document(s).

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Phone Number)

Print Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_  
Signature \_\_\_\_\_

Please initial one of the following:

\_\_\_\_\_ I *would like* for my real name (as it is printed above) to appear on the published version of the document(s).

\_\_\_\_\_ I *do not want* my real name to appear in the published document and request that a fictitious name to be used.

## RATING SCALE FOR EVALUATION OF INTERNS – FOR FORM 110

Please use the following scale when evaluating intern performance on each of the competencies.

<u>Score</u>	<u>Descriptor</u>	<u>Explanation</u>
4	<b>Exceptional</b>	The intern demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance contains multiple examples of extensions that reflect the daily application of research-based, best practices. Intern consistently and accurately assesses the impact of instruction on student learning and demonstrates multiple examples of adjusting practice accordingly. Knowledge conveyed and/or performance demonstrated regarding this standard places the intern at a level <u>far beyond their peers</u> .
3	<b>Proficient</b>	The intern demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Performance is coherent, often complete, consistent, and accurate. Intern demonstrates the ability to assess the impact of instruction on student learning and adjust practice accordingly. Evidence shows that the intern's learning often extends beyond course requirements and expectations. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with that of effective preservice teachers</u> .
2	<b>Basic</b>	The intern demonstrates a <i>basic</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance provides basic evidence that the proficiency has been met. Performance sometimes hints at a higher level of practice but viewed as a whole the intern's performance is sometimes inconsistent or incomplete. Intern shows initial understanding of the impact of instruction on student learning and the need to adjust practice. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with preservice teachers' initial understanding</u> and/or performance in this area.
1	<b>Unacceptable</b>	The intern does not demonstrate a <i>minimal</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance offers little or no evidence of achieving proficiency. Although there may be occasional points that vaguely suggest the intern has achieved the expected proficiency, viewed as a whole, the intern's performance <u>provides little or no evidence</u> of meeting the standard. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>unsatisfactory</u> .

### Guidelines:

Please evaluate the intern twice during the internship, midway through the assignment, and then again during the final week of full time teaching. Rate the intern on each competency included in the rubric. If you think the intern is beyond one level, but not quite at the next, average the two levels. For example, if the intern is beyond a basic level (2), but not quite at the proficient level (3), then rate the intern at 2.5. The intern is expected to take action on suggestions that you make for improvement of his or her performance in any of these areas. These improvements may be reflected in your second evaluation.

## FORM 110: EVALUATION RUBRIC FOR INTERNS

### University Supervisor Summary Evaluation

Intern's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mentoring Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Below is a brief descriptor for each of the ratings. Full descriptors can be found on page 60 of the internship syllabus.**

#### Ratings:

<b>4</b>	<b>Distinguished</b>	Intern consistently demonstrates <u>multiple</u> indicators of the competency with a high degree of knowledge and skill <i>beyond</i> what one would expect of an intern at the initial level of certification.
<b>3</b>	<b>Proficient</b>	Intern consistently demonstrates multiple indicators of the competency with the degree of knowledge and skill expected of the intern <i>at</i> the initial level of certification.
<b>2</b>	<b>Basic</b>	Intern may demonstrate some of the indicators, but performance is sometimes inconsistent or incomplete.
<b>1</b>	<b>Unacceptable</b>	Intern provides little or no evidence of understanding or demonstration of the indicators of the competency.

# FORM 110: EVALUATION RUBRIC FOR TEACHER CANDIDATES

DOMAIN ONE: PLANNING AND PREPARATION				
1a Demonstrating Knowledge of Content and Pedagogy				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>• Lesson and unit plans that reflect important concepts in the discipline</li> <li>• Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li>• Clear and accurate classroom explanations</li> <li>• Accurate answers to students' questions</li> <li>• Feedback to students that furthers learning</li> <li>• Interdisciplinary connections in plans and practice</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate displays knowledge of important concepts of the discipline and their relationships to one another AND consistently connects learning objectives to what students have previously learned, know from life experiences, and integrate with other disciplines.</li> <li>• The teacher candidate provides clear, detailed explanations of the content that is based on understanding of students learning styles, intelligence preference, culture-influenced preferences, and gender-based preferences AND provides effective modeling of thinking process to demonstrate performance expectations.</li> <li>• The teacher candidate answers students' questions accurately and provides frequent, consistent academic feedback for furthering their learning.</li> <li>• The teacher candidate regularly implements a variety of subject-specific instructional strategies in unit and lesson plans that are designed to enhance student content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate can identify the important concepts of the discipline and their relationships to one another.</li> <li>• The teacher candidate provides clear explanations of the content.</li> <li>• The teacher candidate answers students' questions accurately and provides feedback that furthers their learning.</li> <li>• Instructional strategies in the unit/lesson plans are suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate's understanding of the discipline is rudimentary.</li> <li>• The teacher candidate's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>• Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate makes content errors.</li> <li>• The teacher candidate does not consider prerequisite relationships when planning.</li> <li>• The teacher candidate's plans use inappropriate strategies for the discipline.</li> </ul>
RATING:	COMMENTS:			
1b Demonstrating Knowledge of Students				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal information about students gathered by the teacher candidate for use in planning instruction</li> <li>• Student interests and needs learned by the teacher candidate for use in planning</li> <li>• teacher candidate participation in community cultural events</li> <li>• teacher candidate-designed opportunities for families to share their heritages</li> <li>• Database of students with special needs</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate knows, for groups of students, their levels of cognitive development and is consistent in using this to plan lessons</li> <li>• The teacher candidate is aware of the different cultural groups in the class and is consistent in using this to plan lessons.</li> <li>• The teacher candidate has a good idea of the range of interests of students in the class and is consistent in using this to plan lessons..</li> <li>• The teacher candidate has identified "high," "medium," and "low" groups of students within the class and consistently considers this when planning lessons AND provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> <li>• The teacher candidate is well informed about students' cultural heritages and consistently incorporates this knowledge in lesson planning.</li> <li>• The teacher candidate is aware of the special needs represented by students in the class and consistently incorporates this knowledge in lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate knows, for groups of students, their levels of cognitive development.</li> <li>• The teacher candidate is aware of the different cultural groups in the class.</li> <li>• The teacher candidate has a good idea of the range of interests of students in the class.</li> <li>• The teacher candidate has identified "high," "medium," and "low" groups of students within the class.</li> <li>• The teacher candidate is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.</li> <li>• The teacher candidate is aware of the special needs represented by students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>• The teacher candidate is aware of the different ability levels in the class but tends to teach to the "whole group."</li> <li>• The teacher candidate recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The teacher candidate is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• The teacher candidate does not try to ascertain varied ability levels among students in the class.</li> <li>• The teacher candidate is not aware of students' interests or cultural heritages.</li> <li>• The teacher candidate takes no responsibility to learn about students' medical or learning disabilities.</li> </ul>
RATING:	COMMENTS:			
1c Setting Instructional Outcomes				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Outcomes permitting assessment of student</li> </ul>	<ul style="list-style-type: none"> <li>• Develops outcomes based on state standards.</li> <li>• Outcomes represent high expectations and rigor and important learning of the discipline.</li> <li>• Outcomes are written in terms of what students will learn rather than do.</li> <li>• Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social</li> </ul>	<ul style="list-style-type: none"> <li>• Uses state standards to align outcomes and shows the connection of lesson outcomes to standards</li> <li>• Outcomes represent at least three types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication AND are tailored for the lesson and unit</li> <li>• Outcomes build on prior learning</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent a mixture of low expectations and rigor.</li> <li>• Some outcomes reflect important learning in the discipline.</li> <li>• Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes lack rigor.</li> <li>• Outcomes do not represent important learning in the discipline.</li> <li>• Outcomes are not clear or are stated as activities.</li> <li>• Outcomes are not suitable for many students in the class.</li> </ul>

attainment • Outcomes differentiated for students of varied ability	interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class.	and are scaffolded • Lesson plan references prior lessons and units to sequence outcomes		
RATING:	COMMENTS:			
<b>1d Demonstrating Knowledge of Resources</b>				
	<b>DISTINGUISHED (4)</b>	<b>PROFICIENT (3)</b>	<b>BASIC (2)</b>	<b>UNSATISFACTORY (1)</b>
<b>Indicators include:</b> • Materials provided by the district • Materials provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by the teacher candidate in professional education courses or professional groups • Guest speakers	Texts are at varied levels and support the lesson objectives. Resources are incorporated beyond the school curriculum texts (e.g. teacher - made materials, manipulatives, resources from outside the adopted district resources). The teacher candidate incorporates multimedia and technology to support instruction. • The teacher candidate provides lists of resources outside the classroom for students to draw on.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences (including virtual). • The teacher candidate facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher candidate provides lists of resources outside the classroom for students to draw on.	• The teacher candidate uses materials in the school library but does not search beyond the school for resources. • The teacher candidate locates materials and resources for students that are available through the school but does not pursue any other avenues.	• The teacher candidate uses only district-provided materials, even when more variety would assist some students. • The teacher candidate does not seek out resources available to expand own skill. • Although the teacher candidate is aware of some student needs, he does not inquire about possible resources.
RATING:	COMMENTS:			
<b>1e Designing Coherent Instruction</b>				
	<b>DISTINGUISHED (4)</b>	<b>PROFICIENT (3)</b>	<b>BASIC (2)</b>	<b>UNSATISFACTORY (1)</b>
<b>Indicators include:</b> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. The teacher candidate teaches at least two types of thinking: Analytical, practical, creative, or research-based thinking. • The teacher candidate provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations that provide opportunities for individual students that progress at different learning rates	• Unit and lesson supports instructional outcomes, reflecting important concepts of the content • Build on prior knowledge of groups of students and moves learning forward • The teacher candidate provides some challenging materials and resources. • Activities present students with opportunities for high-level thinking • Activities permit student choice and offer opportunities for students to work with their classmates • Learning experiences all align to the desired instructional outcomes • Teacher candidate works w/ small groups; students work alone or in small groups • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.
RATING:	COMMENTS:			

1f Designing Student Assessments				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>Lesson plans indicating correspondence between assessments and instructional outcomes</li> <li>Assessment types suitable to the style of outcome</li> <li>Variety of performance opportunities for students</li> <li>Modified assessments available for individual students as needed</li> <li>Expectations clearly written with descriptors for each level of performance</li> <li>Formative assessments designed to inform minute-to-minute decision making by the teacher candidate during instruction</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate uses a variety of assessments and the assessment types matches the learning expectations. AND lesson plans indicate possible adjustments based on formative assessment data.</li> <li>Plans indicate modified assessments when they are necessary for some students AND include descriptions of how assessment results will be used to inform instruction.</li> <li>The approach to using formative assessment is well designed and includes student as well as teacher candidate use of the assessment information.</li> <li>Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the learning outcomes have a method for assessment.</li> <li>Some assessment types match learning expectations.</li> <li>Assessment criteria are clear.</li> <li>Plans indicate modified assessments when they are necessary for some students.</li> <li>Plans include formative assessments to use during instruction.</li> <li>Teacher candidate has a developed strategy to using formative assessments and has designed approaches to be used.</li> </ul>	<ul style="list-style-type: none"> <li>Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>Assessment criteria are vague.</li> <li>Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments do not match instructional outcomes.</li> <li>Assessments lack criteria.</li> <li>No formative assessments have been designed.</li> <li>Assessment results do not affect future plans.</li> </ul>
RATING:	COMMENTS:			

DOMAIN TWO: CLASSROOM ENVIRONMENT				
2a Creating an Environment of Respect and Rapport				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>Respectful talk, active listening, and turn-taking</li> <li>Acknowledgment of students' backgrounds and lives outside the classroom</li> <li>Body language indicative of warmth and caring shown by teacher candidate and students</li> <li>Physical proximity</li> <li>Politeness and encouragement</li> <li>Fairness</li> </ul>	<ul style="list-style-type: none"> <li>Talk between the teacher candidate and students and among students is uniformly respectful.</li> <li>The teacher candidate successfully responds to disrespectful behavior among students.</li> <li>Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li>The teacher candidate makes general connections with individual students.</li> <li>Students exhibit respect for the teacher candidate.</li> </ul>	<ul style="list-style-type: none"> <li>Talk between the teacher candidate and the students and among students is uniformly respectful.</li> <li>Teacher candidate responds to disrespectful behavior among students.</li> <li>Teacher candidate uses "we" statements to make students feel part of the group</li> <li>Teacher candidate listens to students with care</li> <li>Teacher candidate makes an effort to learn about how students feel about the class</li> </ul>	<ul style="list-style-type: none"> <li>The quality of interactions between teacher candidate and students, or among students, is uneven, with occasional disrespect or insensitivity.</li> <li>The teacher candidate attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>The teacher candidate attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher candidate is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.</li> <li>Students' body language indicates feelings of hurt, discomfort, or insecurity.</li> <li>The teacher candidate displays no familiarity with, or caring about, individual students.</li> <li>The teacher candidate disregards disrespectful interactions among students.</li> </ul>
RATING:	COMMENTS:			
2b Establishing a Culture for Learning				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>Belief in the value of what is being learned</li> <li>High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation</li> <li>Expectation of high-quality work on the part of students</li> <li>Expectation and recognition of effort and persistence on the part of students</li> <li>High expectations for expression and work products</li> </ul>	<ul style="list-style-type: none"> <li>The teacher candidate communicates the importance of the content and the conviction that with hard work all students can master the material.</li> <li>The teacher candidate demonstrates a high regard for students' abilities.</li> <li>The teacher candidate conveys an expectation of high levels of student effort.</li> <li>Students expend good effort to complete work of high quality.</li> <li>The teacher candidate insists on precise use of language by students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher candidate's energy for the work is mostly evident, indicating a level of commitment.</li> <li>The teacher candidate communicates the importance of the content.</li> <li>The teacher candidate believes that with hard work all students can master the material, but may not convey it well to all students.</li> <li>Most students exhibit a commitment to complete the work on their own; many working for the sake of learning</li> <li>The teacher candidate's primary concern is for all students' learning</li> <li>The teacher candidate models and strongly encourages use of precise language by students</li> </ul>	<ul style="list-style-type: none"> <li>The teacher candidate's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</li> <li>The teacher candidate conveys high expectations for only some students.</li> <li>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."</li> <li>The teacher candidate's primary concern appears to be to complete the task at hand.</li> <li>The teacher candidate urges, but does not insist, that students use precise language.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher candidate conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</li> <li>The teacher candidate conveys to at least some students that the work is too challenging for them.</li> <li>Students exhibit little or no pride in their work.</li> <li>Students use language incorrectly; the teacher candidate does not correct them.</li> </ul>
RATING:	COMMENTS:			



2c Managing Classroom Procedures				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Smooth functioning of all routines</li> <li>• Little or no loss of instructional time</li> <li>• Students playing an important role in carrying out the routines</li> <li>• Students knowing what to do, where to move</li> </ul>	<ul style="list-style-type: none"> <li>• Students are productively engaged during small-group or independent work.</li> <li>• Transitions between large- and small-group activities are always smooth.</li> <li>• Routines for distribution and collection of materials and supplies work efficiently.</li> <li>• Classroom routines are consistent and function smoothly a majority of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are mostly engaged during small-group or independent work.</li> <li>• Transitions between large and small group activities are smooth most of the time.</li> <li>• Routines for distribution and collection of materials and supplies are established and work most of the time.</li> <li>• Classroom routines function most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students not working directly with the teacher candidate are only partially engaged.</li> <li>• Procedures for transitions seem to have been established, but their operation is not smooth.</li> <li>• There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</li> <li>• Classroom routines function unevenly.</li> </ul>	<ul style="list-style-type: none"> <li>• Students not working with the teacher candidate are not productively engaged.</li> <li>• Transitions are disorganized, with much loss of instructional time.</li> <li>• There do not appear to be any established procedures for distributing and collecting materials.</li> <li>• A considerable amount of time is spent off task because of unclear procedures.</li> </ul>
RATING:	COMMENTS:			

2d Managing Student Behavior				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>• Absence of acrimony between teacher candidate and students concerning behavior</li> <li>• teacher candidate awareness of student conduct</li> <li>• Preventive action when needed by the teacher candidate</li> <li>• Absence of misbehavior</li> <li>• Reinforcement of positive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established and implemented successfully.</li> <li>• Overall, student behavior is generally appropriate.</li> <li>• The teacher candidate frequently monitors student behavior.</li> <li>• The teacher candidate's response to student misbehavior is effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher candidate shares standards of conduct with students and explains and models expectations of classroom behavior</li> <li>• Student behavior is usually appropriate.</li> <li>• The teacher candidate monitors student behavior.</li> <li>• The teacher candidate has a strategy for responding to student misbehavior.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li>• The teacher candidate attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher candidate's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no standards of conduct evident.</li> <li>• The teacher candidate does not monitor student behavior.</li> <li>• Some students disrupt the classroom, without apparent teacher candidate awareness or with an ineffective response.</li> </ul>
RATING:	COMMENTS:			

2e Organizing Physical Space				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Pleasant, inviting atmosphere</li> <li>• Safe environment</li> <li>• Accessibility for all students</li> <li>• Furniture arrangement suitable for the learning activities</li> <li>• Effective use of physical resources, including computer technology, by both teacher candidate and students</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is pleasant and safe</li> <li>• Students can see and hear all parts of instruction</li> <li>• Students show responsibility for the care of materials</li> <li>• Students make decisions about learning aids and student work that is displayed</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is safe, and all students are able to see and hear the teacher candidate or see the board.</li> <li>• The classroom is arranged to support the instructional goals and learning activities.</li> <li>• The teacher candidate makes appropriate use of available technology.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment is safe, and most students can see and hear the teacher candidate or see the board.</li> <li>• The physical environment is not an impediment to learning but does not enhance it.</li> <li>• The teacher candidate makes limited use of available technology and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• There are physical hazards in the classroom, endangering student safety.</li> <li>• Many students can't see or hear the teacher candidate or see the board.</li> <li>• Available technology is not being used even if it is available and its use would enhance the lesson.</li> </ul>
RATING:	COMMENTS:			

## DOMAIN THREE: INSTRUCTION

### 3a: Communicating with Students

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Clarity of lesson purpose</li> <li>• Clear directions and procedures specific to the lesson activities</li> <li>• Absence of content errors and clear explanations of concepts and strategies</li> <li>• Correct and imaginative use of language</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate states clearly, at some point during the lesson, what the students will be learning and successfully connects it to previous learning.</li> <li>• The teacher candidate's explanation of content is clear and invites student participation and thinking.</li> <li>• The teacher candidate makes no content errors.</li> <li>• The teacher candidate describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li>• If appropriate, the teacher candidate models the process to be followed in the task.</li> <li>• The teacher candidate's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• The teacher candidate's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The teacher candidate's explanation of content is clear with some student participation and thinking.</li> <li>• The teacher candidate makes minor content errors.</li> <li>• The teacher candidate describes specific strategies students might use, but there is limited opportunity for students to interpret them in the context of what they're learning.</li> <li>• If appropriate, the teacher candidate models the process to be followed in the task.</li> <li>• The teacher candidate's vocabulary and usage are correct and suited to the lesson; there is limited explanations of academic vocabulary.</li> <li>• The teacher candidate's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate provides little elaboration or explanation about what the students will be learning.</li> <li>• The teacher candidate's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The teacher candidate makes no serious content errors but may make minor ones.</li> <li>• The teacher candidate's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The teacher candidate's vocabulary and usage are correct but unimaginative.</li> <li>• When the teacher candidate attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The teacher candidate's vocabulary is too advanced, or too juvenile, for students.</li> </ul>	<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher candidate convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The teacher candidate makes a serious content error that will affect students' understanding of the lesson.</li> <li>• The teacher candidate's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The teacher candidate's vocabulary is inappropriate to the age or culture of the students.</li> </ul>
RATING:	COMMENTS:			

### 3b: Using Questioning and Discussion Techniques

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Questions of high cognitive challenge, formulated by both students and teacher candidate</li> <li>• Questions with multiple correct answers or multiple approaches, even when there is a single correct response</li> <li>• Effective use of student responses and ideas</li> <li>• Discussion, with the teacher candidate stepping out of the central, mediating role</li> <li>• Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher candidate and with their classmates</li> <li>• High levels of student participation in discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate is purposeful when asking questions, sequencing them towards instructional goals, inviting students to think and/or offer multiple possible answers.</li> <li>• The teacher candidate consistently makes effective use of wait time.</li> <li>• Discussions enable students to talk to one another without ongoing mediation by teacher candidate.</li> <li>• The teacher candidate calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> <li>• The teacher candidate asks students to justify their reasoning, and most attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li>• The teacher candidate makes effective use of wait time more than 75% of lesson.</li> <li>• Discussions enable students to talk to one another with occasional mediation by teacher candidate.</li> <li>• The teacher candidate calls on many students, and most participate in the discussion.</li> <li>• The teacher candidate asks students to justify their reasoning, and most attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher candidate calls on students quickly.</li> <li>• The teacher candidate invites students to respond directly to one another's ideas, but few students respond.</li> <li>• The teacher candidate calls on many students, but only a small number actually participate in the discussion.</li> <li>• The teacher candidate asks students to explain their reasoning, but only some students attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between the teacher candidate and students; students are not invited to speak directly to one another.</li> <li>• The teacher candidate does not ask students to explain their thinking.</li> <li>• Only a few students dominate the discussion.</li> </ul>
RATING:	COMMENTS:			

3c: Engaging Student in Learning				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Student enthusiasm, interest, thinking, problem solving, etc.</li> <li>• Learning tasks that require high-level student thinking and invite students to explain their thinking</li> <li>• Students highly motivated to work on all tasks and persistent even when the tasks are challenging</li> <li>• Students actively “working,” rather than watching while their teacher candidate “works”</li> <li>• Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</li> <li>• Students are encouraged to explain their thinking as part of completing tasks.</li> <li>• Materials and resources enhance the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> <li>• The teacher candidate uses groupings that enhance the lesson activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Students are invited to explain their thinking as part of completing tasks.</li> <li>• Student engagement with the content is occasionally passive; the learning at times consists of facts or procedures.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson mostly provides students the time needed to be intellectually engaged.</li> <li>• The teacher candidate uses groupings that are suitable to the lesson activities.</li> </ul>	Some students are intellectually engaged in the lesson. <ul style="list-style-type: none"> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</li> <li>• The materials and resources are partially aligned to the lesson objectives.</li> <li>• Few of the materials and resources require student thinking or ask students to explain their thinking.</li> <li>• The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</li> <li>• The instructional groupings used are partially appropriate to the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks/activities and materials require only recall or have a single correct response or method.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags or is rushed.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</li> </ul>
RATING:	COMMENTS:			

3d: Using Assessment in Instruction				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• The teacher candidate paying close attention to evidence of student understanding</li> <li>• The teacher candidate posing specifically created questions to elicit evidence of student understanding</li> <li>• The teacher candidate circulating to monitor student learning and to offer feedback</li> <li>• Students assessing their own work against established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate makes the standards of high-quality work clear to students.</li> <li>• The teacher candidate consistently elicits evidence of student understanding.</li> <li>• Students are encouraged to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> <li>• The teacher candidate expects students to use feedback to work towards instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate makes the standards of high-quality work mostly clear to students.</li> <li>• The teacher candidate occasionally elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; half or less of them do so.</li> <li>• Most feedback includes specific and timely guidance, at least for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The teacher candidate monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The teacher candidate makes only minor attempts to engage students in self- or peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate gives no indication of what high-quality work looks like.</li> <li>• The teacher candidate makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The teacher candidate does not ask students to evaluate their own or classmates’ work.</li> </ul>
RATING:	COMMENTS:			

3e: Demonstrating Flexibility and Responsiveness				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Incorporation of students’ interests and daily events into a lesson</li> <li>• The teacher candidate adjusting instruction in response to evidence of student understanding (or lack of it)</li> <li>• The teacher candidate seizing on a teachable moment.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate purposely incorporates students’ interests and questions into the heart of the lesson.</li> <li>• The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty and shares some approaches.</li> <li>• In reflecting on practice, the teacher candidate cites multiple approaches undertaken to reach students having difficulty, correctly identifying successes and failures.</li> <li>• When improvising becomes necessary, the teacher candidate makes adjustments to the lesson, explaining to students how it brings them closer to their instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate incorporates students’ interests and questions into the heart of the lesson.</li> <li>• The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the teacher candidate cites a few approaches undertaken to reach students having difficulty.</li> <li>• When improvising becomes necessary, the teacher candidate makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate makes perfunctory attempts to incorporate students’ questions and interests into the lesson.</li> <li>• The teacher candidate conveys to students a level of responsibility for their learning but also uncertainty about how to assist them.</li> <li>• In reflecting on practice, the teacher candidate indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li>• The teacher candidate’s attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate ignores indications of student boredom or lack of understanding.</li> <li>• The teacher candidate brushes aside students’ questions.</li> <li>• The teacher candidate conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the teacher candidate does not indicate that it is important to reach all students.</li> <li>• The teacher candidate makes no attempt to adjust the lesson in response to student confusion.</li> </ul>
RATING:	COMMENTS:			

**DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES**

**4a: Reflecting on Teaching**

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Accurate reflections on a lesson</li> <li>• Citation of adjustments to practice that draw on a repertoire of strategies</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate accurately assesses the effectiveness of instructional activities used, providing evidence for their rationale.</li> <li>• The teacher candidate identifies specific ways in which a lesson might be improved, providing a rationale for their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate has a strong sense of the effectiveness of instructional activities used.</li> <li>• The teacher candidate identifies specific ways in which a lesson might be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate has a general sense of whether or not instructional practices were effective.</li> <li>• The teacher candidate offers general modifications for future instruction.</li> </ul>	The teacher candidate considers the lesson but draws incorrect conclusions about its effectiveness. <ul style="list-style-type: none"> <li>• The teacher candidate makes no suggestions for improvement.</li> </ul>
RATING:	COMMENTS:			

**4b: Professional Responsibilities**

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Routines and systems that track student completion of assignments</li> <li>• Systems of information regarding student progress against instructional outcomes.</li> <li>• Processes of maintaining accurate noninstructional records.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate's process for recording completion of student work is efficient and effective; students consistently have access to information about completed and/or missing assignments.</li> <li>• The teacher candidate has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</li> <li>• The teacher candidate's process for recording noninstructional information is both efficient and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate's process for recording completion of student work is mainly efficient and effective; students usually have access to information about completed and/or missing assignments.</li> <li>• The teacher candidate has a process for recording student attainment of learning goals though it is not completely effective; students are usually able to see how they're progressing.</li> <li>• The teacher candidate's process for recording noninstructional information is mainly efficient and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.</li> <li>• The teacher candidate's process for tracking student progress is cumbersome to use.</li> <li>• The teacher candidate has a process for tracking some, but not all, noninstructional information, and it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no system for either instructional or noninstructional records.</li> <li>• Record-keeping systems are in disarray and provide incorrect or confusing information.</li> </ul>
RATING:	COMMENTS:			

**4c: Communicating with Cooperating Teacher**

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Frequent and appropriate information discussed with cooperating teacher regarding the instructional program and student progress</li> <li>• Two-way communication between the teacher candidate the cooperating teacher</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate regularly discusses information about the instructional program with the cooperating teacher</li> <li>• The teacher candidate regularly communicates with the cooperating teacher about student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate occasionally discusses information about the instructional program with the cooperating teacher</li> <li>• The teacher candidate occasionally communicates with the cooperating teacher about students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate rarely discusses information about the instructional program with the cooperating teacher</li> <li>• The teacher candidate rarely communicates with the cooperating teacher about students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no information is discussed about the instructional program with the cooperating teacher</li> <li>• The cooperating teacher is rarely or never consulted about students' progress.</li> </ul>
RATING:	COMMENTS:			

**4d: Growing and Developing Professionally**

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
<b>Indicators include:</b> <ul style="list-style-type: none"> <li>• Frequent teacher candidate attendance in courses and workshops; regular academic reading</li> <li>• Participation in learning networks with colleagues; freely shared insights</li> <li>• Participation in professional organizations supporting academic inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate seeks regular opportunities for continued professional development.</li> <li>• The teacher candidate welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</li> <li>• The teacher candidate actively participates in organizations designed to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate has supportive and collaborative relationships with colleagues.</li> <li>• The teacher candidate occasionally seeks opportunities for continued professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate participates in professional activities when they are required or provided by the district.</li> <li>• The teacher candidate reluctantly accepts feedback from supervisors and colleagues.</li> <li>• The teacher candidate contributes in a limited fashion to professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher candidate is not involved in any activity that might enhance knowledge or skill.</li> <li>• The teacher candidate purposefully resists discussing performance with supervisors or colleagues.</li> <li>• The teacher candidate ignores invitations to join professional organizations or attend conferences.</li> </ul>
RATING:	COMMENTS:			

**FORM 111: RUBRIC FOR EVALUATING IMPACT ON STUDENT LEARNING ASSIGNMENT**

Tasks	Distinguished 4 points	Proficient 3 points	Basic 2 points	Unsatisfactory 1 point	Not Available 0 points
<b>RATIONALE: Description &amp; Rationale of Learning Segment (4 pts.)</b>	The rationale provides a description of the learning segment in detail explaining the rationale for the topic/standard and explaining the alignment of standards to all assessments in the learning segment.	The rationale describes the learning segment explaining the rationale for the topic/standard and explaining the alignment of standards to most assessments in the learning segment.	The rationale provides a description of the learning segment in explaining the rationale for the topic/standard and explaining the alignment of standards to some assessments as seen in the learning segment.	The rationale provides a description of the learning segment in explaining the rationale for the topic/standard and explaining the alignment of standards to some assessments as seen in the learning segment. There are errors in student thinking or there are issues with alignment.	A rationale is not submitted.
<b>LESSON PLANS: Alignment to Learning Objectives (4 pts.)</b>	An appropriate number of lesson plans are included. The assessments in all plans are well-aligned and described in detail.	An appropriate number of lesson plans are included. The assessments in all plans are well-aligned and mostly described in detail (e.g., some parts of plans may lack details).	An appropriate number of lesson plans are included. The assessments are at least partially-aligned and mostly described in detail.	Lesson plans lack assessment details or are not aligned.	Lesson plans are not submitted.
<b>LESSON PLANS: Instructional Quality (4 pts.)</b>	The lesson plans consistently include effective tasks and engaging instructional strategies that are clearly aligned to support specific student needs.	The lesson plans typically include effective tasks and engaging instructional strategies that are aligned to support specific student needs.	The lesson plans include a collection of effective and ineffective tasks and instructional strategies that may or may not be aligned to support specific student needs.	The lesson plans include either ineffective tasks and instructional strategies or instruction is only aligned to support whole class instruction.	Lesson plans are not submitted.
<b>PAPER<sub>1</sub> : Visual Representation (Table, Chart, or Graph) of Data</b>	The visual representation of data is accurate, labeled/titled, and well organized. AND	The visual representation of data is accurate, labeled/titled, and well organized. AND	The visual representation is missing some key components to make its use	The visual representation is missing some key components to make its use effective (e.g.,	No visual representation is submitted.

<b>(4 pts.)</b>	The analysis of the visual representation is clear and comprehensive and it includes all relevant information necessary to support a claim about student learning.	The visual representation is referenced in the reflection (e.g., See Figure 1) to support a claim about student learning but lacks clear and comprehensive information.	effective (e.g., missing labels/title, incomplete data, etc.) OR The visual representation is not referenced in the reflection.	missing labels/title, incomplete data, etc.) AND The graphic is not referenced in the reflection.	
<b>PAPER<sub>1</sub> : Baseline/Pre- assessment Results (4 pts.)</b>	A detailed baseline analysis focuses on both quantitative (percent, mode/median/mean, pass/fail rates) AND qualitative data (student work samples). Conceptions/misconceptions are discussed and supported with evidence.	A general baseline analysis focuses on both quantitative (percent, mode/median/mean, pass/fail rates) AND qualitative data (student work samples). Conceptions/misconceptions are discussed generally.	A baseline analysis focuses on quantitative (percent, mode/median/mean, pass/fail rates) AND qualitative data (student work samples).	A baseline analysis focuses on quantitative (percent, mode/median/mean, pass/fail rates) OR qualitative data (student work samples).	The paper does not include a baseline/ pre-assessment results section OR a paper is not submitted.
<b>PAPER<sub>1</sub> : Data Driven Teaching (4 pts.)</b>	There is a detailed description of how data was used to inform instructional decision-making (e.g., specific data that led to specific changes) and these decisions would likely support student learning.	There is a general description of how data was used to inform instructional decision-making (e.g., general trends in data that led to a change) and these decisions would likely support student learning.	There is a description of instructional changes, but these are not connected to data, and these decisions would likely support student learning.	There is a description of instructional changes, but these are not connected to data, and may not make a difference in student learning (e.g., more logistics-centered).	The paper does not include a data driven teaching section OR a paper is not submitted.
<b>PAPER<sub>1</sub> : Final/Post- assessment Results (4 pts.)</b>	There is a detailed review of final assessment data related to instructional objectives and standards. Changes in learning are supported with specific student work evidence.	There is a review of final assessment data related to instructional objectives and standards. Changes in learning are mentioned, but may not be supported with evidence.	There is a vague review of final assessment data related to instructional objectives and standards.	There is a NO review of final assessment data.	The paper does not include a final/post-assessment results section OR a paper is not submitted.

<sup>1</sup> All materials need to be submitted in order for the paper components to be evaluated. These materials include: Baseline and final assessment (e.g., pre-/post-assessment), reflection paper, any student work samples referenced in paper, and a self-assessment rubric.

**\*This is a generic template for the assignment. Interns should see Canvas for programmatic instructions and rubric.**

**FORM 112: PROFESSIONAL DEVELOPMENT PLAN**

Intern: \_\_\_\_\_ ID: \_\_\_\_\_

Undergraduate: \_\_\_\_\_ Graduate: \_\_\_\_\_ Certification: K-6    6-12    P-12

Major: \_\_\_\_\_ Advisor: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Areas of Concern: \_\_\_\_\_

Professional Development Plan: deficiencies in the following areas of performance were noted by the University Supervisor and the Mentoring Teacher. Specific objectives and timelines designed to allow for growth and improvement in these areas must be **observed** and **documented** in order for the intern to continue with his/her internship.

Objective/Responsibility	Desired Outcome	Responsible for Review	Frequency of Review/Checkpoint

**Intern:** I plan to take the following actions. I understand that one copy of this plan will be placed in my file and a copy will be given to me. I understand that my university supervisor will make announced and unannounced visits to assess my progress in the desired outcomes as outlined in the Professional Development Plan. I understand that my cooperating teacher will continue to use the evaluation tools as outlined in the Internship Syllabus. I understand that my continuation in this internship placement rests on my showing growth and improvement in the areas outlined by the Professional Development Plan. I understand that if I fail to meet the outcomes at the designated checkpoints, I may be removed from my placement and/or dismissed from this internship.

Date for Progress Review: \_\_\_\_\_

Signature: \_\_\_\_\_  
University Supervisor

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Mentoring Teacher

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**FORM 113 : AUTHORIZATION TO RELEASE INFORMATION FROM EDUCATION RECORDS FOR WRITTEN AND/OR ORAL REFERENCES**

Intern

COLLEGE OF EDUCATION, THE UNIVERSITY OF ALABAMA IN HUNTSVILLE, 2018

Name of University Official and Department

**TO:** \_\_\_\_\_

I hereby authorize you to consult my education records at The University of Alabama in Huntsville and further authorize you to reveal such information (including, but not limited to, personally identifiable information) from those records as you may consider appropriate for the purpose of preparing and providing a written and/or an oral reference on my behalf to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have initialed in the appropriate space below regarding the purpose for which this letter of recommendation is requested:

Submit Electronic Version

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Subject Area Forms

### Early Childhood Education

<b>Intern Name:</b>				
Semester of Internship:				
<b>Early Childhood Education</b>				
<b>Alabama Standard/Rule 290-3.3-.34</b>				
<p><b>1. Promoting Child Development and Learning:</b> Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Prior to program completion prospective early childhood teachers:</p>				
All candidates will:				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Teacher candidate <b>exhibits mastery and flexibility</b> of knowledge related to promoting child development and learning.	Teacher candidate <b>exhibits a proficient level</b> of knowledge related to promoting child development and learning.	Teacher candidate <b>exhibits a basic level</b> knowledge related to promoting child development and learning.	Teacher candidate <b>lacks essential</b> knowledge related to promoting child development and learning.
1.1) Know and understand young children's characteristics and needs, from birth through age 8.	Candidate has a comprehensive understanding of young children's characteristics and needs, from birth through age 8 as evidenced by her ability to develop developmentally appropriate curricula and instruction to meet all students' unique needs based on strengths and	Candidate has a general understanding of young children's characteristics and needs, from birth through age 8 as evidenced by her ability to develop developmentally appropriate curricula and instruction to meet most students' unique needs based on strengths and areas for growth across	Candidate has a basic understanding of young children's characteristics and needs, from birth through age 8 as evidenced by her ability to develop mostly developmentally appropriate curricula and instruction to meet some students' unique needs based on strengths and areas for growth across	Candidate demonstrates little or no understanding of young children's characteristics and needs, from birth through age 8 as evidenced by her inability to develop developmentally appropriate curricula and instruction to meet students' unique needs based on strengths and

	areas for growth across all developmental domains.	most developmental domains.	some developmental domains.	areas for growth across developmental domains.
1.2) Know and understand the multiple influences on early development and learning.	Candidate has a comprehensive understanding of the multiple influences on early development and learning as evidenced by her ability to consider such influences (e.g., presence of a disability, culture, family factors, presence of risk factors such as homelessness, mental health of caregiver, access to medical care, etc.) into planning and implementing developmentally appropriate interventions.	Candidate has a general understanding of the multiple influences on early development and learning as evidenced by her ability to consider 3-4 of such influences (e.g., presence of a disability, culture, family factors, presence of risk factors such as homelessness, mental health of caregiver, access to medical care, etc.) into planning and implementing developmentally appropriate interventions.	Candidate has a basic understanding of the multiple influences on early development and learning as evidenced by her ability to consider 1-2 of such influences (e.g., presence of a disability, culture, family factors, presence of risk factors such as homelessness, mental health of caregiver, access to medical care, etc.) into planning and implementing mostly developmentally appropriate interventions.	Candidate demonstrates little or no understanding of the multiple influences on early development and learning (e.g., presence of a disability, culture, family factors, presence of risk factors such as homelessness, mental health of caregiver, access to medical care, etc.) in order to consider them when planning and implementing developmentally appropriate interventions.
1.3) Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	Candidate consistently uses knowledge of what is developmentally appropriate for children ages birth through 8 from diverse backgrounds and experiences to create learning environments where all children's strengths and areas for growth are recognized and taken into consideration during planning and implementation. Children	Candidate frequently uses knowledge of what is developmentally appropriate for children ages birth through 8 from diverse backgrounds and experiences to create learning environments where most children's strengths and areas for growth are recognized and taken into consideration during planning and implementation. Children	With support, candidate uses knowledge of what is developmentally appropriate for children ages birth through 8 from diverse backgrounds and experiences to create learning environments where some children's strengths and areas for growth are recognized and taken into consideration during planning and implementation. Learning	Candidate demonstrates little or no understanding of what is developmentally appropriate for children ages birth through 8 from diverse backgrounds and experiences to create learning environments that are healthy, supportive, respectful or challenging.

	are viewed as active learners and all are consistently engaged in the learning opportunity with supportive guidance from the candidate.	are viewed as active learners and most are frequently engaged in the learning opportunity with supportive guidance from the candidate.	opportunities are more teacher directed; however, most children are engaged in the learning opportunity half of the time with supportive guidance from the candidate.	
Comments:				
<b>2. Building Family and Community Relationships:</b> Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. Prior to program completion prospective early childhood teachers:				
All candidates will:				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Teacher candidate <b>exhibits mastery and flexibility</b> of knowledge related to building family and community relationships.	Teacher candidate <b>exhibits a proficient level</b> of knowledge related to building family and community relationships.	Teacher candidate <b>exhibits a basic level</b> knowledge related to building family and community relationships.	Teacher candidate <b>lacks essential</b> knowledge related to building family and community relationships.
2.1) Know about and understand diverse family and community characteristics.	Candidate has a comprehensive understanding of how diverse family and community factors impact child growth and development. Candidate consistently develops and implements interventions that consider diverse	Candidate has a general understanding of how diverse family and community factors impact child growth and development. Candidate develops and implements interventions that consider diverse experiences (e.g., culture/linguistic diversity,	With support, the candidate develops and implements interventions that consider diverse experiences (e.g., culture/linguistic diversity, family composition, access to community resources, etc.). Candidate is emerging in her ability to honor and respect students and their	Candidate demonstrates little or no understanding of diverse family and community characteristics and how these experiences impact child growth and development. Candidate is unable or unwilling to honor and respect students and their unique

	experiences (e.g., culture/linguistic diversity, family composition, access to community resources, etc.). Candidate regularly seeks out opportunities to honor and respect students and their unique experiences through various learning opportunities.	family composition, access to community resources, etc.). Candidate periodically seeks out opportunities to honor and respect students and their unique experiences through various learning opportunities.	unique experiences through various learning opportunities.	experiences through various learning opportunities.
2.2) Support and engage families and communities through respectful, reciprocal relationships.	Candidate seeks out opportunities to support and engage all families and the community as a whole to actively include them in learning opportunities both inside and outside the classroom (e.g., field trips). Candidate implements a variety of strategies for engaging families and communities (e.g., inviting them to share their expertise with the students, highlighting their various contributions to the classroom and community, etc.). Candidate builds positive relationships with all families and communities using active, reciprocal communication. Candidate serves as a resource to family and community members by informing them of services or events that could benefit them (e.g., dental/health fairs, food banks, library events, etc.).	Candidate supports and engages most families and the community as a whole to include them in learning opportunities both inside and outside the classroom (e.g., field trips). Candidate has an emerging repertoire of (i.e., 2-3) strategies for engaging families and communities (e.g., inviting them to share their expertise with the students, highlighting their various contributions to the classroom and community, etc.). Candidate builds positive relationships with most families and communities using active, reciprocal communication. Candidate serves as a resource to most family and community members by informing them of services or events that could benefit them (e.g., dental/health fairs, food banks, library events, etc.).	With support, candidate identifies and implements 1-2 strategies for supporting and engaging some families and the community as a whole to include them in learning opportunities both inside and outside the classroom (e.g., field trips). Candidate is emerging in the ability to build positive relationships with families and communities but may still face challenges when using active, reciprocal communication. Candidate serves as a resource to some family and community members by informing them of services or events that could benefit them (e.g., dental/health fairs, food banks, library events, etc.).	Candidate is unable or unwilling to support and engage families and communities through respectful, reciprocal relationships. Candidate has yet to develop the skills necessary to build positive, reciprocal relationships or communicate with families and communities.

2.3) Involve families and communities in young children’s development and learning.	Candidate regularly seeks out opportunities to actively involve families and communities in young children’s development as evidenced by the utilization of families and community members as partners in the teaching process who share their knowledge and expertise on a variety of developmentally appropriate topics (e.g., cultural diversity, community helpers, literacy/librarians, math and science/cooks, etc.).	Candidate periodically seeks out opportunities to actively involve families and communities in young children’s development as evidenced by the utilization of families and community members as partners in the teaching process who share their knowledge and expertise on a variety of developmentally appropriate topics (e.g., cultural diversity, community helpers, literacy/librarians, math and science/cooks, etc.).	With support, candidate is emerging in identifying strategies for actively involving families and communities in young children’s development.	Candidate is unable or unwilling to seek out opportunities to actively involve families and communities in young children’s development.
Comments:				
<b>3. Observing, Documenting, and Assessing to Support Young Children and Families:</b> Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. Prior to program completion prospective early childhood teachers:				
All candidates will:				
	<b>4</b> Teacher candidate <b>exhibits mastery and flexibility</b> of knowledge related to observing, documenting, and assessing to support young children and families.	<b>3</b> Teacher candidate <b>exhibits a proficient level</b> of knowledge related to observing, documenting, and assessing to support young children and families.	<b>2</b> Teacher candidate <b>exhibits a basic level</b> knowledge related to observing, documenting, and assessing to support young children and families.	<b>1</b> Teacher candidate <b>lacks essential</b> knowledge related to observing, documenting, and assessing to support young children and families.

<p>3.1) Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.</p>	<p>Candidate has a comprehensive understanding of the goals, benefits, and uses of assessment and how assessment can be used to develop developmentally appropriate goals, curriculum, and teaching strategies. Candidate has a comprehensive understanding of the ethical principles that guide assessment practice and can articulate a variety of developmentally appropriate assessment tools (formal and informal) as well as strategies to inform practice.</p>	<p>Candidate has a general understanding of the goals, benefits, and uses of assessment and how assessment can be used to develop developmentally appropriate goals, curriculum, and teaching strategies. Candidate has a general understanding of the ethical principles that guide assessment practice and a general awareness of developmentally appropriate assessment tools (formal and informal) and strategies to inform practice.</p>	<p>Candidate has a limited understanding of the goals, benefits, and uses of assessment and how assessment can be used to develop developmentally appropriate goals, curriculum, and teaching strategies. Candidate has a limited understanding of the ethical principles that guide assessment practice and a limited awareness of developmentally appropriate assessment tools (formal and informal) and strategies to inform practice.</p>	<p>Candidate has no understanding of the goals, benefits, and uses of assessment and how assessment can be used to develop developmentally appropriate goals, curriculum, and teaching strategies. Candidate has no understanding of the ethical principles that guide assessment practice nor an awareness of developmentally appropriate assessment tools (formal and informal) or strategies to inform practice.</p>
<p>3.2) Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.</p>	<p>Candidate consistently uses a variety of observation, documentation, and other appropriate assessment tools and approaches. Candidate consistently makes determination of which approaches and tools(s) to use based on what is developmentally appropriate for their students and their individual characteristics. Candidate uses multiple sources of data gathered over time to make decisions on instruction. Candidate is skilled at using a variety of technologies to support assessment (e.g., online</p>	<p>Candidate uses a variety of observation, documentation, and other appropriate assessment tools and approaches. Candidate frequently makes determination of which approaches and tools(s) to use based on what is developmentally appropriate for their students and their individual characteristics. Candidate uses multiple sources of data gathered over time to make decisions on instruction. Candidate is emerging in their ability to use a variety of technologies to support</p>	<p>With support, candidate is beginning to use a variety of observation, documentation, and other appropriate assessment tools and approaches. Candidate is emerging in their ability to make determination of which approaches and tools(s) to use based on what is developmentally appropriate for their students and their individual characteristics. Candidate is beginning to use multiple sources of data gathered over time to make decisions on instruction. Candidate requires support</p>	<p>Candidate is unable or unwilling to use a variety of observation, documentation, and other appropriate assessment tools and approaches. Candidate is unable or unwilling to make determination of which approaches and tools(s) to use based on what is developmentally appropriate for their students and their individual characteristics. Candidate does not use multiple sources of data gathered over time to make decisions on instruction. Candidate is unable or</p>

	instruments, data collection/documentation management systems, electronic portfolios, photographs, videos, etc.).	assessment (e.g., online instruments, data collection/documentation management systems, electronic portfolios, photographs, videos, etc.).	to consider and utilize various technologies to support assessment (e.g., online instruments, data collection/documentation management systems, electronic portfolios, photographs, videos, etc.).	unwilling to use a variety of technologies to support assessment (e.g., online instruments, data collection/documentation management systems, electronic portfolios, photographs, videos, etc.).
3.3) Understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	Candidate has a comprehensive understanding of how to practice responsible assessment by adhering to ethical principles that guide the assessment process as well as the professional standards of quality that determine selection, use, and interpretation of screening tools and assessment instruments. Candidate consistently puts these practices into practice. Candidate is adept at using a variety of assistive technology supports when assessing young children with disabilities.	Candidate has a general understanding of how to practice responsible assessment by adhering to ethical principles that guide the assessment process as well as the professional standards of quality that determine selection, use, and interpretation of screening tools and assessment instruments. Candidate generally puts these practices into practice. Candidate is adept at using a few assistive technology supports when assessing young children with disabilities.	Candidate has a basic understanding of how to practice responsible assessment by adhering to ethical principles that guide the assessment process as well as the professional standards of quality that determine selection, use, and interpretation of screening tools and assessment instruments. Candidate puts these practices into practice some of the time. Candidate is emerging in their ability to use a few assistive technology supports when assessing young children with disabilities.	Candidate is unable or unwilling to practice responsible assessment by adhering to ethical principles that guide the assessment process as well as the professional standards of quality that determine selection, use, and interpretation of screening tools and assessment instruments. Candidate lacks the knowledge of how to use assistive technology supports when assessing young children with disabilities.
3.4) Know about assessment partnerships with families and with professional colleagues to build effective learning environments.	Candidate has a comprehensive understanding of the importance of partnering with families and professional colleagues to build effective learning environments and actively seeks insight from all	Candidate has a general understanding of the importance of partnering with families and professional colleagues to build effective learning environments. Candidate seeks insight from most families when determining	Candidate has a basic understanding of the importance of partnering with families and professional colleagues to build effective learning environments. Candidate seeks insight from some families when determining	Candidate is unable or unwilling to partner with families and professional colleagues to build effective learning environments.

	families when determining assessment approaches and tools taking into consider cultural and linguistic needs. Candidate consistently engages in reflective practice with professional colleagues to ensure they are adhering to ethical principles and quality indicators related to assessment.	assessment approaches and tools taking into consider cultural and linguistic needs. Candidate engages in reflective practice with professional colleagues to ensure they are adhering to ethical principles and quality indicators related to assessment.	assessment approaches and tools and is emerging in their ability to take into consider cultural and linguistic needs. Candidate is emerging in their ability to engage in reflective practice with professional colleagues to ensure they are adhering to ethical principles and quality indicators related to assessment.	
Comments:				
<b>4. Using Developmentally Effective Approaches:</b> Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning. Prior to program completion prospective early childhood teachers:				
All candidates will:				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Teacher candidate <b>exhibits mastery and flexibility</b> of knowledge related to using developmentally effective approaches.	Teacher candidate <b>exhibits a proficient level</b> of knowledge related to using developmentally effective approaches.	Teacher candidate <b>exhibits a basic level</b> knowledge related to using developmentally effective approaches.	Teacher candidate <b>lacks essential</b> knowledge related to using developmentally effective approaches.



<p>4.1) Understand positive relationships and supportive interactions as the foundation of their work with young children.</p>	<p>Candidate has a comprehensive understanding of the need for positive relationships with students as evidenced by reciprocal, respectful dialogue, developmentally appropriate redirection for undesired behaviors, seeking opportunities to learn about all students' interests and goals, and creating a warm, nurturing environment where all students can learn and develop.</p>	<p>Candidate has a general understanding of the need for positive relationships with students as evidenced by reciprocal, respectful dialogue, seeking opportunities to learn about most students' interests and goals, and creating a warm, nurturing environment where most students can learn and develop. Candidate's response to undesired behaviors is consistent but may not be developmentally appropriate at all times.</p>	<p>Candidate has a basic understanding of the need for positive relationships with students as evidenced by reciprocal, respectful dialogue, seeking opportunities to learn about some students' interests and goals, and creating a warm, nurturing environment where some students can learn and develop. Candidate's response to undesired behaviors is inconsistent and may not be developmentally appropriate at all times.</p>	<p>Candidate lacks the knowledge or is unable or unwilling to engage in positive relationships and supportive interactions with young children.</p>
<p>4.2) Know and understand effective strategies and tools for early education, including appropriate uses of technology.</p>	<p>Candidate possesses an extensive repertoire of effective strategies and tools for early education as evidenced by matching learning activities to instructional outcomes, presenting high-quality and developmentally appropriate materials and manipulatives that challenge all learners, differentiating instruction based on culture, language, and ability, and utilizing developmentally appropriate technology to support active learning by all students.</p>	<p>Candidate possesses a general repertoire of effective strategies and tools for early education as evidenced by matching learning activities to instructional outcomes, presenting high-quality and developmentally appropriate materials and manipulatives that challenge most learners, differentiating instruction based on culture, language, and ability, and utilizing developmentally appropriate technology to support active learning by most students.</p>	<p>Candidate possesses a basic repertoire of effective strategies and tools for early education as evidenced by matching learning activities to instructional outcomes, presenting high-quality and developmentally appropriate materials and manipulatives that challenge some learners, differentiating instruction based on culture, language, and ability, and utilizing developmentally appropriate technology to support active learning by some students.</p>	<p>Candidate lacks the knowledge or is unable or unwilling to implement effective strategies and tools for early education.</p>

4.3) Use a broad repertoire of developmentally appropriate teaching/learning approaches.	Candidate possesses an extensive repertoire of developmentally appropriate teaching/learning approaches as evidenced by providing challenging learning opportunities, modeling ways of approaching problems, demonstrating the correct way to complete a task, providing specific feedback vs. general comments, encouraging persistence, asking thought provoking questions, etc. so that all students can grow and develop.	Candidate possesses a general repertoire of developmentally appropriate teaching/learning approaches as evidenced by providing challenging learning opportunities, modeling ways of approaching problems, demonstrating the correct way to complete a task, providing specific feedback vs. general comments, encouraging persistence, asking thought provoking questions, etc. so that most students can grow and develop.	Candidate may need support in order to understand developmentally appropriate teaching/learning approaches (providing challenging learning opportunities, modeling ways of approaching problems, demonstrating the correct way to complete a task, providing specific feedback vs. general comments, encouraging persistence, asking thought provoking questions, etc.) and how to implement them so that some students can grow and develop.	Candidate is unable or unwilling to use a broad repertoire of developmentally appropriate teaching/learning approaches.
4.4) Reflect on their own practice to promote positive outcomes for each child.	Candidate consistently engages in self-reflection regarding their own practice and is able to easily modify instruction in order to ensure positive outcomes for all students.	Candidate engages in self-reflection regarding their own practice and is able to modify instruction in order to ensure positive outcomes for most students.	Candidate periodically engages in self-reflection regarding their own practice and with support can modify instruction in order to ensure positive outcomes for some students.	Candidate is unable or unwilling to reflect on their own practice in order to promote positive outcomes for each child.
Comments:				
<p><b>5. Using Content Knowledge to Build Meaningful Curriculum:</b> Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. Prior to program completion prospective early childhood teachers:</p>				

All candidates will:				
	4	3	2	1
	Teacher candidate <b>exhibits mastery and flexibility</b> of knowledge related to using content knowledge to build meaningful curriculum.	Teacher candidate <b>exhibits a proficient level</b> of knowledge related to using content knowledge to build meaningful curriculum.	Teacher candidate <b>exhibits a basic level</b> knowledge related to using content knowledge to build meaningful curriculum.	Teacher candidate <b>lacks essential</b> knowledge related to using content knowledge to build meaningful curriculum.
5.1) Understand content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, and health, and safety; and social studies.	Candidate has a comprehensive knowledge of key concepts related to the academic discipline as well as their relationships to one another. Candidate can clearly articulate prerequisite skills in each content area as well as what would be developmentally appropriate for all students based on their individual strengths and areas for growth.	Candidate has a general knowledge of key concepts related to the academic discipline as well as their relationships to one another. Candidate can articulate prerequisite skills in each content area as well as what would be developmentally appropriate for most students based on their individual strengths and areas for growth.	Candidate has a basic knowledge of key concepts related to the academic discipline as well as their relationships to one another. Candidate can articulate prerequisite skills for some content area as well as what would be developmentally appropriate for some students based on their individual strengths and areas for growth.	Candidate lacks knowledge regarding key concepts related to the academic discipline or their relationships to one another.
5.2) Know and use central concepts, inquiry tools, and structures of content areas or academic disciplines.	Candidate has a comprehensive knowledge of, and consistently uses, knowledge of central concepts related to the academic discipline to connect learning objectives to all students' prior knowledge and experiences while integrating the objectives to other disciplines (e.g., math, science, reading, writing, etc.). Learning objectives	Candidate has a general knowledge of, and frequently uses, knowledge of central concepts related to the academic discipline to connect learning objectives to most students' prior knowledge and experiences while integrating the objectives to other disciplines (e.g., math, science, reading, writing, etc.). Learning objectives are based on	Candidate has a basic knowledge of, and sometimes uses, knowledge of central concepts related to the academic discipline to connect learning objectives to some students' prior knowledge and experiences while integrating the objectives to other disciplines (e.g., math, science, reading, writing, etc.). Learning objectives may not directly	Candidate lacks knowledge of, or the ability to use, knowledge related to central concepts connected to the academic discipline.

	are based on state or early learning standards.	state or early learning standards.	connect to state or early learning standards.	
5.3) Use their own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Candidate consistently uses their comprehensive knowledge of developmentally appropriate learning standards to develop and implement activities directly connected to instructional outcomes. Candidate uses knowledge of each students' strengths, areas for growth, cultural/linguistic needs, interest, etc. to differentiate instruction as needed. Candidate effectively uses assessment strategies to determine effectiveness of instruction.	Candidate frequently uses their general knowledge of developmentally appropriate learning standards to develop and implement activities directly connected to instructional outcomes. Candidate uses knowledge of most students' strengths, areas for growth, cultural/linguistic needs, interest, etc. to differentiate instruction as needed. Candidate effectively uses assessment strategies to determine effectiveness of instruction.	Candidate uses their basic knowledge of developmentally appropriate learning standards to develop and implement activities that are somewhat connected to instructional outcomes. Candidate uses knowledge of some students' strengths, areas for growth, cultural/linguistic needs, interest, etc. to differentiate instruction as needed. Candidate uses assessment strategies to determine effectiveness of instruction but may need support to determine how instruction should be modified. .	Candidate lacks knowledge of developmentally appropriate learning standards with which to develop, implement, and evaluate developmentally meaningful curriculum for each child.
Comments:				
<b>6. Becoming a Professional:</b> Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. Prior to program completion prospective early childhood teachers:				
All candidates will:				

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Teacher candidate <b>exhibits mastery and flexibility</b> of knowledge related to becoming a professional.	Teacher candidate <b>exhibits a proficient level</b> of knowledge related to becoming a professional.	Teacher candidate <b>exhibits a basic level</b> knowledge related to becoming a professional.	Teacher candidate <b>lacks essential</b> knowledge related to becoming a professional.
6.1) Identify and involves oneself with the early childhood profession.	Candidate actively seeks out opportunities to not only become involved with the early childhood profession, but to assume a leadership role. Candidate consistently utilizes resources from professional organizations such as practitioner/research articles, webinars, communities of practice, etc. to further their knowledge and skills.	Candidate takes advantage of opportunities to become involved with the early childhood profession by utilizing resources from professional organizations such as practitioner/research articles, webinars, communities of practice, etc. to further their knowledge and skills.	Candidate becomes involved with the early childhood profession by participating in required experiences such as trainings, webinars, continuing education opportunities, etc.	Candidate makes no attempt to become involved with the early childhood profession.
6.2) Know about and uphold ethical standards and other early childhood professional guidelines.	Candidate actively seeks out opportunities to learn about ethical standards and other early childhood professional guidelines in order to fully incorporate such practices into their own work.	Candidate engages in opportunities as they become available to learn about ethical standards and other early childhood professional guidelines and has begun incorporating such practices into their own work.	Candidate has limited knowledge of ethical standards and other early childhood professional guidelines and requires support to determine how to incorporate such practices into their own work.	Candidate has no knowledge of ethical standards or other early childhood professional guidelines and has no intention of incorporating such practices into their own work.
6.3) Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	Candidate actively seeks out opportunities to engage in continuous, collaborative learning to inform practice. Candidate has a comprehensive knowledge of how to effectively incorporate technology into instruction.	Candidate engages in continuous, collaborative learning to inform practice. Candidate has a general knowledge of how to incorporate technology into instruction.	Candidate periodically engages in continuous, collaborative learning to inform practice. Candidate has a basic knowledge of how to incorporate technology into instruction but requires support to do so effectively.	Candidate does not engage in continuous, collaborative learning to inform practice. Candidate has little to no knowledge of how to incorporate technology into instruction.

6.4) Engage in informed advocacy for young children and the early childhood profession.	Candidate seeks out opportunities to engage in a variety of advocacy projects known to effectively support young children, their families, and the early childhood profession.	Candidate periodically engages in advocacy projects known to effectively support young children, their families, and the early childhood profession.	Candidate engages in advocacy projects known to effectively support young children, their families, and the early childhood profession to a limited extent when they are convenient.	Candidate has no interest in engaging in advocacy projects known to effectively support young children, their families, and the early childhood profession.
Comments:				

**Elementary Education**

	<p><b>Use Numerical Rating:</b>  <b>4-Exceptional</b>  <b>3-Proficient</b>  <b>2-Basic</b>  <b>1-Unacceptable</b>                  (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)</p>				
Intern Name:					
<b>Elementary Education</b>					
	<b>Alabama Standard/Rule 290-3-3-.06(2)</b>	<b>4 Rating</b>	<b>3 Rating</b>	<b>2 Rating</b>	<b>1 Rating</b>

	<p><b>(a) Development, Learning, and Motivation. 1.0, 2.1,2.2,2.3,2.4,2.5,2.6,2.7</b></p>	<p>There is <b>strong</b> evidence the candidate knows and understands the major concepts, principles, theories, and research related to development of children and young adolescents.</p> <p>The candidate <b>effectively</b> uses major concepts, principles, theories and research related to the development of children and young adults to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>There is evidence the candidate knows and understands the major concepts, principles, theories, and research related to development of children and young adolescents.</p> <p>The candidate's use of major concepts, principles, theories and research related to the development of children and young adults to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation is <b>not consistent, is lacking in an area, or minor incorrections are present.</b></p>	<p>There is <b>little</b> evidence the candidate knows and understands the major concepts, principles, theories, and research related to development of children and young adolescents.</p> <p>The candidate's use of major concepts, principles, theories and research related to the development of children and young adults to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation is <b>not consistent, is lacking in more than one area, or significant incorrections are present.</b></p>	<p>There is <b>no</b> evidence the candidate knows and understands the major concepts, principles, theories, and research related to development of children and young adolescents.</p> <p>The candidate's use of major concepts, principles, theories and research related to the development of children and young adults to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation is <b>very inconsistent, lacking in most areas, or major incorrections are present.</b></p>
	<p><b>(b) Curriculum.</b></p>				



	<p>1. Reading, writing, and oral language. <b>2.1,3.1,3.4</b></p>	<p>The candidate demonstrates a <b>high level</b> of competence in the use of English Language Arts.</p> <p>The candidate knows and understands concepts <b>well</b> from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills.</p> <p>The candidate <b>correctly</b> uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills.</p> <p>The candidate <b>effectively</b> helps students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>The candidate knows how to facilitate evidence-based specialized instruction that is multisensory in nature.</p>	<p>The candidate demonstrates competence in the use of English Language Arts.</p> <p>The candidate knows and understands concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills.</p> <p>The candidate uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills.</p> <p>The candidate helps students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>The candidate knows how to facilitate evidence-based specialized instruction that is multisensory in nature.</p>	<p>The candidate demonstrates competence in the use of English Language Arts.</p> <p>The candidate knows and understands concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills with a <b>few errors in thinking</b>.</p> <p>The candidate uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills with a <b>few errors in procedure</b>.</p> <p>The candidate helps students apply their developing skills to many different situations, materials, and ideas, but results are not always successful.</p> <p>The candidate knows how to facilitate evidence-based specialized instruction that is multisensory in nature. <b>There may be some errors in thinking</b>.</p>	<p>The candidate demonstrates <b>little</b> competence in the use of English Language Arts.</p> <p>The candidate <b>struggles with</b> concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills.</p> <p>The candidate <b>unsuccessfully attempts</b> to use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills.</p> <p>The candidate <b>does not help</b> students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>The candidate <b>does not know how</b> to facilitate evidence-based specialized instruction that is multisensory in nature.</p>
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	<p>2. Science. 2.2,3.1,3.4</p>	<p>The candidate knows and understands <b>well</b> the fundamental concepts of physical, life, and earth/space sciences.</p> <p>The candidate uses fundamental concepts of physical, life, and earth/space sciences <b>effectively</b>.</p> <p>The candidate can <b>effectively</b> design age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p> <p>The candidate can <b>effectively</b> implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p>	<p>The candidate knows and understands fundamental concepts of physical, life, and earth/space sciences.</p> <p>The candidate uses fundamental concepts of physical, life, and earth/space sciences.</p> <p>The candidate can design age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p> <p>The candidate can implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p>	<p>The candidate knows and understands fundamental concepts of physical, life, and earth/space sciences with a <b>few errors in their thinking</b>.</p> <p>The candidate uses fundamental concepts of physical, life, and earth/space sciences.</p> <p>The candidate can design age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science with <b>errors in thinking</b>.</p> <p>The candidate can implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science with <b>some errors in implementation</b>.</p>	<p>The candidate <b>does not</b> know and/or understand fundamental concepts of physical, life, and earth/space sciences.</p> <p>The candidate <b>does not</b> use fundamental concepts of physical, life, and earth/space sciences.</p> <p>The candidate <b>cannot</b> design age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p> <p>The candidate <b>cannot</b> implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p>
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3. Mathematics, 2.3,  
3.1, 3.4

The candidate knows and understands **well** the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability.

The candidate **effectively** uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability.

The candidate **consistently** engages problem solving, reasoning and proof, communication, connections, and representation.

The candidate knows and understands the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability.

The candidate uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability.

The candidate engages problem solving, reasoning and proof, communication, connections, and representation.

The candidate knows and understands the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability with a **few errors in their thinking.**

The candidate uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability with **errors in thinking.**

The candidate engages problem solving, reasoning and proof, communication, connections, and representation **with some success, but mostly struggles.**

The candidate **does not** know and/or understand the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability.

The candidate **does not** use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability.

The candidate **does not** engage in problem solving, reasoning and proof, communication, connections, and representation.

4. Social studies. **2.4,**  
**3.1, 3.4**

The candidate knows and understands **well** the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

The candidate **effectively** uses the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

The candidate knows and understands the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

The candidate uses the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

The candidate knows and understands the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world with a **few errors in their thinking.**

The candidate uses the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world **with some success, but mostly struggles.**

The candidate **does not** know and understand the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

The candidate **does not** use the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

	<p>5. The arts. 2.5,3.1,3.4</p>	<p>The candidate knows and understands <b>well</b>—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p> <p>The candidate <b>effectively</b> uses—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p>	<p>The candidate knows and understand—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p> <p>The candidate uses—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p>	<p>The candidate knows and understand—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students with <b>some errors in their thinking.</b></p> <p>The candidate uses—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students with <b>errors in their thinking.</b></p>	<p>The candidate <b>does not</b> know and understand—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p> <p>The candidate <b>does not</b> use—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p>
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	<p>6. Health education. 2.6, 3.1, 3.4</p>	<p>The candidate knows and understands <b>well</b> the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p> <p>The candidate <b>effectively</b> uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p>	<p>The candidate knows and understands the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p> <p>The candidate uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p>	<p>The candidate knows and understands the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health with <b>some errors in their thinking.</b></p> <p>The candidate uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health with <b>errors in their thinking.</b></p>	<p>The candidate <b>does not</b> know and/or understand the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p> <p>The candidate <b>does not</b> use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p>
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7. Physical education. 2.7, 3.1, 3.4

The candidate knows and understands **well** -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

The candidate **effectively** uses -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

The candidate knows and understands -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

The candidate uses -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

The candidate knows and understands -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students with **some errors in their thinking.**

The candidate uses -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students with **errors in their thinking.**

The candidate **does not** know and/or understand -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

The candidate **does not** use -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

	<b>(c) Instruction.</b>	The candidate is <b>highly effective</b> in demonstrating the ability to teach according to the Alabama College and Career Ready Standards for K-6.	The candidate demonstrates the ability to teach according to the Alabama College and Career Ready Standards for K-6.	The candidates demonstrates the ability to teach according to the Alabama College and Career Ready Standards for K-6 with <b>some errors in thinking.</b>	The candidate <b>does not</b> demonstrate the ability to teach according to the Alabama College and Career Ready Standards for K-6.
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	<p>1. Integrating and applying knowledge for instruction. <b>1.0, 3.1,3.2,3.3,3.4</b></p>	<p>The candidate is <b>highly effective</b> in planning instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p> <p>The candidate is <b>highly effecting</b> in implementing instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p>	<p>The candidate plans instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p> <p>The candidate implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p>	<p>The candidate plans instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community with <b>some errors in thinking.</b></p> <p>The candidate implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community with <b>some errors in procedure.</b></p>	<p>The candidate <b>does not</b> plan instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p> <p>The candidate <b>does not</b> implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p>
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	<p>2. Adaptation to students from diverse populations. <b>3.2</b></p>	<p>The candidate understands <b>well</b> how elementary students differ in their development and approaches to learning.</p> <p>The candidate creates <b>highly effective</b> instructional opportunities that are adapted to students from diverse populations.</p>	<p>The candidate understands how elementary students differ in their development and approaches to learning.</p> <p>The candidate creates instructional opportunities that are adapted to students from diverse populations.</p>	<p>The candidate understands how elementary students differ in their development and approaches to learning with a <b>few errors in their thinking.</b></p> <p>The candidate creates instructional opportunities that are adapted to students from diverse populations with <b>some errors in practice.</b></p>	<p>The candidate <b>does not</b> understand how elementary students differ in their development and approaches to learning.</p> <p>The candidate <b>does not</b> create instructional opportunities that are adapted to students from diverse populations.</p>
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	<p>3. Development of critical thinking and problem solving. <b>3.3</b></p>	<p>The candidate understands <b>well</b> a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</p> <p>The candidate <b>effectively</b> uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</p>	<p>The candidate understands a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</p> <p>The candidate uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</p>	<p>The candidate understands a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving with a <b>few errors in their thinking.</b></p> <p>The candidate uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving with <b>some errors in practice.</b></p>	<p>The candidate <b>does not</b> understand the variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</p> <p>The candidate <b>does not</b> use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</p>
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	<p>4. Active engagement in learning. <b>3.4</b></p>	<p>The candidate is <b>highly effective</b> in using their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p>	<p>The candidate uses their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p>	<p>The candidate uses their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments with <b>some errors in practice.</b></p>	<p>The candidate <b>does not</b> use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p>
	<p>5. Communication to foster collaboration. <b>3.5</b></p>	<p>The candidate is <b>highly effective</b> in using their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>The candidate uses their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>The candidate uses their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom with <b>some errors in thinking.</b></p>	<p>The candidate <b>does not</b> use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>

	<p>(d) Assessment for Instruction. 4.0</p>	<p>The candidate knows and understands <b>well</b> formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>The candidate <b>effectively</b> uses formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>The candidate knows and understands formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>The candidate uses formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>The candidate knows and understands formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student with a <b>few errors in thinking</b>.</p> <p>The candidate uses formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student with <b>some errors in practice</b>.</p>	<p>The candidate <b>does not</b> know and understand formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>The candidate <b>does not</b> use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>
	<p>(e) Professionalism.</p>				

	<p>1. Professional growth, reflection, and evaluation. <b>5.1</b></p>	<p>The candidate is aware of and <b>consistently</b> reflects on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they <b>continually</b> evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community.</p> <p>The candidate <b>actively</b> seeks out opportunities to grow professionally.</p>	<p>The candidate is aware of and reflects on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they <b>often</b> evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community.</p> <p>The candidate <b>takes advantage of most</b> opportunities to grow professionally.</p>	<p>The candidate is aware of and reflects on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they sometimes evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community.</p> <p>The candidate <b>takes advantage of some</b> opportunities to grow professionally.</p>	<p>The candidate <b>does not</b> reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they <b>do not</b> evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community.</p> <p>The candidate <b>does not</b> take advantage of opportunities to grow professionally.</p>
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	<p>2. Collaboration with families, colleagues, and community agencies.</p> <p><b>5.2</b></p>	<p>The candidate knows <b>well</b> the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.</p>	<p>The candidate knows the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.</p>	<p>The candidate knows the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children with <b>some errors in thinking</b>.</p>	<p>The candidate <b>does not</b> know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.</p>
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## Special Education (K-6)

	<b>Use Numerical Rating:</b> <b>4-Exceptional 3-Proficient 2-Basic 1-Unacceptable</b> (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
<b>Special Education (K-6)</b>		
	Alabama Standard/Rule 290-3-3-.34	<b>Rating</b>
	<b>General Rules for All Social Studies Teachers:</b>	
	(a) Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Understand how language, culture, and family background influence the learning of individuals with exceptionalities.	
	(ii) Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	
	(b) Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:	
	1. All candidates will:	



	(i) Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	
	(ii) Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	
	(iii) Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.	
	3. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in collaborative special education (K-6) will also:	
	(i) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.	
	(ii) Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.	
	(c) Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	

	<p>(i) Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. “Specialized curricula” means the content of specialized interventions or sets of</p>	
	<p>interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]</p>	
	<p>(ii) Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</p>	
	<p>(iii) Modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p>	
	<p>(d) Assessment. Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:</p>	
	<p>1. All candidates will:</p>	
	<p>(i) Select and use technically sound formal and informal assessments that minimize bias.</p>	
	<p>(ii) Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p>	
	<p>(iii) Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.</p>	
	<p>(iv) Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</p>	
	<p>(e) Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:</p>	
	<p>1. All candidates will:</p>	

	(i) Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)	
	(ii) Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	
	(iii) Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	
	(iv) Use strategies to enhance language development and communications skills of individuals with exceptionalities.	
	(v) Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	
	(vi) Teach to mastery and promote generalization of learning.	
	(vii) Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	
	(f) Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:	
	1. All candidates will:	
	(i) Use Professional Ethical Principles and Professional Practice Standards to guide their practice.	
	(ii) Understand how foundational knowledge and current issues influence professional practice.	
	(iii) Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	
	(iv) Understand the significance of lifelong learning and participate in professional activities and learning communities.	

	(v) Advance the profession by engaging in activities such as advocacy and mentoring.	
	(vi) Provide guidance and direction to paraeducators, tutors, and volunteers.	
	(g) Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Prior to program completion:	
	1. All candidates will:	
	(i) Use theory and elements of effective collaboration.	
	(ii) Serve as a collaborative resource to colleagues.	
	(iii) Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	
	Average	#DIV/0!

## Special Education (6-12)

<b>Intern Name:</b>				
Semester of Internship:				
<b>Special Education 6-12</b>				
<b>Alabama Standard/Rule 290-3.3-.34</b>	4	3	2	1
(a) Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:				
1. All candidates will:				
(i) Understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Candidate actively seeks knowledge of all students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.	Candidate understands the active nature of student learning and attains information about levels of development for some students. • The Candidate also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Candidate indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole or in general.	Candidate demonstrates little or no understanding of how language, culture, and family influence learning on individuals with exceptionalities and does not seek out such understanding.
(ii) Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Candidate seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or <u>successfully adjusts and differentiates instruction to address individual student misunderstandings.</u> • Candidate <u>persists in seeking effective approaches</u> for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.	Candidate promotes the successful learning of all students, <u>making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</u> • Drawing on a broad repertoire of strategies, the Candidate persists in seeking approaches for students who have difficulty learning.	Candidate <u>attempts to modify the lesson when needed and to respond to student questions and interests,</u> with moderate success. • Candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Candidate adheres to the instruction plan <u>in spite of evidence of poor student understanding or lack of interest.</u> • Candidate ignores student questions; when students experience difficulty, the Candidate blames the students or their home environment.

Comments:

(b) Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:

1. All candidates will:

<p>(i) Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>	<p>Candidates seek out opportunities to build rapport and support each other inside and outside of the classroom. Candidates routinely share lesson planning with other professionals. Lessons are culturally responsive and Candidates share responsibility for lesson development, development of accommodations and modifications.</p>	<p>Candidates spend some time together to build rapport and support each other inside the classroom. Candidates attempt to plan lessons with other professionals. Lessons are culturally responsive and Candidates divide responsibility for lesson development, development of accommodations and modifications.</p>	<p>Candidates spend some time together but struggle to build rapport or establish mutual respect. Candidates may attempt to co-plan lessons but there is a clear delineation of responsibility which affects the culture of the classroom. Lessons are culturally responsive but Candidates do not share lesson development, development of accommodations or modifications.</p>	<p>Candidates spend little time together and struggle to build rapport or establish mutual respect. Candidates do not attempt to plan lessons with other professionals and there is a clear delineation of responsibility which affects the culture of the classroom. Lessons are culturally responsive but Candidates do not share lesson development, development of accommodations or modifications.</p>
<p>(ii) Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>	<p>Classroom interactions among the candidate and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. • Students exhibit respect for the Candidate and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals which allows for robust teaching opportunities.</p>	<p>Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. • Students exhibit respect for the Candidate. Interactions among students are generally polite and respectful. • Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal which limits the number of opportunities to teach effective skills.</p>	<p>Patterns of classroom interactions, both between the Candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students rarely demonstrate disrespect for one another. • Candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict limiting the number of opportunities for instruction.</p>	<p>Patterns of classroom interactions, both between the Candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. • Candidate does not deal with disrespectful behavior nor does he/she attempt to instruct the student with more appropriate skills.</p>
<p>(iii) Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.</p>	<p>Intern is able to demonstrate mastery of de-escalation techniques and non-violent crisis intervention to the degree of mastery required to obtain certification of the adopted protocol.</p>	<p>Intern is able to successfully complete a written assessment covering the principles of de-escalation and non-violent crisis intervention. Intern is not yet able to demonstrate the physical skills necessary for certification.</p>	<p>Intern is able to answer 75% or less of the written assessment covering the principles of de-escalation and non-violent crisis intervention. Intern is not yet able to demonstrate the physical skills necessary for certification.</p>	<p>Intern is unable to answer the written assessment covering the principles of de-escalation and non-violent crisis intervention. Intern is not yet able to demonstrate the physical skills necessary for certification.</p>

Comments:

4. In addition to meeting Rule 290-3-3-.34(2)(b)1. (i)-(iii), candidates in collaborative special education (6-12) will also:

<p>(i) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.</p>	<p>Instructional time is maximized because of efficient routines and procedures. Specific time is allotted and planned to teach functional life skills and adaptive behavior. Social skills instruction is specifically planned for and integrated into the instructional time.</p>	<p>Instructional time is maximized because of efficient routines and procedures. Specific time is allotted and planned to teach functional life skills and adaptive behavior. Social skills instruction is haphazardly integrated into instruction and is not explicitly taught.</p>	<p>Evidence of routines and procedures are evident during instructional time but can limit the availability of time to teach functional life skills and adaptive behavior. Social skills instruction is haphazardly integrated into instruction or is not explicitly taught.</p>	<p>Instructional time lacks clear routines and procedures which limits the available time to explicitly teach functional life skills, adaptive behavior or social skills.</p>
<p>(ii) Demonstrate appropriate body mechanics to promote student and Candidate safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.</p>	<p>Intern will use correct body mechanics to demonstrate effective use of a 3-man, 2-man and pivot transfer for lifting and transferring students for the purposes of positioning or accessing the classroom.</p>	<p>Candidate is able to use correct body mechanics to demonstrate effective use of either a 3- man or a 2-man and a pivot transfer for lifting and transferring students for the purposes of positioning or accessing the classroom.</p>	<p>Candidate demonstrates the 3-man, 2-man or pivot transfer but does not consistently demonstrate these moves with correct body mechanics.</p>	<p>Candidate is unable to demonstrate 3-man, 2-man or pivot transfers with correct body mechanics which limits their ability to position students within the classroom.</p>

Comments:

(c) Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:

1. All candidates will:

<p>i) Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. “Specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. • Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. • The lesson or unit’s structure is clear and allows for different pathways according to diverse student needs.</p>	<p>Candidate coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the Candidate at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.</p>
<p>(ii) Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</p>	<p>Lesson plans are standards based and clearly outline the connection between content and IEP goals. Lesson plans include in-depth procedures which outline with details all accommodations and modifications for students. Accommodations and modifications are unique to each student and clearly identified. Lesson execution follows the lesson plan and all students are actively engaged in learning.</p>	<p>Lesson plans are standards based and clearly outline the connection between content and IEP goals. Lesson plans include in-depth procedures which outline with details all accommodations and modifications for students. Accommodations and modifications are unique to each student and clearly identified. Lesson execution follows the lesson plan and all students are actively engaged in learning.</p>	<p>Lesson plans are standards based and <u>some</u> IEP goals are clearly identified. Lesson plans include procedures which outlines <u>generic accommodations</u> and modifications for students. Lesson execution <u>mostly</u> follows the lesson plan and <u>most</u> students are actively engaged in learning.</p>	<p>Lesson plans are standards based but there is no clear connection to IEP goals. Lesson plans include generic <u>procedures</u> with <u>minimal</u> accommodations or modifications. Lesson plan execution deviates from plan and only a <u>few</u> students are actively engaged with the lesson.</p>
<p>(iii) Modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p>	<p>Candidate can design a plethora of appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general education curriculum</p>	<p>Candidate can design a variety of appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general education curriculum</p>	<p>Candidate can design a few appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general education curriculum</p>	<p>Candidate can design appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general education curriculum</p>
<p>Comments:</p>				
<p>3. In addition to meeting Rule .34(2)(c)1. (i)-(iii), candidates in collaborative special education Candidate (6-12) will also provide transition planning to address academic planning; personal and social development; occupations and careers; and daily living.</p>				
<p>(d) Assessment. Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:</p>				
<p>1. All candidates will:</p>				



<p>(i) Select and use technically sound formal and informal assessments that minimize bias.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria • Students self-assess and monitor their progress. • A variety of feedback, from both the Candidate and peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>	<p>Assessment is used regularly by Candidate during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self assessment • Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is used sporadically by Candidate to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>
<p>(ii) Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p>	<p>Candidate interprets assessment data and makes correct interpretations from the data. Candidate interprets the assessment data and uses it appropriately to determine the best instructional strategies and/or practices to support the students with exceptionalities.</p>	<p>Candidate can interpret assessment data and makes correct interpretations from the data. However, the candidate uses the data to make general educational decisions.</p>	<p>Candidate can interpret assessment data but is unable to use the data to guide educational decisions.</p>	<p>Candidate is unable to make correct interpretations of assessment data and use that data to guide educational decisions appropriately.</p>
<p>(iii) Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.</p>	<p>Candidate demonstrates consistent and appropriate collaboration with colleagues and families in using multiple types of assessments to inform decision-making. Candidate is able to synthesize all assessment data and present it to other stakeholders in a way that is completely understood by all.</p>	<p>Candidate demonstrates some collaboration with colleagues and/or families in using multiple types of assessments to inform decision-making. Candidates are able to synthesize all assessment data and present it most other stakeholders.</p>	<p>Candidate sporadically demonstrates collaboration with colleagues and/or families in using multiple types of assessments to inform decision-making. Candidates are only able to synthesize the assessment data for one group of stakeholders.</p>	<p>Candidate is unable to demonstrate consistent and appropriate collaboration with colleagues or families in using multiple types of assessments to inform decision making. Candidate is unable to synthesize the assessment data for other stakeholders.</p>
<p>(iv) Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</p>	<p>Candidate's documentation of communication with educational representative and/or student is frequent, strategic, confidential and sensitive to exceptionalities. Students can articulate important aspects and/ or progress towards their goals and this communication is encouraged by the Candidate.</p>	<p>Candidate's documentation of communication with the educational representative about the individual education plan and conveys information about individual student progress occurs regularly • Information to educational. Candidate asks the student about their goals and attempts to effectively facilitate communication between the student and their families or other professionals.</p>	<p>Candidate's documentation of communication with the educational representative about the individual education plan and conveys information about individual student progress occurs regularly • Information to educational. Candidate asks the student about their goals but does not effectively facilitate communication between the student and their families or other professionals.</p>	<p>Candidate's documentation of communication with the educational representative about the individual education plan and conveys information about individual student progress occurs regularly • Information to educational. Candidate does not ask the student about their goals and does not facilitate communication between the student and their families or other professionals.</p>

Comments:

2. In addition to meeting Rule .34(2)(d)1. (i)-(iv), candidates in collaborative special education (6-12) will also select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers; and daily living.

(e) Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:

1. All candidates will:

<p>(i) Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)</p>	<p>Candidates use students' abilities, interests, the learning environment, and other factors to select, develop, and adapt learning experiences using an array of instruction strategies that are appropriate for the specific learning needs of the students.</p>	<p>Candidates use students' abilities, interests, the learning environment, and other factors when selecting, developing, and adapting learning experiences but typically use generic instructional strategies that are appropriate but not specific to the learn needs of the students.</p>	<p>Candidates use students' abilities, interests, the learning environment, and other factors when selecting, developing, and adapting learning experiences but do not use appropriate instructional strategies based upon these factors.</p>	<p>Candidates do not use individual students' abilities, interests, learning environments, or other factors when selecting, developing, or adapting learning experiences.</p>
<p>(ii) Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs. • Candidate makes effective use of physical resources, including computer technology and adaptive devices. The Candidate ensures the arrangement is appropriate to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning.</p>	<p>The classroom is safe, and learning is accessible to all students; Candidate ensures that the physical arrangement is appropriate to the learning activities. • Candidate makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students. • The Candidate’s use of physical resources, including computer technology, is moderately effective. • Candidate makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The physical environment is unsafe, or many students don’t have access to learning resources. • There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology</p>
<p>(iii) Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</p>	<p>A variety of augmentative and alternative communication systems are available based on student needs. Lessons are designed to include multiple opportunities for students to use augmentative and alternative communication systems and assistive technology devices.</p>	<p>Some augmentative and alternative communication systems are available and mostly meet the needs of the students. Lessons include some opportunities for students to use augmentative and alternative communication systems or assistive technology.</p>	<p>Either augmentative, alternative or assistive technology are available. What is available may or may not address the unique needs of the students. The lesson includes at least one opportunity for the student to use the technology.</p>	<p>There are no augmentative or assistive communication systems available. Any assistive technology in the classroom is irrelevant to the students in the classroom. Lesson does not include the use of any of these technologies.</p>

<p>(iv) Use strategies to enhance language development and communications skills of individuals with exceptionalities.</p>	<p>Candidate uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Candidate is able to effectively guide class discussions using appropriate strategies. Candidate allows adequate time for students to respond and is able to facilitate participation from the majority of students.</p>	<p>Although the Candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. • Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>•Candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the Candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between Candidate and students is predominantly recitation style, with the Candidate mediating all questions and answers. • A few students dominate the discussion</p>
<p>(v) Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p>	<p>The Candidate will work collaboratively with state and community agencies to develop meaningful transition plans that include multiple opportunities for job trials and situational assessments in a planned and meaningful process to determine plans for the future.</p>	<p>The Candidate contacts state and community agencies to develop meaningful transition plans but multiple job trials nor situational assessments occur in multiple locations.</p>	<p>Candidate creates transition plans that are built off of input from the family but does not collaborate with state or community agencies to arrange job trials or situational assessments.</p>	<p>Candidate is unable to write a transition plan that includes opportunities for job trials or situational assessments.</p>
<p>(vi) Teach to mastery and promote generalization of learning.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the Candidate and fully aligned with the instructional outcomes. Opportunities to generalize skills across settings are embedded in the Candidate's long term planning.</p>	<p>The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by Candidate scaffolding. Some opportunities for generalization are included in the Candidate's long term planning.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged. Skills are taught but opportunities for generalization are infrequent and do not appear to be intentional or planned.</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested. No opportunities are provided or planned to promote generalization of skills.</p>
<p>(vii) Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p>	<p>There is evidence of student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and think critically to formulate solutions to problems and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.</p>	<p>There is some student initiation of inquiry and of student contribution to the exploration of important content but the pacing of the lesson only allows students to minimally formulate solutions to proposed problems which would allow them to consolidate their learning.</p>	<p>There is some student initiation of inquiry and of student contribution to the exploration of important content but the pacing of the lesson does not allow students to be engaged in critical thinking and problem solving that allows them to consolidate their learning.</p>	<p>There is little to no student initiation of inquiry and of student contribution to the exploration of important content but the pacing of the lesson does not allow students to be engaged in critical thinking or problem solving that allows them to consolidate their learning.</p>

Comments:

2. In addition to meeting Rule .34(2)(e)1. (i)-(vii), candidates in collaborative special education (6-12) will also:

<p>(i) Support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions.</p>	<p>Candidate engages students in activities to identify strengths and struggles with independent living, adaptive behavior and social interaction. Lessons are developed to target areas of need and opportunities to proactive and receive feedback are included in daily instruction.</p>	<p>Candidate engages students in activities to identify strengths and struggles with independent living, adaptive behavior and social interaction. Lessons are developed to target areas of need and opportunities to proactive and receive feedback are included in weekly instruction.</p>	<p>Candidate engages students in activities to identify strengths and struggles with independent living, adaptive behavior and social interaction. Lessons are developed to target areas of need and opportunities to proactive and receive feedback are included in monthly instruction.</p>	<p>Candidate engages students in activities to identify strengths and struggles with independent living, adaptive behavior and social interaction. Lessons are developed to which target areas of need and opportunities to proactive and receive feedback are executed once per semester.</p>
<p>(ii) Teach and promote self-determination and self-advocacy skills.</p>	<p>Candidate develops and teaches lessons that encourage students to identify their personal interests, strengths and areas of improvement. Instruction places a strong emphasis on teaching students how to identify their personal needs and to self-advocate to meet their desired goals.</p>	<p>Candidate teaches lessons from published curriculum that facilitates student identification of personal goals. Their instruction includes an introduction to self-advocacy but only provides minimal opportunities for students to make and execute decisions.</p>	<p>Candidate attempts to teach lessons on self-determination and self-advocacy but there are few opportunities for students to make personal choices and follow-through with those choices.</p>	<p>Candidate does not teach or provide opportunity to students for self-determination or self-advocacy.</p>

Comments:

(f) Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:

1. All candidates will:

<p>(i) Use Professional Ethical Principles and Professional Practice Standards to guide their practice.</p>	<p>Candidate takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality. Candidate complies fully with school and district regulations, taking a leadership role with colleagues.</p>	<p>Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. Candidate complies fully with school and district regulations.</p>	<p>Candidate is honest in interactions with colleagues, students and the public. Candidate complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Candidate displays dishonesty in interactions with colleagues, students and the public. Candidate makes decisions based on self-serving interests. Candidate may not comply with school and district regulations.</p>
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<p>(ii) Understand how foundational knowledge and current issues influence professional practice.</p>	<p>Candidate actively reads/participates in routine professional development provided by the school or system to build continuous skill development. Candidate also seeks out and participates in other professional development opportunities held in the region, state or nation.</p>	<p>Candidate participates in school or system professional development and seeks out additional opportunities as they become available.</p>	<p>Candidate attends only the mandated professional development.</p>	<p>Candidate does not seek out opportunities to grow professionally through professional development.</p>
<p>(iii) Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p>	<p>Candidate persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>	<p>Drawing on a broad repertoire of strategies, the Candidate persists in seeking approaches for students who have difficulty learning.</p>	<p>• Candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Candidate ignores student questions; when students experience difficulty, the Candidate blames the students or their home environment.</p>
<p>(iv) Understand the significance of lifelong learning and participate in professional activities and learning communities.</p>	<p>Candidate seeks out and shares opportunities for professional development related to exceptional learners and/or content knowledge and pedagogical skill • Candidate makes a systematic effort to conduct action research • Candidate seeks out feedback on teaching from supervisors, colleagues and students • Candidate initiates important activities to contribute to the profession</p>	<p>Candidate seeks out opportunities for professional development related to exceptional learners and/or content knowledge and pedagogical skill • Candidate welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration • Candidate participates actively in assisting other educators</p>	<p>Candidate participates in professional activities to a limited extent when they are convenient • Candidate accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues • Candidate finds limited ways to contribute to the profession</p>	<p>Candidate engages in no professional development activities to enhance knowledge or skill • Candidate resists feedback on teaching performance from either supervisors or more experienced colleagues • Candidate makes no effort to share knowledge with others or to assume professional responsibility</p>
<p>(v) Advance the profession by engaging in activities such as advocacy and mentoring.</p>	<p>Candidate makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those with exceptionalities are honored in the school • Candidate assumes ethical responsibility and seeks out opportunities to advocate for appropriate services for individuals with exceptionalities • Candidate takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards within professional licensure •</p>	<p>Candidate serves students with exceptionalities, utilizes known resources when needed • Candidate makes an effort to challenge negative attitude or practices related to special education • Candidate advocates for appropriate services for individuals with exceptionalities • Candidate actively participates in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards within professional licensure</p>	<p>Candidate serves students with exceptionalities, uses some resources • Candidate attempts to ensure that all students, particularly those with exceptionalities are honored in the school • Candidate is somewhat aware of a need for ethical responsibility to advocate for appropriate services for individuals with exceptionalities • Candidate attends team or departmental decision-making meetings/PLC</p>	<p>Candidate rarely uses available resources • Candidate is unaware of ethical responsibility to advocate for appropriate services for individuals with exceptionalities • Candidate rarely attends team or departmental decision-making meetings/PLC</p>

(vi) Provide guidance and direction to paraeducators, tutors, and volunteers.	Candidate makes a concerted effort to meet individually with each paraeducator, volunteer or tutor to discuss classroom expectations for interactions with students and content. Candidate makes a concerted effort to create and implement a clear zone plan that meets the needs of each student. Candidate makes a concerted effort to model instruction and interaction for paraeducators while providing feedback.	Candidate makes an effort to meet with paraeducators, volunteers or tutors to introduce them to the classroom. The classroom has a whole class schedule but individual students are not identified and individual responsibilities are minimally delegated.	Candidate facilitates an introduction to personnel but is unable to clearly articulate roles and responsibilities to each individual. The classrooms schedule is variable and is only made known on a weekly basis.	Candidate is unable or fails to articulate roles and responsibilities to all professionals in the classroom. Those facilitating instruction or activities must wait for direction due to the lack of consistent schedule.
Comments:				
(g) Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Prior to program completion:				
1. All candidates will:				
(i) Use theory and elements of effective collaboration.	Candidate's relationships with colleagues are characterized by mutual support and cooperation, with the Candidate taking initiative in assuming leadership among the faculty.	Candidate's relationships with colleagues are characterized by mutual support and cooperation; Candidate actively participates in a culture of professional inquiry.	Candidate maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Candidate's relationships with colleagues are negative or self-serving.
(ii) Serve as a collaborative resource to colleagues.	Candidate takes a leadership role in promoting a culture of professional inquiry. Readily offers to teach or assist others with opportunities for learning. Involvement in professional community allows for robust knowledge of service availability.	Candidate will assume a leadership role when encouraged in promoting a culture of professional inquiry. Offers to teach or assist others with opportunities for learning. Involvement in professional community allows for knowledge of service availability.	Candidate can assume a leadership role when directly asked which can promote a culture of professional inquiry. Involvement in professional community allows for knowledge of service availability.	Candidate avoids leadership roles and is not involved in the professional community which limits their ability to serve as a collaborative resource to colleagues.
(iii) Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	Candidate volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.	Candidate volunteers to participate in school events and in school and district projects, making a substantial contribution.	Candidate becomes involved in the school's culture of professional inquiry when invited to do so. • Candidate participates in school events and school and district projects when specifically asked to do so.	Candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • Candidate avoids becoming involved in school events or school and district projects
2. In addition to meeting Rule .34(2)(g)1. (i)-(iii), candidates in collaborative special education (6-12) will also cooperate with other agencies to address post-school outcomes.				

Summary Comments:

## Secondary ELA

ELA Indicators	Rating	4: Exemplary	3: Accomplished	2: Developing	1: Beginning
<b>Content Knowledge</b>					
<b>Standard 1:</b> Candidates demonstrate knowledge of the English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.		<b>4: Exemplary</b>	<b>3: Accomplished</b>	<b>2: Developing</b>	<b>1: Beginning</b>
<b>1.1</b> Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts		<b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA content knowledge, including multimodal texts from diverse genres, representations of diverse voices and interpretative stances.	<b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA content knowledge, includes multimodal texts from several genres, and representations of alternative voices and/or interpretive stances.	<b>2: Developing</b> Teacher candidate exhibits a basic level of ELA content knowledge. Some multimodal texts are included, but representation from diverse genres or voices is limited.	<b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA content knowledge, using only mainstream, canonical texts from a limited range of tradition and the human experience.
<b>1.2</b> Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.		<b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in making ELA content accessible and engaging to adolescent readers, using a variety of entry points for both understanding and responding to texts.	<b>3: Accomplished</b> Teacher candidate exhibits a proficient level of flexibility in making ELA content meaningful to adolescent readers, using multiple forms of text and means of responding to text.	<b>2: Developing</b> Teacher candidate exhibits a basic understanding of how adolescent readers experience text, providing some variety for readers to understand and respond to text.	<b>1: Beginning</b> Teacher candidate lacks essential understanding of how adolescent readers experience text, providing little if any variety for readers to understand and respond to text.
<b>Standard 2:</b> Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.		<b>4: Exemplary</b>	<b>3: Accomplished</b>	<b>2: Developing</b>	<b>1: Beginning</b>



<p><b>2.1</b> Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA composition instruction, using a variety of language scaffolds and models to support adolescents in improving their writing across a variety of forms, purposes, and modalities.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA composition instruction, using several language scaffolds and models to support adolescents in improving their writing for a variety of purposes.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA composition instruction, using at least one language scaffold and at least one model to support adolescents in improving their writing.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA composition instruction, using minimal or no language scaffolds or models to support adolescents in improving their writing.</p>
<p><b>2.2</b> Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English language arts content; and they understand the impact of language on society.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA composition instruction, to include knowledge and use of various forms of syntax and discourse as well as conventions; they demonstrate expertise in both the social and the historical context of language, and use their knowledge of language acquisition to design engaging and effective language supports for their learners.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA composition instruction, to include some knowledge of forms of syntax and discourse as well as conventions; they demonstrate an understanding of both the social and the historical context of language, and use their knowledge of language acquisition to design effective language supports for their learners.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level ELA composition instruction, but neglects to demonstrate adequate knowledge of grammatical conventions; they may understand some of the social and/or historical context of language but show limited understanding of language acquisition in designing language supports for their learners.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding in ELA composition instruction, knowledge of grammatical conventions, and/or the social and historical context of language; they but show limited understanding of language acquisition and fail to design language supports for their learners.</p>
<p><b>2.3</b> Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA composition instruction of adolescents, using their understanding of grammar, syntax, and discourse to engage adolescents in the study, imitation, and development of language as a means of expression in a variety of contexts.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA composition instruction of adolescents, using some understanding of grammar, syntax, and/or discourse to engage adolescents in the study, imitation, and development of language as a means of expression.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA composition instruction of adolescents, using little understanding of grammar, syntax, or discourse to engage adolescents in the development of language as a means of expression.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA composition instruction, using no understanding of grammatical conventions to engage adolescents in the development of language.</p>
<p><b>Content Pedagogy: Planning Literature and Reading Instruction in English Language Arts.</b></p>					
<p><b>Standard 3:</b> Candidates plan instruction and design assessments for reading and the study</p>		<p><b>4: Exemplary</b></p>	<p><b>3: Accomplished</b></p>	<p><b>2: Developing</b></p>	<p><b>1: Beginning</b></p>

of literature to promote learning for all students.					
<p><b>3.1</b> Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA literacy and literary instructional design. Their wide understanding of the variety of language demands, language standards, and student learning needs allows them to adapt instruction to particular students in the cognitive, affective, and linguistic domains, finding or designing language strategies to support students at the appropriate levels.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA literacy and literary instructional design. They understand a variety of language demands, language standards, and student learning needs, and they adapt instruction to particular students in the cognitive, affective, and linguistic domains, using language strategies to support students at the appropriate levels.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA literacy and literary instructional design. They understand some language demands, and they sometimes adapt instruction to particular students in the cognitive, affective, and linguistic domains but use few language strategies to support students at the appropriate levels.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA literacy and literary instructional design. They do not understand language demands, and so fail to adapt instruction to particular students in the cognitive, affective, and linguistic domains.</p>
<p><b>3.2</b> Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA literacy and literary assessment design, using both informal and formal formative assessments, as well as summative assessments, to evaluate and further promote student understanding of literary texts and their abilities to construct and express meaning in all language domains.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA literacy and literary instructional design, using both formative and summative assessments to evaluate and promote student understanding of literary texts</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA literacy and literary instructional design, using few formative and primarily summative assessments to evaluate student understanding of literary texts</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA literacy and literary instructional design, using no formative assessments to promote learner success on summative assessments.</p>
<p><b>3.3</b> Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA literacy and literary instructional design, demonstrating a broad knowledge of research- and theory-based strategies for reading instruction to meet individual, group, and whole class needs.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA literacy and literary instructional design, demonstrating knowledge of research- or theory-based strategies for reading instruction to meet individual and whole class needs.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA literacy and literary instructional design, demonstrating little knowledge of research-based strategies for reading instruction to meet class needs.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA literacy and literary instructional design, using few if any research-based strategies for reading instruction.</p>

<p>3.4 Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA literacy and literary instructional design in both their assessments of and their response to their learners’ reading interests, proficiencies, and processes. They are adept at matching their learners’ needs with strategies that will help learners build on their current abilities and preferences.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA literacy and literary instructional design, using assessments of learners’ readings interests and proficiencies to adapt instructional strategies to meet learners’ needs and build on their current abilities and preferences.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA literacy and literary instructional design, using few assessments of learners’ reading proficiencies to adapt instruction to meet learners’ needs and build on their current abilities.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA literacy and literary instructional design and fail to assess learners’ interests or proficiencies to meet their needs..</p>
<p>3.5 Candidates plan instruction that incorporates knowledge of language— structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA literacy and literary instructional design, matching learners’ language proficiencies with instructional strategies to further both their comprehension and their interpretation of a wide variety of multimodal texts.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA literacy and literary instructional design, matching learners’ language proficiencies with instructional strategies to further either their comprehension or their interpretation of a variety of multimodal texts.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA literacy and literary instructional design, matching learners’ language proficiencies with few strategies to further their comprehension of multimodal texts.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA literacy and literary instructional design, failing to match learner proficiencies with strategies to improve their comprehension.</p>
<p>3.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA literacy and literary instructional design, offering various content-area connections via interdisciplinary texts and discourse strategies, when appropriate.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA literacy and literary instructional design, offering occasional content-area connections via interdisciplinary texts and strategies, when appropriate.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA literacy and literary instructional design, offering few content-area connections via texts or strategies.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA literacy and literary instructional design, offering few content-area connections via texts or strategies.</p>
<p><b>Content Pedagogy: Planning Composition Instruction in English Language Arts</b></p>					
<p><b>Standard 4:</b> Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</p>		<p><b>4: Exemplary</b></p>	<p><b>3: Accomplished</b></p>	<p><b>2: Developing</b></p>	<p><b>1: Beginning</b></p>

<p>4.1 Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA composition instructional design, using a variety of texts and methodologies to facilitate learner development across the full spectrum of rhetorical forms. Learners benefit from best practices in both process- and product-oriented instruction.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA composition instructional design, using several texts and methodologies that facilitate learner development across a variety of rhetorical forms. Learners benefit from best practices in both process- and product-oriented instruction.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA composition instructional design, using texts and methodologies that support learner development across few rhetorical forms. Learners benefit from best practices in either process- or product-oriented instruction.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA composition instructional design, using few texts or methodologies that support little learner development of any rhetorical forms.</p>
<p>4.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA composition instructional design, as evidenced in their creation of and response to writing assessments. Their choice of assessments and variety of feedback engage learners in demonstrating both their writing processes and their progress towards completion of a variety forms of expression.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA composition instructional design, as evidenced in their use of and response to writing assessments. Their choice of assessments and feedback engage learners in both their writing processes and their progress towards completion of a variety forms of expression.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA composition instructional design, as evidenced in their use of writing assessments. Some assessments engage learners in either the writing process or their progress towards completion of a product.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA composition instructional design, as evidenced in their failure to use of writing assessments that engage learners in the writing process.</p>
<p>4.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA composition instructional design, as evidenced in their creation of strategies to support learners’ awareness of and abilities to meet the demands of a variety of multimodal texts.</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA composition instructional design, as evidenced in their use of strategies to support learners’ abilities to meet the demands of a variety of multimodal texts.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA composition instructional design; they use only some strategies to support learners’ abilities to meet the demands of multimodal texts.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA composition instructional design; they do not use support learners’ abilities to meet the demands of text.</p>
<p>4.4 Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.</p>		<p><b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in ELA composition instructional design, as evidenced in their ability to help learners merge their home language proficiencies with the demands of conventional</p>	<p><b>3: Accomplished</b> Teacher candidate exhibits a proficient level of ELA composition instructional design, as evidenced in their ability to help learners maintain their home language proficiencies while improving their conventional language use in various contexts.</p>	<p><b>2: Developing</b> Teacher candidate exhibits a basic level of ELA composition instructional design; they sometimes allow learners to use home language proficiencies as they improve conventional language understanding.</p>	<p><b>1: Beginning</b> Teacher candidate lacks essential understanding of ELA composition instructional design; they disallow home language proficiencies from contributing to conventional language understanding.</p>

		language use in various contexts.			
<b>Learners and Learning: Implementing Content Pedagogy</b>					
<b>Standard 5:</b> Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.		<b>4: Exemplary</b>	<b>3: Accomplished</b>	<b>2: Developing</b>	<b>1: Beginning</b>
<b>5.1</b> Candidates plan and implement instruction based on English language arts curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.		<b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in understanding learners and learning by merging curricular requirements with the cultural and linguistic contexts of the learners and the school community.	<b>3: Accomplished</b> Teacher candidate exhibits a proficient level of understanding learners and learning, basing instruction on both curricular requirements and the cultural and linguistic contexts of the learners and the school community.	<b>2: Developing</b> Teacher candidate exhibits a basic level of understanding learners and learning, basing instruction primarily on curricular requirements with little attention to learners’ cultural or linguistic contexts.	<b>1: Beginning</b> Teacher candidate lacks essential understanding of learners and learning, basing instruction on curricular requirements alone with no regard to the class context.
<b>5.2</b> Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts.		<b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in understanding learners and learning, adapting instruction to the learners’ personal and cultural proficiencies to facilitate their inclusion and participation in their own learning.	<b>3: Accomplished</b> Teacher candidate exhibits a proficient level of understanding learners and learning, adapting instruction to the learners’ proficiencies to facilitate their participation in their own learning	<b>2: Developing</b> Teacher candidate exhibits a basic level of understanding learners and learning, making some instructional adaptations to the learners’ proficiencies.	<b>1: Beginning</b> Teacher candidate lacks essential understanding of learners and learning, making little if any instructional adaptations to the learners.
<b>5.3</b> Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.		<b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in understanding learners and learning by eliciting learner reflection about their own progress and sustaining open communication with learners to support their continued literacy development.	<b>3: Accomplished</b> Teacher candidate exhibits a proficient level of understanding learners and learning by inviting learner reflection about their own progress and maintaining communication with learners to support their continued literacy development.	<b>2: Developing</b> Teacher candidate exhibits a basic level of understanding learners and learning by allowing some learner reflection and communicating with learners about their progress.	<b>1: Beginning</b> Teacher candidate lacks essential understanding of learners and learning, allowing for little to know communication with learners.
<b>5.4</b> Candidates select, create, and use a variety of instructional strategies and teaching		<b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in understanding learners and	<b>3: Accomplished</b> Teacher candidate exhibits a proficient level of understanding learners and	<b>2: Developing</b> Teacher candidate exhibits a basic level of understanding learners and learning, offering	<b>1: Beginning</b> Teacher candidate lacks essential understanding of learners and learning, offering

resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English language arts.		language learning by offering a variety of strategies, scaffolds, and modalities consistent with current ELA research.	learning by offering strategies, scaffolds, and modalities consistent with current ELA research.	some research-based instructional strategies or scaffolds.	few research-based strategies.
<b>Professional Knowledge and Skills</b>					
<b>Standard 6:</b> Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English language arts.		<b>4: Exemplary</b>	<b>3: Accomplished</b>	<b>2: Developing</b>	<b>1: Beginning</b>
<b>6.1</b> Candidates plan and implement English language arts and literacy instruction that promotes critical engagement with complex issues related to maintaining a diverse, inclusive and equitable society.		<b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in professionally addressing social diversity and complexity by designing instruction that promotes equitable and inclusive participation in learning.	<b>3: Accomplished</b> Teacher candidate exhibits a proficient level of professionalism, addressing social diversity and complexity by designing instruction that promotes equitable and inclusive participation in learning.	<b>2: Developing</b> Teacher candidate exhibits basic levels of professionalism, addressing some diversity issues but without providing for inclusive learning.	<b>1: Beginning</b> Teacher candidate lacks essential ability in professional practice, avoiding issues of diversity and equity in instruction.
<b>6.2</b> Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in English language arts.		<b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in professionally addressing social diversity and complexity by designing equitable, research-based instruction that supports all students in engaging in opportunities to practice language development.	<b>3: Accomplished</b> Teacher candidate exhibits a proficient level of professionalism, addressing social diversity by designing equitable, research-based instruction that supports most students in engaging in opportunities to practice language development.	<b>2: Developing</b> Teacher candidate exhibits basic levels of professionalism, using some lessons about social diversity and engaging some students in opportunities to practice language development.	<b>1: Beginning</b> Teacher candidate lacks essential ability in professional practice, minimally addressing social diversity and opportunities for inclusion.
<b>Standard 7:</b> Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language		<b>4: Exemplary</b>	<b>3: Accomplished</b>	<b>2: Developing</b>	<b>1: Beginning</b>

arts professional learning communities, and actively develop as professional educators.					
<b>7.1.</b> Candidates model literate and ethical practices in English language arts teaching, and engage in/reflect on a variety of experience related to English language arts.		<b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in professional communication skills, maintaining a fair and substantive engagement with issues related to ELA instruction.	<b>3: Accomplished</b> Teacher candidate exhibits a proficient level of professional communication skills, maintaining engagement with issues related to ELA instruction.	<b>2: Developing</b> Teacher candidate exhibits a basic level of professional communication skills, only at times engaging in issues related to ELA instruction.	<b>1: Beginning</b> Teacher candidate lacks essential professional communication skills, remained unengaged in ELA instructional issues.
<b>7.2</b> Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.		<b>4: Exemplary</b> Teacher candidate exhibits mastery of and flexibility in professional communication skills by regularly participating in activities promoting growth in the school community and the field of ELA instruction.	<b>3: Accomplished</b> Teacher candidate exhibits a proficient level of professional communication skills by participating in activities promoting growth in the school community and the field of ELA instruction.	<b>2: Developing</b> Teacher candidate exhibits a basic level of professional communication skills, participating irregularly in school and ELA activities.	<b>1: Beginning</b> Teacher candidate lacks essential professional communication skills, participating in no school or ELA activities.

#### Overall Rating

A = 4.0-3.4: Exemplary--congratulations on surpassing your target. You have some very well-developed skills and are well on your way to becoming an outstanding teacher!

B = 3.39-2.70: Accomplished--Congratulations on reaching your target. You might still have some areas to work on, but you are well on your way to becoming a successful teacher!

C = 2.69-2.0: Developing--You have met your targets on some skills, but are still developing others that are necessary to be an effective teacher. A C averages as a 2.0 for 12 credits into your GPA and therefore may or may not make you eligible for state certification, since the GPA requirement for certification is a 2.75.

D = 1.99-1.30: Unacceptable--You have not yet met the necessary skills and performance standards required to be a teacher.

## Languages Other Than English (MID & HS) <sup>1</sup> “French, German, & Spanish”

### Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational

*Candidates possess a high level of proficiency in the target language they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.*

Indicators	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)	Rating
<b>1. Speak in the interpersonal mode of communication at a minimum level of “Advanced Low” or “Intermediate High” (for Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.</b>	-The teacher candidate speaks at the Intermediate Mid-level (or lower) on the ACTFL proficiency scale for candidates in French, German or Spanish. Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations.	-The teacher candidate speaks at the Intermediate High level on the ACTFL proficiency scale for candidates in French, German or Spanish. Intermediate-High speakers handle a number of tasks of the Advanced level, but candidate is unable to sustain performance of these tasks, resulting in one or more features of linguistic breakdown, such as the inability to narrate and describe fully in a time frame or to maintain paragraph-length discourse.	-The teacher candidate speaks at the Advanced Low level on the ACTFL proficiency scale for candidates in French, German or Spanish. Advanced-Low speakers narrate and describe in the major times frames in paragraph-length discourse with some control of aspect. -Candidate handles appropriately the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.	-The teacher candidate speaks at the Advanced Mid-level (or higher) on the ACTFL proficiency scale for candidates in French, German or Spanish. Advanced-Mid speakers narrate and describe in the major times frames and provide a full account of events, with good control of aspect. -Candidate handles successfully the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.	
<b>1.2. Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.</b>	-Teacher candidate, as a listener, is unable to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts.	-Teacher candidate, as a listener, is able to understand simple sentence-length speech in basic personal and social contexts.	-Teacher candidate, as a listener, is able to understand short conventional narrative and descriptive texts.	-Teacher candidate, as a listener, is able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons,	

<sup>1</sup> Adapted from: PROGRAM STANDARDS FOR THE PREPARATION OF FOREIGN LANGUAGE TEACHERS (For K-12 and Secondary Certification Programs).



		-Candidate can derive meaning from some selected texts with some gaps in understanding due to a limited knowledge of the vocabulary of the spoken language.	-The listener understands main facts and some supporting details.	places, and things, as well as past, present, and future events.	
<b>1.3. Present oral and written information to audiences of listeners or readers, using language at a minimum level of “Advanced Low” or “Intermediate High” according to the target language being taught.</b>	- The teacher candidate is unable to deliver an oral presentation based on specific topics.	- The teacher candidate delivers oral pre-planned presentations based on familiar topics. - Candidate speaks using notes. Focuses more on the content of the presentation rather than considering all audiences.	-The teacher candidate delivers oral presentations. - Candidate speaks in connected discourse using a variety of time frames and vocabulary appropriate to the topic. - Candidate uses extralinguistic support as needed to facilitate audiences’ comprehension, including foreign language learners.	-The teacher candidate delivers oral presentations on a wide variety of topics. -Candidate speaks in extended discourse and use specific vocabulary. - Candidate uses a variety of strategies to tailor the presentation to the needs of all audiences, including foreign language learners.	
<b>Comments</b>					
<b>Standard 2: Cultures, Linguistics, Literature, and Concepts from Other Disciplines</b>					
<i>Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.</i>					
<b>Indicators</b>	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>	<b>Rating</b>
<b>2.1. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.</b>	-The teacher candidate is unable to provide examples of cultural practices, products, and perspectives that reflect a developing knowledge base.	-The teacher candidate cites examples of cultural practices, products, and perspectives that reflect knowledge development. -Candidate lists similarities and differences between the target culture and their own. -Candidate cites products or practices but are limited in connecting these with perspectives.	-The teacher candidate uses ACTFL cultural framework that partially connects perspectives to the products and practices as a way to compare the target culture to their own or to compare a series of cultures. -Candidate indicates key perspectives of the target culture and connect them to	-The teacher candidate uses ACTFL cultural framework that connects perspectives to the products and practices as a way to compare the target culture to their own or to compare a series of cultures. -Candidate can explain the target culture as a system in which cultural perspectives	

			cultural products and practices.	are reflected through products and practices. -Candidate describes how various cultures are similar and different.	
<b>2.2. Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.</b>	-The teacher candidate is unable to demonstrate a clear understanding of linguistics and the changing nature of language, and compare language systems.	-The teacher candidate identifies key rules for word and sentence formation as well as regularities characteristic of the verbal system, agreement, use of pronouns, etc. -Candidate are aware of pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse. -Candidate recognizes that language changes over time.	-The teacher candidate explains rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples. -Candidate identifies pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts. -Candidate identifies key changes in the target language over time (e.g., writing system, new words, spelling conventions, grammatical elements).	-The teacher candidate describes in detail rules for word and sentence formation of the target language, compare rules across languages, and explain how nuances are achieved. -Candidate explains pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse, how discourse features convey contextual and cultural meaning, and how they vary based on context, goal, and participants. -Candidate clearly describes changes over time in the target language.	

<p><b>2.3. Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.</b></p>	<p>-The teacher candidate is unable to demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.</p>	<p>-The teacher candidate is aware of major literary texts and can identify main ideas of works read such as excerpts or reviews of key works and authors. -Candidate identifies key ideas from materials on topics from other disciplines or viewpoints &amp; approaches.</p>	<p>-The teacher candidate interprets material from a limited number of historical and/or cultural texts. -Candidate identifies themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding cultural traditions. -Candidates derive general meaning and some details from materials with topics from a number of disciplines/viewpoints &amp; approaches.</p>	<p>-The teacher candidate interprets and synthesizes ideas and critical issues from various historical and cultural texts in a wide range of forms and media. -Candidate interprets materials on topics from a number of disciplines and from multiple viewpoints &amp; approaches. -Candidate acquires a wide range of language expressions from so doing and can use them to converse on similar topics.</p>	
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<p><b>Comments</b></p>	
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**Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs**

*Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.*

<b>Indicators</b>	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>	<b>Rating</b>
<p><b>3.1. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</b></p>	<p>-The teacher candidate is unable to demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p>	<p>-The teacher candidate exhibits an awareness of the key concepts of language acquisition theories as they relate to foreign language learners at various developmental levels. They illustrate an ability to connect theory with practice. -Candidate shows awareness of the connection between student learning and the use of meaningful instructional strategies.</p>	<p>-The teacher candidate exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. - Candidate draws their knowledge of theories, as they apply to foreign language learners at various developmental levels, in designing teaching strategies that facilitate</p>	<p>-The teacher candidate exhibits ability and flexibility in applying language acquisition theories to instructional practice. -Candidate uses a wide variety of strategies to meet the linguistic needs of foreign language learners at various developmental levels. -Candidate exhibits originality in the planning, creation, and</p>	

		<p>-Candidate occasionally uses communicative activities as the basis for engaging students in meaningful classroom interaction.</p>	<p>language acquisition.  - Candidate designs activities in which foreign language learners will have opportunities to interact meaningfully with one another.  -The majority of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students' interests.</p>	<p>implementation of instructional strategies that reflect language acquisition theories.  - Candidate regularly designs meaningful and engaging activities; classroom interactions are at the heart of foreign language instruction.  -All classroom interactions reflect engaging contexts that are personalized to the interests/background of students and reflect curricular goals.</p>	
<p><b>3.2. Demonstrate an understanding of child development to create a supportive learning environment for each student.</b></p>	<p>-The teacher candidate is unable to demonstrate an understanding of child development to create a supportive learning environment for each student.</p>	<p>-The teacher candidate recognizes that foreign language learners have different cognitive, emotional, and social developmental characteristics.  -Candidate recognizes the need to tailor instruction to accommodate their students' developmental needs.  -Candidate is aware of but seldom make use of the many different instructional models and techniques that exist.  -Candidate recognizes that foreign language learners have a wide range of language levels and learning styles.  -Candidate attempts to address these differences by using a limited variety of instructional strategies.</p>	<p>-The teacher candidate describes the cognitive, emotional, and social developmental characteristics of foreign language learners.  -Candidate implements a variety of instructional models and techniques to accommodate the developmental needs of foreign language learners  -Candidate seeks out information regarding foreign language learners' proficiency levels and learning styles.  -Candidate implements a variety of instructional models and techniques to address foreign language learners' differences.  -Candidate occasionally differentiates instruction and provides opportunities that</p>	<p>-The teacher candidate plans for instruction according to the cognitive, emotional, and social developmental needs of their foreign language learners.  -Candidate implements a broad variety of instructional models and techniques to accommodate and tailor instruction to meet the developmental needs of foreign language learners.  -Candidate consistently uses information about foreign language learners' diverse proficiency levels and learning styles to plan for and implement language instruction.  -Candidate differentiates instruction and regularly</p>	

			accommodate different ways of learning.	provides opportunities that accommodate different ways of learning.	
<b>Standard 4: Integration of Standards in Planning and Instruction</b>					
<i>Candidates in foreign language teacher preparation programs understand and use the ACTFL Standards for Foreign Language Learning and their ALCOS state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.</i>					
<b>Indicators</b>	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>	<b>Rating</b>
<b>4.1. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21<sup>st</sup> Century and Alabama standards and use them as the basis for instructional planning.</b>	-The teacher candidate does not adequately identify ACTFL and ALCOS for foreign language learning. -Specific common core State standards for foreign language learning are not accurately addressed in the lesson/unit, or absent.	-The teacher candidate demonstrates an awareness of ACTFL and ALCOS standards. -Candidate applies ACTFL and state standards to their planning.	-The teacher candidate demonstrates an understanding of ALCOS to be addressed in planning. -The candidate uses common core State standards for foreign language learning to design the lesson/unit.	-The teacher candidate demonstrates a clear understanding of ALCOS, and use them as the basis for instructional planning. -Candidate uses ACTFL and state standards as a starting point to design curriculum and unit/lesson plans. ACTFL and state standards are the focus of classroom practice.	
<b>4.2. Integrate the goal areas of the Standards for Foreign Language Learning in the 21<sup>st</sup> Century and Alabama standards in their classroom practice.</b>	-The teacher candidate does not adequately integrate the goal areas of ACTFL and Alabama standards in in daily curriculum and teaching practices.	-The teacher candidate partially integrates ACTFL and Alabama standards in the daily curriculum and teaching practices. - Candidate makes connections to other subject areas whenever these connections occur in their existing instructional materials.	- The teacher candidate creates content-based curriculum that incorporates ACTFL and ALCOS standards that correlate to the learning objectives. -Candidate designs opportunities for students to learn about other subject areas in the target language.	-The teacher candidate uses common core State standards for foreign language learning to design content-based curriculum and related teaching practices. - The lesson/unit integrates relevant ALCOS and ACTFL that fully reflect a direct correlation to the learning objectives.	
<b>4.3. Use the Standards for Foreign Language Learning in the 21<sup>st</sup> Century and Alabama standards to select and</b>	- Supplemental materials are randomly selected. -Although candidate is aware of some foreign language learners	-The teacher candidate bases the selection of technology-enhanced resources and supplemental materials	-The teacher candidate identifies authentic technology-enhanced materials to support	-The teacher candidate selects and uses authentic technology-enhanced materials to facilitate	

<p><b>integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</b></p>	<p>needs, no inquiry about possible technology and supplemental resources is planned. -Technology and comprehensible input resources are not used.</p>	<p>entirely on short-term instructional objectives. -Candidate primarily uses materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.</p>	<p>standards-based classroom practices. -Candidate doesn't clearly justify the use of these supplemental materials and their importance in the foreign language classroom, based on ALCOS &amp; ACTFL <b>standards</b>. -Candidate occasionally develops opportunities for foreign language learners to use available technology and comprehensible input resources in meaningful ways.</p>	<p>standards- based classroom practices. -Candidate clearly justifies the use of these supplemental materials and their importance in the foreign language classroom, based on ALCOS &amp; ACTFL <b>standards</b>. - Candidate uses both <b>technology-enhanced</b> materials and comprehensible input resources necessary for second language acquisition and foreign language learning.</p>
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<p><b>Comments</b></p>	
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**Standard 5: Assessment of Languages and Cultures – Impact on Student Learning**

*Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.*

<b>Indicators</b>	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>	<b>Rating</b>
<p><b>5.1. Design and use ongoing performance assessments using a variety of assessment models for all learners, including diverse students.</b></p>	<p>- The teacher candidate does not recognize the purposes of formative and summative assessments. Limited or no evidence of formative/summative assessment methods are established. -Assessments do not match instructional outcomes. The suggested assessment strategies/methods aren't related to ALCOS &amp; ACTFL guidelines, and learning objectives of the lesson/unit.</p>	<p>-The teacher candidate designs one type of assessment to measure achievement at the end of the lesson/unit or chapter. The connection between the assessment methods and ALCOS &amp; ACTFL standards (&amp; proficiency scale in terms of listening, reading, writing and speaking) is absent. -Candidates cites the role of performance assessment in the classroom and attempt to measure performances. They</p>	<p>- The teacher candidate designs and uses formative and summative assessments/ strategies that are aligned with the learning objectives of the lesson/unit, but the relationship between the assessment methods and the ALCOS &amp; ACTFL standards (&amp; proficiency scale in terms of listening, reading, writing and speaking) is unclear. -Candidate designs assessments that allow</p>	<p>- The teacher candidate designs and uses multiple formative and summative assessments that are highly correlated with ALCOS &amp; ACTFL standards (&amp; proficiency scale in terms of listening, reading, writing and speaking), and learning objectives of the lesson/unit. -Candidate designs assessments that allow all students to maximize their performance. Assessments drive planning and</p>	

		<p>rely on discrete- point or right-answer assessments.</p> <p>-Candidate uses assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.</p>	<p>students to maximize their performance.</p> <p>- Candidate occasionally shares the designed assessments and rubrics with students prior to beginning instruction.</p>	<p>instruction by focusing on what students can do.</p> <p>- Candidate shares the designed assessments and rubrics with students prior to beginning instruction.</p>	
<p><b>5.2. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</b></p>	<p>Teacher candidate is unable to reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p> <p>-No formative assessments are designed. Assessment results do not affect future plans.</p>	<p>- The teacher candidate does not provide ideas about how the assessment in the lesson/unit will inform instruction on an ongoing basis.</p> <p>-Candidate uses assessment results to conduct whole group review.</p>	<p>- The teacher candidate provides some ideas about how the assessment will inform instruction on an ongoing basis, but it is unclear or vague how to make possible adjustments based on data from formative assessment.</p> <p>-Candidate occasionally indicates possible adjustments based on formative assessment data, and includes a clear description of how assessment results will be used to inform instruction.</p> <p>-Candidate uses insights gained from assessing student performances to conduct whole group review and then to adapt, change, and reinforce instruction.</p>	<p>-When improvising becomes necessary, the teacher candidate is able to reflect on the results of assessments, adjust instruction accordingly, analyze the results of assessments to determine the direction of instruction.</p> <p>-Candidate indicates possible adjustments based on formative assessment data, and includes a clear description of how assessment results will be used to inform instruction.</p> <p>-Candidate teaches foreign language learners to reflect upon their performances.</p> <p>-Candidate uses assessment results for whole group improvement and to help foreign language learners identify the gaps in their knowledge and skills.</p>	
<p><b>5.3. Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.</b></p>	<p>- Fails to organize and record the data/results for any type of assessments.</p> <p>- Fails to interpret and report the results of foreign language learners' performances.</p>	<p>-Candidate inconsistently uses a variety of record keeping system.</p> <p>-Candidate interprets assessments as correct/incorrect student response.</p>	<p>- The teacher candidate consistently uses a variety of record keeping system.</p> <p>-Candidate interprets and reports the progress foreign language learners in terms of language proficiency and cultural knowledge.</p>	<p>- The teacher candidate Constantly develops accurate record keeping system enable foreign language learners to clearly track and articulate their progress and learning goals.</p>	

		-Candidate partially reports foreign language learners' progress in terms of grades, scores, and information.	-Candidate identifies some ways of involving foreign language learners in understanding testing procures and scoring mechanisms.	-Candidates accurately and clearly interprets and reports assessment results in terms of language proficiency and cultural knowledge. -Candidate identifies multiple ways of involving foreign language learners in understanding testing procures and scoring mechanisms so that foreign language learners gain confidence in self-assessment and in planning for personal growth.	
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<b>Comments</b>					
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**Standard 6: Professional Development, Advocacy, and Ethics**  
*Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21<sup>st</sup> century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.*

Indicators	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)	Rating
<b>6.1. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</b>	- The teacher is unable doesn't seek or engage in professional development opportunities.	-The teacher candidate considers suggestions that mentor/supervisor makes regarding candidate's own professional growth.	-The teacher candidate seeks guidance regarding opportunities for professional growth and establish a plan to pursue them.	-The teacher candidate identifies multiple ways for pursuing professional growth and development.	
<b>6.2. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21<sup>st</sup> century through collaboration and advocacy with all stakeholders.</b>	N/A	N/A	N/A	N/A	



<b>6.3. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.</b>	N/A	N/A	N/A	N/A	
<b>Comments</b>					
<b>Overall Rating &amp; Comments</b>					

<b>Name &amp; signature</b>		<b>Date</b>
<b>Intern</b>		
<b>Cooperating Teacher</b>		

## Secondary Mathematics

**Directions:** Review the light blue boxes containing assessment category descriptions for each block of standards (white). Once you have decided where on the rubric the teacher candidates performance would be classified, write the corresponding number (4, 3, 2, 1) in the YELLOW box and any comments you would like to share regarding this assessment category in the ORANGE box. The light gray boxes will populate on their own by averaging the scores you enter in yellow.

<b>Mathematics</b>					
Alabama Standard/Rule 290-3-3-.13(2)	Rating				
<b>1. Content Knowledge. Candidates demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (including historical and cultural</b>		<b>4</b>  Teacher candidate exhibits mastery and flexibility of mathematical content knowledge.	<b>3</b>  Teacher candidate exhibits a proficient level of mathematical content knowledge.	<b>2</b>  Teacher candidate exhibits a basic level mathematical content knowledge.	<b>1</b>  Teacher candidate lacks essential mathematical content knowledge.

connections to math).

**1. Number and Quantity (1.1.1-1.1.5)**

**2. Algebra (1.2.1-1.2.7)**

**3. Geometry and Trigonometry (1.2.1-1.3.10)**

**4. Statistics and Probability (1.4.1-1.4.6)**

**5. Calculus (1.5.1-1.5.6)**

**6. Discrete Mathematics (1.6.1-1.6.5)**

Potential areas content knowledge may be observed are:

- \* Teaching without errors
- \* Conceptual knowledge of the mathematics, such as development of algorithms or procedures, and application in varied contexts (this may be known or developed with resources prior to teaching)
- \* Responds to students questions both about the mathematics and making connections beyond the mathematics.
- \* Knows ideas/stories about historical development of the mathematics such as contributions of significant figures, or diverse cultures.

Potential areas content knowledge may be observed are:

- \* Teaching without errors
- \* Conceptual knowledge of the mathematics, such as development of algorithms or procedures, or application in varied contexts (this may be known or developed with resources prior to teaching)
- \* Responds to questions about the mathematics being taught, can provide alternative explanations.
- \* Knows basic ideas about historical development of the mathematics, such as contributions of significant figures, or diverse cultures.

Potential areas content knowledge may be observed are:

- \* Teaching may exhibit some minor content errors.
- \* Surface level or procedural knowledge of the mathematics, such as algorithms or procedures (this may be known or developed with resources prior to teaching)
- \* Responds to questions about the mathematics at a surface level or with a procedure
- \* Knows basic ideas about historical development of the mathematics, such as contributions of significant figures, or diverse cultures, because they are included in a textbook/resource.

Potential areas content knowledge may be observed are:

- \* Teaching contains major content errors.
- \* The mathematics taught is scripted and the teacher can not go off script.
- \* Difficulty responding to questions about the mathematics, may be inaccurate, not answered, or basic.
- \* May not know historical development of the mathematics, such as contributions of significant figures, or diverse cultures.

\* Note: Please assess the teacher candidate's content knowledge based on the mathematical content knowledge you are observing in their placement. For example, if the teacher candidate is teaching an algebra class, review the algebra content standards (#2i-vii) and provide a holistic score for content knowledge using the category description and list of potential observations (e.g. may look like).

Comments:

**2. Mathematics Practices.** Candidates solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. (2.1-2.6)

**4**

Teacher candidate engages in mathematical practices **regularly** and **understands how to best leverage these mathematical practices to understand and teach mathematical content within and among mathematical domains.**

**3**

Teacher candidate engages in mathematical practices **regularly** and **understands these are important for understanding mathematical content.**

**2**

Teacher candidate **engages in** mathematical practices.

**1**

Teacher candidate has **limited use or lacks** mathematical practices.

Comments:

**3. Content Pedagogy. Candidates apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. Candidates:**

0.00

**Exemplary  
4**

**Accomplished  
3**

**Developing  
2**

**Beginning  
1**

<p>3.1. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.</p>		<p>Candidate demonstrates alignment between curriculum standards, lesson objectives, and selected tasks across a unit, and <b>makes connections regarding how the lessons and objectives build upon each other in the unit and within and across mathematical domains.</b></p>	<p>Candidate demonstrates alignment between curriculum standards, lesson objectives, and selected tasks, and <b>makes connections to prior days learning and/or within and across mathematical domains.</b></p>	<p>Candidate <b>demonstrates alignment</b> between curriculum standards, lesson objectives, and selected tasks <b>in each lesson.</b></p>	<p>Candidate <b>does not demonstrate alignment</b> between curriculum standards, lesson objectives, and tasks.</p>
<p>3.2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.</p>		<p>Candidate selects tasks intentionally that are directly aligned to the learning target and research. The tasks include some high cognitively demanding tasks, and <b>implementation maintains the demand of the task.</b></p>	<p>Candidate selects tasks intentionally that are <b>directly aligned to the learning target and research. The tasks include some high cognitively demanding tasks, but implementation may sometimes lower the demand of the task.</b></p>	<p>Candidate selects tasks <b>intentionally.</b> The tasks may include a collection of low and high cognitive demand tasks <b>related to</b> the learning target and/or research.</p>	<p>Candidate <b>selects tasks based on resources provided.</b></p>

<p>3.3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.</p>		<p>Candidate utilizes a variety of instructional strategies and mathematics-specific technologies to provide students with a variety of experiences that either a) meet individual student needs <b>AND</b> b) support building conceptual understanding and procedural fluency.</p>	<p>Candidate utilizes a variety of instructional strategies and mathematics-specific technologies to provide students with a variety of experiences that either a) meet individual student needs <b>OR</b> b) support building conceptual understanding and procedural fluency.</p>	<p>Candidate <b>utilizes a variety of instructional strategies</b>, providing students with a variety of experiences.</p>	<p>Candidate <b>relies on one main instructional strategy</b> (e.g. direct instruction) for most lessons.</p>
<p>3.4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.</p>		<p>Candidate <b>engages</b> students in student-to-student discourse about mathematics and mathematical connections with talk moves and/or open-ended questions <b>regularly</b>.</p>	<p>Candidate <b>attempts to engage</b> students in <b>student-to-student discourse</b> about mathematics and mathematical connections with talk moves and/or open-ended questions <b>on occasion</b>.</p>	<p>Candidate utilizes I-R-E (initiate-response-evaluate) closed questions regularly about mathematics and mathematical connections, and <b>teacher-to-student discourse</b> is typical.</p>	<p>Candidate speaks mostly to students, or may utilize I-R-E (initiate-response-evaluate) closed questioning infrequently about mathematics and mathematical connections.</p>
<p>3.5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student</p>		<p>Candidate engages <b>the majority</b> of students during the lesson, AND learning tasks/activities <b>require multiple approaches/response and higher-order thinking</b>.</p>	<p>Candidate engages <b>the majority</b> of students during the lesson, AND learning tasks/activities are a <b>mix of tasks/question that require thinking or recall</b>.</p>	<p>Candidate engages <b>about half</b> of the students during the lesson AND learning tasks/activities are a <b>mix of tasks/question that require thinking or recall</b>.</p>	<p>Candidate engages <b>few students</b> during the lesson AND/OR learning <b>tasks/activities require recall or have a single correct response</b>.</p>

<p>misconceptions, and employing a range of questioning strategies.</p>					
<p>3.6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.</p>		<p>Candidate intentionally collects and analyzes evidence of student thinking that is aligned to learning targets for formative and summative assessment. This data is then used to make instructional decisions about whole-class instruction <b>and small-group/individual instruction.</b></p>	<p>Candidate intentionally collects evidence of student thinking <b>that is aligned to learning targets.</b> The data may or may not be used generally to make decisions <b>about whole-class instruction.</b></p>	<p>Candidate plans to <b>collect evidence of student thinking.</b></p>	<p>Candidate <b>does not display evidence of planning formative or summative assessment.</b></p>
<p>3.7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.</p>		<p>Candidate <b>consistently</b> elicits evidence of students' mathematical understanding, <b>and</b> uses this information to inform instructional decisions.</p>	<p>Canididate <b>occasionally</b> elicits evidence of students' mathematical understanding, <b>and/or</b> may use this information to inform instructional decisions.</p>	<p>Candidate monitors students' mathematical understanding <b>through a single method, or without eliciting the understanding from student.</b></p>	<p>Candidate makes <b>no effort to determine whether students understand the lesson/mathematics.</b></p>



		Comments:			
<p><b>4. Mathematical Learning Environment.</b> Candidates exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. Candidates:</p>	0.00	<p><b>Exemplary</b> <b>4</b></p>	<p><b>Accomplished</b> <b>3</b></p>	<p><b>Developing</b> <b>2</b></p>	<p><b>Beginning</b> <b>1</b></p>

<p>4.1. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.</p>		<p>Candidate plans a lesson that addresses <b>multiple needs</b> of adolescent learners (e.g. learning, development, behavior) <b>AND</b> demonstrates positive dispositions toward mathematical processes and learning.</p>	<p>Candidate plans a lesson that addresses <b>some needs</b> of adolescent learners (e.g. learning, development, behavior) <b>AND/OR</b> demonstrates positive dispositions toward mathematical processes and learning.</p>	<p>Candidate plans an age-appropriate lesson <b>OR</b> demonstrates positive dispositions toward mathematical processes and learning.</p>	<p>Candidate <b>does not</b> plan an age-appropriate lesson <b>AND does not</b> demonstrate positive dispositions toward mathematical processes and learning.</p>
<p>4.2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.</p>		<p>Candidate plans lessons <b>regularly</b> that actively engage students in building new knowledge from prior knowledge and experiences.</p>	<p>Candidate plans <b>some</b> lesson that actively engage students in building new knowledge from prior knowledge and experiences, <b>and then other lessons are more teacher-centered.</b></p>	<p>Candidate <b>plans lessons solely based on a textbook</b>, where concepts are scaffolded to develop new knowledge, but connections may not always be clear to students.</p>	<p>Candidate plans lessons that are <b>disconnected.</b></p>
<p>4.3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.</p>		<p>Candidate incorporate students' interests, cultures, <b>AND</b> languages in meaningful ways to motivate and engage students. (e.g. event at school, algorithms/mathematician from another</p>	<p>Candidate incorporates students' interests, cultures, <b>OR</b> languages <b>in meaningful ways</b> to motivate and engage students. (e.g. event at school, algorithms/mathematician from another</p>	<p>Candidate incorporates students' interests, cultures, <b>OR</b> languages <b>at a surface level</b> to motivate and engage students (e.g. Instead of burgers, the candidate changes it to tacos.)</p>	<p>Candidate <b>does not adapt curriculum</b> to make it more meaningful to diverse populations.</p>

		culture, social justice issue, etc.)	culture, social justice issue, etc.)		
4.4. Demonstrate equitable and ethical treatment of and high expectations for all students.		Candidate is aware of the special needs represented by students in the class and consistently <b>incorporates this knowledge in lesson planning</b> . Thus, the candidate demonstrates high expectations for all students.	Candidate is aware of the special needs represented by students in the class, <b>but may not implement</b> differentiated or scaffolded experiences that support all students.	The teacher candidate is aware of medical issues and learning disabilities with some students <b>but does not seek to understand the implications of that knowledge</b> .	The teacher candidate <b>takes no responsibility to learn about students' medical or learning disabilities</b> .
4.5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical		Candidate <b>faciliates</b> students use of technology or manipulatives to <b>discover mathematical concepts</b> .	Candidate <b>tells students</b> how to use technology or manipulatives to <b>complete a task</b> .	Candidate uses technology or manipulatives to <b>show students</b> mathematical concepts.	Candidate <b>uses technology to manage daily classroom routines</b> and/or writes on board.

packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

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	<b>Comments:</b>				
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**5. Impact on Student Learning. Candidates provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. They support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to**

0.00	<b>Exemplary 4</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>
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<p>engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. Candidates:</p>					
<p>5.1. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains.</p>		<p>Candidate demonstrates <b>strong positive impact (e.g. majority of students)</b> on student learning that mainly focuses on the mathematical strands (conceptual understanding; procedural fluency; ability to formulate, represent, and solve problems; logical reasoning and continuous reflection;</p>	<p>Candidate demonstrates <b>some positive impact</b> on student learning that mainly focuses on <b>3 or more mathematical strands</b> (conceptual understanding; procedural fluency; ability to formulate, represent, and solve problems; logical reasoning and continuous reflection; productive disposition).</p>	<p>Candidate demonstrates <b>some positive impact</b> on student learning that mainly focuses around <b>1-2 mathematical strands</b> (conceptual understanding; procedural fluency; ability to formulate, represent, and solve problems; logical reasoning and continuous reflection;</p>	<p>Candidate demonstrates <b>more neutral or negative impact</b> on student learning.</p>

		productive disposition).		productive disposition).	
5.2. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.		Candidate <b>regularly</b> utilizes developmentally appropriate mathematical activities/investigations and includes mathematics-specific technology to actively engage the majority of students.	Candidate <b>occasionally</b> utilizes developmentally appropriate mathematical activities/investigations and includes mathematics-specific technology <b>to actively engage the majority of students.</b>	Candidate <b>rarely</b> utilizes developmentally appropriate mathematical activities/investigations or includes mathematics-specific technology to actively engage students. <b>Candidate may still maintain students' attention, but students may be watching the teacher versus actively engaging in activities.</b>	Candidate <b>struggles to maintain students' attention</b> during the lesson.

<p>5.3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.</p>		<p>Candidate collects data <b>from the majority of student</b> that demonstrates student learning and growth, which goes beyond procedural fluency. (e.g. assessments are focused on conceptual understanding, application, reasoning, etc.)</p>	<p>Candidate collects data that demonstrates student learning and growth, <b>which goes beyond procedural fluency</b> (e.g. assessments are focused on conceptual understanding, application, reasoning, etc.)</p>	<p>Candidate demonstrates <b>limited impact</b> on student learning, mainly <b>focused on procedural fluency or calculations</b> (e.g. assessments are focused on procedural knowledge).</p>	<p>Candidate <b>does not demonstrate an impact on student learning</b> (e.g. scores show no growth).</p>
		<p><b>Comments:</b></p>			
<p><b>6. Professional Knowledge and Skills. Candidates are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. Candidates:</b></p>	<p>0.00</p>	<p><b>Exemplary</b> <b>4</b></p>	<p><b>Accomplished</b> <b>3</b></p>	<p><b>Developing</b> <b>2</b></p>	<p><b>Beginning</b> <b>1</b></p>

<p>6.1. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.</p>		<p>Candidate <b>actively participates in and/or seeks</b> out professional development experiences to improve their mathematics teaching practice.</p>	<p>Candidate <b>voluntarily attends professional development</b> experiences that are connected to mathematics learning and teaching.</p>	<p>Candidate <b>attends required professional development</b> experiences that are connected to mathematics learning and teaching.</p>	<p>Candidate <b>does not attend professional develop</b> opportunities.</p>
<p>6.2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.</p>		<p>Candidate <b>welcomes</b> university supervisor, cooperating teacher/principal, and/or seminar instructor into the classroom or to review lesson plans for the <b>purpose of gaining insight from their feedback.</b></p>	<p>Candidate <b>has supportive and collaborative relationships</b> with university supervisor, cooperating teacher, and/or seminar instructor in regard to teaching and lesson planning.</p>	<p>Candidate <b>reluctantly accepts feedback</b> from university supervisor, cooperating teacher, and/or seminar instructor in regard to teaching and lesson planning.</p>	<p>Candidate <b>resists discussing performance</b> with university supervisor, cooperating teacher, or other teaching colleagues in regard to teaching and lesson planning.</p>
<p>6.3. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.</p>		<p>Candidate <b>regularly implements</b> idea(s) from resources published by ACTM/NCTM or other professional mathematics education organizations (e.g. Principles to Actions, Catalyzing Change, Mathematics Teacher,</p>	<p>Candidate <b>implements an idea(s)</b> from resources published by ACTM/NCTM or other professional organizations (e.g. Principles to Actions, Catalyzing Change, Mathematics Teacher, MTMS, Illuminations, ACTM Fall Forum).</p>	<p>Candidate <b>references theories/ideas</b> from resources published by ACTM/NCTM or other professional organizations (e.g. Principles to Actions, Catalyzing Change, ACTM Fall Forum).</p>	<p>Candidate <b>does not utilize resources</b> from NCTM/ACTM or other professional organizations.</p>



		MTMS, Illuminations, ACTM Fall Forum).			
		<b>Comments:</b>			
Overall Rating:	0.00				

- A = 4.00 - 3.40 **Exemplary** - Congratulations on surpassing your target. You have some very well-developed skills and are well on your way to becoming an outstanding teacher!
- B = 3.39 - 2.70 **Accomplished** - Congratulations on reaching your target. You might still have some areas to work on, but you are well on your way to becoming a successful teacher!
- C = 2.69 - 2.00 **Developing** - You have met some skills, but are still developing others that are necessary to be a teacher. Earning a C, averages a 2.0 for 12 credits into your GPA and may or may not make you eligible for State certification (i.e. GPA requirement is a 2.75).
- D = 1.99 - 1.30 **Unacceptable** - You have not yet met the necessary skills and performance required to be a teacher yet.

Grade earned for this observation:

Intern:

Cooperating Teacher:

University Supervisor:

## P 12 Music (Choral and Instrumental)

	<b>Use Numerical Rating:</b> <b>Unacceptable</b> (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.) <span style="color: red;">4-Exceptional 3-Proficient 2-Basic 1-</span>	
<b>Intern Name:</b>		
<b>Music (Choral and Instrumental)</b>		
<b>Alabama Standard/Rule 290-3-3-.32(2)</b>	<b>Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)11. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Both choral and instrumental music programs must respond to (a) through I below. Only choral programs must respond to I1. below. Only instrumental programs must respond to I2. below.</b>	<b>Rating</b>
<b>A</b>	<b>(a) Common Body of Knowledge.</b>	
<b>A1</b>	<b>1. Performance. Prior to program completion, candidates must acquire:</b>	
<b>A1i</b>	(i) Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.	
<b>A1ii</b>	(ii) An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.	
<b>A1iii</b>	(iii) The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.	
<b>A1iv</b>	(iv) Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.	
<b>A1v</b>	(v) Keyboard competency.	

<b>A1vi</b>	(vi) Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature and continuous throughout the program.	
<b>A2</b>	<b>2. Musicianship Skills and Analysis. Prior to program completion, candidates must acquire:</b>	
<b>A2i</b>	(i) An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.	
<b>A2ii</b>	(ii) Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.	
<b>A2iii</b>	(iii) The ability to place music in historical, cultural, and stylistic contexts.	
<b>A3</b>	3. Composition/Improvisation. Prior to program completion, candidates must acquire a rudimentary capacity to create original or derivative music.	
<b>A4</b>	4. History and Repertory. Prior to program completion, candidates must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.	
<b>A5</b>	5. Synthesis. Prior to program completion, candidates must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.	
<b>B</b>	<b>(b) Music Competencies for all Music Teachers.</b>	
<b>B1</b>	1. Conducting and Musical Leadership. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.	
<b>B2</b>	2. Arranging. The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.	

<b>B3</b>	3. Functional Performance. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the candidate's teaching specialization are also essential.	
<b>B4</b>	4. Analysis/History/Literature. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Candidates should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.	
<b>C</b>	<b>I Knowledge, Skills and Experiences for all Music Teachers. Prior to program completion, prospective music teachers must have:</b>	
<b>C1</b>	1. Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.	
<b>C2</b>	2. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.	
<b>C3</b>	3. Experiences in solo vocal or instrumental performance.	
<b>C4</b>	4. Experiences in ensembles that are varied both in size and nature.	
<b>C5</b>	5. The ability to lead performance-based instruction in a variety of settings.	
<b>C6</b>	6. Laboratory experiences in teaching beginning students in a variety of specializations.	
<b>D</b>	<b>(d) Teaching Competencies for all Music Teachers. Prior to program completion, candidates must acquire:</b>	
<b>D1</b>	1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.	
<b>D2</b>	2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.	
<b>D3</b>	3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.	

<b>D4</b>	4. Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.	
<b>D5</b>	5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.	
<b>D6</b>	6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.	
<b>E</b>	<b>I Teaching Competencies Unique to Choral or Instrumental Music.</b>	
<b>E1</b>	<b>1. Vocal/Choral Music. Prior to program completion, candidates must acquire:</b>	
<b>E1i</b>	(i) Vocal and pedagogical skill sufficient to teach effective use of the voice.	
<b>E1ii</b>	(ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music.	
<b>E1iii</b>	(iii) Experiences in solo vocal performance and in ensembles that are varied both in size and nature.	
<b>E1iv</b>	(iv) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.	
<b>E2</b>	<b>2. Instrumental Music. Prior to program completion, candidates must acquire:</b>	
<b>E2i</b>	(i) Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.	
<b>E2ii</b>	(ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.	
<b>E2iii</b>	(iii) Experiences in solo instrumental performance and in ensembles of varied size and nature.	
<b>Music-Choral</b>		<b>#DIV/0!</b>
<b>Music-Instrumental</b>		<b>#DIV/0!</b>

## P12 Physical Education

**Directions:** Review the light blue boxes containing assessment category descriptions for each block of standards (white). Once you have decided where on the rubric the teacher candidates performance would be classified, write the corresponding number (4, 3, 2, 1) in the BLUE box and add an comments you would like to share regarding this assessment in the ORANGE box. The light gray boxes will populate on their own by averaging the scores you enter in blue.

Physical Education	Rating				
<b>Standard 1</b> <b>Scientific and Theoretical Knowledge:</b> Physical education teacher candidates know and apply discipline-specific scientific theroretical concepts critical to the development of physically educated individuals.		Exemplary - 4	Accomplished- 3	Developing - 2	Beginning - 1

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement physical activity and fitness		Candidate demonstrates <b>detailed knowledge</b> of a variety of physical activity/fitness approaches and is able to <b>provide specific, developmentally appropriate prescriptions based on the physiological/biomechanical needs</b> of all students.	Candidate demonstrates <b>acceptable knowledge</b> of physical activity/fitness approaches but is still able to <b>provide developmentally appropriate prescriptions</b> based on the physiological/biomechanical needs of all students.	Candidate demonstrates a <b> cursory knowledge</b> of physical activity/fitness approaches and <b>struggles to provide developmentally appropriate prescriptions</b> based on the physiological/biomechanical needs of all students.	Candidate <b>fails to demonstrate an acceptable knowledge</b> of physical activity/fitness approaches and <b>cannot prescribe developmentally appropriate prescriptions</b> based on the physiological/biomechanical needs of all students.
1.2 Describe and apply motor learning and theory related to skillful movement, physical activity, and fitness		Candidate <b>demonstrates detailed knowledge</b> of motor learning theory and is <b>able to successfully relay the importance</b> of motor learning as it applies to the development of skill-based movement patterns, physical activity, and fitness	Candidate <b>demonstrates acceptable knowledge</b> of motor learning theory and is able to <b>successfully relay the importance</b> of motor learning as it applies to the development of skill-based movement patterns, physical activity, and fitness	Candidate <b>demonstrates a cursory knowledge</b> of motor learning theory but <b>struggles to relay the importance</b> of motor learning as it applies to the development of skill-based movement patterns, physical activity, and fitness	Candidate <b>fails to demonstrate an acceptable knowledge</b> of motor learning theory and fails to <b>relay the importance</b> of motor learning as it applies to the development of skill-based movement patterns, physical activity, and fitness
1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness		Candidate <b>demonstrates detailed knowledge</b> of motor development theory and is <b>able to successfully illustrate developmental milestones</b> as they relate to skill-based movement patterns, physical activity, and fitness.	Candidate <b>demonstrates acceptable knowledge</b> of motor development theory and is <b>able to successfully illustrate developmental milestones</b> as they relate to skill-based movement patterns, physical activity, and fitness.	Candidate <b>demonstrates a cursory knowledge</b> of motor development theory and <b>struggles to illustrate developmental milestones</b> as they relate to skill-based movement patterns, physical activity, and fitness.	Candidate <b>fails to demonstrate an acceptable knowledge</b> of motor development theory and <b>fails to illustrate developmental milestones</b> as they relate to skill-based movement patterns, physical activity, and fitness.

1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation		Candidate <b>regularly</b> identifies historical, philosophical, and social perspectives of physical education issues and legislation and <b>engages students</b> with discussion of such topics in class.	Candidate <b>sometimes</b> identifies historical, philosophical, and social perspectives of physical education issues and legislation and <b>engages students</b> with discussion of such topics in class.	Candidate <b>rarely</b> identifies historical, philosophical, and social perspectives of physical education issues and legislation and <b>attempts to engage students</b> with discussion of such topics in class.	Candidate <b>fails to</b> identify historical, philosophical, and social perspectives of physical education issues and legislation.
1.5 Analyze and correct critical elements of motor skills and performance gaps		Candidate <b>routinely</b> analyzes and corrects critical elements of motor skills and <b>diligently with students to set specific goals</b> aimed at decreasing performance gaps.	Candidate <b>occasionally</b> analyzes and corrects critical elements of motor skills and <b>attempts to work with students to set specific goals</b> aimed at decreasing performance gaps.	Candidate <b>rarely</b> analyzes and corrects critical elements of motor skills and <b>struggles to work with students to set specific goals</b> aimed at decreasing performance gaps.	Candidate <b>fails to</b> analyze and correct critical elements of motor skills and <b>struggles to work with students</b> at decreasing performance gaps.
		<b>Comments:</b>			
Standard 2 Skill-Based and Fitness-Based Competence: Physical education teacher candidates are physically educated individuals with the knowledge		<b>Exemplary - 4</b>	<b>Accomplished- 3</b>	<b>Developing - 2</b>	<b>Beginning - 1</b>



<p>and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE P-12 standards.</p>					
<p>2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns</p>		<p>Candidate displays the ability to perform a wide array of physical activities <b>directly related to the curricular standards</b> and <b>shows the ability to draw parallels between related movement patterns</b> which are <b>developmentally appropriate</b> for the school setting.</p>	<p>Candidate displays the ability to perform a wide array of physical activities directly related to the curricular standards and <b>deomstrtes movement patterns at a developmentally appropriate</b> for the school setting.</p>	<p>Candidate displays the ability to perform a wide array of physical activities throughout a their placement or <b>fails to demonstrate movemet patterns on a developmentally appropriate level.</b></p>	<p>Candidates may display a wide array of physical activities but <b>provides no relation to curricular standards</b> and <b>continuously fails to demonstrate on a developmentally appropriate level.</b></p>
<p>2.2 Achieve and maintain a health-enhancing level of fitness throughout the program</p>		<p>Candidate demonstrates a commitment to <b>continually including physical fitness</b> as a daily part of PE curriculum, <b>regularly explains the benefits of physical fitness</b>, and <b>makes connections between</b></p>	<p>Candidate demonstrates a commitment to <b>continually including physical fitness as a daily part of PE curriculum</b> and <b>regularly explains the benefits of physical fitness</b> to students.</p>	<p>Candidate demonstrates <b>the ability to include physical fitness as part of PE curriculum</b> and <b>possesses the ability to explain the benefits of physical fitness</b> to students.</p>	<p>Candidate <b>fails to demonstrate</b> a commitment to continually including physical fitness as a daily part of PE curriculum.</p>

		<b>physical activity and increased fitness levels.</b>			
2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities		Candidate displays the ability to <b>give varied instruction, offer demonstrations, make corrections, and provide meaningful feedback</b> in regard to performance concepts at a <b>developmentally appropriate level.</b>	Candidate displays the ability to <b>give instruction, offer demonstrations, make corrections, and provide feedback</b> in regard to performance concepts <b>at a developmentally appropriate level.</b>	Candidate displays the ability to <b>give instruction, offer demonstrations, make corrections, and provide feedback</b> in regard to performance concepts.	Candidate <b>fails to display the ability</b> to give instruction, offer demonstrations, make corrections, and provide feedback in regard to performance concepts.
		<b>Comments:</b>			
<b>Standard 3 Planning and Implementation</b> : Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to		<b>Exemplary - 4</b>	<b>Accomplished- 3</b>	<b>Developing - 2</b>	<b>Beginning - 1</b>

address the diverse needs of all students.					
3.1 Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs		Candidate demonstrates the ability to <b>create both unit and lesson plans</b> which <b>provides developmentally appropriate content that builds upon previously learned material</b> and <b>incorporates a variety of instructional techniques</b> that promote program and instructional goals, as well as student needs.	Candidate demonstrates the ability to <b>create both unit and lesson plans</b> which <b>provides developmentally appropriate content</b> and <b>incorporates a variety of instructional techniques</b> that promote program and instructional goals, as well as student needs.	Candidate demonstrates the ability to <b>create both unit and lesson plans</b> and <b>incorporates a variety of instructional techniques</b> that promote program and instructional goals.	Candidate <b>fails to demonstrate</b> the ability to create both unit and lesson plans that promote program and instructional goals, as well as student needs.
3.2 Develop and implement appropriate (e.g. measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards		Candidate initiates <b>specific objectives</b> that include a <b>developmentally appropriate behavior, condition, and degree for the audience</b> , as well as <b>criteria for mastery which is consistently assessed either formally or informally</b> and align with local, state, and/or national standards.	Candidate initiates <b>objectives</b> that include a <b>developmentally appropriate behavior for the audience</b> , as well as <b>criteria for mastery which can be formally or informally assessed</b> and align with local, state, and/or national standards.	Candidate initiates <b>objectives</b> that include a <b>developmentally appropriate behavior for the audience</b> , as well as <b>criteria for mastery which is usually informally assessed</b> and align with local, state, and/or national standards.	Candidate fail to initiate <b>objectives</b> that include a <b>developmentally appropriate behavior for the audience OR fail to plan any assessment either formally or informally</b> .
3.3 Design and implement content that is		Candidate continuously <b>utilizes specific psychomotor, cognitive,</b>	Candidate <b>regularly utilizes specific psychomotor, cognitive,</b>	Candidate <b>regularly utilizes at least one of the three domains</b>	Candidate fails to <b>utilize psychomotor, cognitive,</b>

aligned with lesson objectives		<b>AND affective objectives</b> as the focus of any given lesson.	<b>OR affective objectives</b> as the focus of any given lesson.	(psychomotor, cognitive, or affective) in their objectives and <b>manages to focus the lesson on that specific domain.</b>	<b>AND affective objectives</b> as the focus of any lesson.
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences		Candidate displays an understanding of the unique needs of each student and consistently <b>incorporates this knowledge in lesson planning.</b> Thus, plans regularly include modifications which allow for maximum participation from all students.	Candidate displays an understanding of the unique needs of each student but <b>may not routinely implement</b> modifications or differentiate instruction that allows for maximum participation from all students.	Candidate may display a cursory understanding of some student's needs but rarely <b>incorporates this knowledge in lesson planning.</b>	Candidate <b>fails to</b> display an understanding of the unique needs of each student and <b>fails to</b> incorporate this knowledge in lesson planning.
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities		Candidate is aware of the special needs represented by students in the class and consistently <b>incorporates this knowledge in lesson planning.</b> Thus, the candidate demonstrates high expectations for all students.	Candidate is aware of the special needs represented by students in the class, <b>but may not implement</b> differentiated or scaffolded experiences that support all students.	The teacher candidate is aware of medical issues and learning disabilities with some students <b>but does not seek to understand the implications of that knowledge.</b>	The teacher candidate <b>takes no responsibility to learn about students' medical or learning disabilities.</b>
3.6 Plan and implement progressive and sequential		Candidate plans lessons <b>regularly</b> that actively engage <b>ALL</b> with progressive instruction that	Candidate plans <b>some</b> lessons that actively engage <b>ALL</b> with progressive instruction	Candidate plans <b>some</b> lessons that actively engage <b>ALL</b> with instruction that	Candidate <b>fails to plan lessons regularly</b> that actively engage ALL with progressive instruction

instruction that addresses the diverse needs of all students		<b>routinely builds on previously developed knowledge and experiences.</b>	that <b>routinely builds on previously developed knowledge and experiences.</b>	<b>occasionally</b> builds on previously developed knowledge or experiences.	that routinely builds on previously developed knowledge and experiences.
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives		Candidate <b>regularly</b> utilizes current technology in planning and implementation to help students meet lesson objectives.	Candidate <b>occasionally</b> utilizes current technology in planning and implementation to help students meet lesson objectives.	Candidate <b>rarely</b> utilizes current technology in planning and implementation to help students meet lesson objectives.	Candidate <b>fails to</b> utilize current technology in planning and implementation to help students meet lesson objectives.
		<b>Comments:</b>			
<b>Standard 4 Instructional Delivery and Management:</b> Physical education teacher candidates use effective communication		<b>Exemplary - 4</b>	<b>Accomplished- 3</b>	<b>Developing - 2</b>	<b>Beginning - 1</b>

and pedagogical skills and strategies to enhance student engagement and learning					
4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats		Candidate <b>routinely</b> demonstrates effective <b>verbal and non-verbal</b> communication skills and is able to do so while utilizing a <b>number of different instructional models</b> that includes <b>diverse instructional patterns, demonstration types, feedback patterns, and assessment methods.</b>	Candidate demonstrates effective <b>verbal and non-verbal</b> communication skills and is able to do so while utilizing at least <b>two different instructional models</b> that may include <b>diverse instructional patterns, demonstration types, feedback patterns, and assessment methods.</b>	Candidate demonstrates <b>verbal and non-verbal</b> communication skills and is able to do so through an <b>instructional model</b> that may include <b>varied instructional patterns, demonstration types, feedback patterns, and assessment methods.</b>	Candidate <b>fails to</b> demonstrate <b>verbal and non-verbal</b> communication skills or <b>fails to utilize a meaningful instructional model.</b>
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning responses		Candidate implements <b>meaningful and developmentally appropriate</b> demonstrations, explanations, and instructional cues that <b>strongly connect</b> psychomotor activity with cognitive and affective learning concepts	Candidate implements <b>developmentally appropriate</b> demonstrations, explanations, and instructional cues that <b>regularly connect</b> psychomotor activity with cognitive OR affective learning concepts	Candidate implements <b>developmentally appropriate</b> demonstrations, explanations, and instructional cues that <b>vaguely connect</b> psychomotor activity with cognitive OR affective learning concepts	Candidate <b>fails to</b> implement <b>meaningful and developmentally appropriate</b> demonstrations, explanations, and instructional cues that <b>connect</b> psychomotor activity with cognitive OR affective learning concepts

4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation		Candidate <b>regularly</b> provides effective <b>verbal and non-verbal</b> feedback, which is <b>both specific and constructive</b> , for skill acquisition, student learning, and motivation. The candidate <b>never</b> employs negative feedback in these areas to the students.	Candidate occasionally provides constructive <b>verbal and non-verbal</b> feedback for skill acquisition, student learning, and motivation. The candidate <b>never</b> employs negative feedback in these areas to the students.	Candidate <b>rarely</b> provides constructive <b>verbal and non-verbal</b> feedback for skill acquisition, student learning, and motivation. The candidate <b>relies too much on general feedback</b> but manages to avoid negative feedback most of the time.	Candidate <b>fails to</b> provide constructive <b>verbal and non-verbal</b> feedback for skill acquisition, student learning, and motivation. Negative feedback is employed too often.
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses		Candidate possesses <b>high levels of intuition</b> and <b>regularly adjusts instructional tasks</b> based on the changing dynamic of the classroom based on student performance and responses.	Candidate <b>is able to recognize</b> the changing dynamic of the classroom but only <b>occasionally adjusts instructional tasks</b> based on student performance and responses.	Candidate <b>struggles to recognize</b> the changing dynamic of the classroom and only <b>rarely adjusts instructional tasks</b> based on student performance and responses.	Candidate <b>fails to recognize</b> the changing dynamic of the classroom and <b>struggles adjusting instructional tasks</b> based on student performance and responses.
4.5 Use managerial rules, routines, and transitions to create and maintain a safe and effective learning environment		Candidate <b>is adept</b> at utilizing rules, routines, and transitions to create and maintain a safe and effective learning environment.	Candidate <b>adequately</b> utilizes rules, routines, and transitions to create and maintain a safe and effective learning environment.	Candidate <b>struggles</b> at utilizing rules, routines, and transitions to create and maintain a safe and effective learning environment.	Candidate <b>fails to</b> utilize rules, routines, and transitions to create and maintain a safe and effective learning environment.
4.6 Implement strategies to		Candidate <b>routinely</b> implements meaningful	Candidate <b>occasionally</b> implements meaningful	Candidate <b>rarely</b> implements meaningful	Candidate <b>fails to</b> implement meaningful

help students demonstrate responsible personal and social behaviors in a productive learning environment		strategies that help students demonstrate responsible personal and social behaviors in a productive learning environment.	strategies that help students demonstrate responsible personal and social behaviors in a productive learning environment.	strategies that help students demonstrate responsible personal and social behaviors in a productive learning environment.	strategies that help students demonstrate responsible personal and social behaviors in a productive learning environment.
	<b>Comments:</b>				
<b>Standard 5 Impact on Student Learning:</b> Physical education teacher candidates utilize assessments and reflection to foster student learning and inform decisions about instruction.		<b>Exemplary - 4</b>	<b>Accomplished- 3</b>	<b>Developing - 2</b>	<b>Beginning - 1</b>
5.1 Select or create appropriate assessments		Candidate <b>regularly</b> utilizes both <b>developmentally appropriate</b> and <b>valid/reliable</b> assessments	Candidate <b>occasionally</b> utilizes <b>developmentally appropriate</b> and <b>valid/reliable</b> assessments	Candidate <b>rarely</b> utilizes valid/reliable assessments that measure student achievement of	Candidate <b>fails to</b> utilize valid/reliable assessments that measure student achievement of



that will measure student achievement of goals and objectives		that <b>directly measure</b> student achievement of psychomotor, cognitive, and affective objectives.	that <b>directly or indirectly measure</b> student achievement of psychomotor, cognitive, and affective objectives.	psychomotor, cognitive, and affective objectives. When assessments are utilized, they are developmentally appropriate.	psychomotor, cognitive, and affective objectives.
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction		Candidate <b>routinely</b> employs a <b>variety of developmentally appropriate, formal and informal</b> assessments before, during, and after instruction.	Candidate <b>occasionally</b> employs <b>developmentally appropriate, formal and informal</b> assessments before, during, and after instruction.	Candidate <b>rarely</b> employs <b>developmentally appropriate, formal and informal</b> assessments before, during, and after instruction.	Candidate <b>fails to</b> employ a <b>variety of developmentally appropriate, formal and informal</b> assessments before, during, and after instruction.
5.3 Utilize the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions		Candidate <b>understands and is adept at engaging in self-reflection, utilizing a peer-debriefer, consulting a mentor, and taking time to reflect</b> on implementing change in teacher performance, student learning, and/or instructional goals and decisions.	Candidate <b>understands the importance of attempting engaging in self-reflection, utilizing a peer-debriefer, consulting a mentor, or taking time to reflect</b> on implementing change in teacher performance, student learning, and/or instructional goals and decisions.	Candidate <b>struggles to understand the importance of engaging in self-reflection, utilizing a peer-debriefer, consulting a mentor, and taking time to reflect</b> on implementing change in teacher performance, student learning, and/or instructional goals and decision but <b>attempts to employ at least two</b> of these approaches.	Candidate fails to <b>understand the importance of engaging in self-reflection, utilizing a peer-debriefer, consulting a mentor, and taking time to reflect</b> on implementing change in teacher performance, student learning, and/or instructional goals and decisions and <b>fails to employ any of these approaches</b> to inform their decisions.

**Comments:**

<b>Standard 6 Professionalism:</b> Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.		<b>Exemplary - 4</b>	<b>Accomplished- 3</b>	<b>Developing - 2</b>	<b>Beginning - 1</b>
6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals		Candidate <b>regularly</b> demonstrates behaviors that indicate the belief that all students can become physically educated individuals illustrated by the fact that <b>all students are active participants in all PE classes</b> instructed by the candidate.	Candidate <b>occasionally</b> demonstrates behaviors that indicate the belief that all students can become physically educated individuals illustrated by the fact that <b>the vast majority of students are active participants</b> in all PE classes instructed by the candidate.	Candidate <b>rarely</b> demonstrates behaviors that indicate the belief that all students can become physically educated individuals illustrated by the fact that <b>most students are active participants in all PE classes</b> instructed by the candidate.	Candidate <b>fails to</b> demonstrate behaviors that indicate the belief that all students can become physically educated individuals.
6.2 Participate in activities that enhance collaboration and lead to professional growth and development		Candidate <b>actively participates in/or seeks out</b> activities that enhance collaboration and lead to professional growth and development.	Candidate <b>voluntarily engages in</b> activities that enhance collaboration and lead to professional growth and development.	Candidate <b>attends required</b> activities that enhance collaboration and lead to professional growth and development.	Candidate <b>does not attend</b> activities that enhance collaboration and lead to professional growth and development.

6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers		Candidate <b>always</b> demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers and <b>is able to communicate</b> the importance of demonstrating these behaviors.	Candidate <b>always</b> demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers.	Candidate <b>regularly</b> demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers and <b>is able to communicate</b> the importance of demonstrating these behaviors.	Candidate <b>fails to</b> demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
6.4 Communicate in ways that convey respect and sensitivity		Candidate <b>always</b> demonstrates the ability to communicate in ways that convey respect and sensitivity and <b>displays an understanding</b> of the importance of communicating with everyone in this regard.	Candidate <b>always</b> demonstrates the ability to communicate in ways that convey respect and sensitivity and <b>but sometimes questions the</b> importance of communicating with everyone in this regard.	Candidate <b>questions the importance</b> of communicating in ways that convey respect and sensitivity but <b>occasionally needs to be reminded</b> that this is important regardless of who they are communicating with.	Candidate <b>fails to grasp the importance</b> of communicating in ways that convey respect and sensitivity regardless of who they are communicating with.
		<b>Comments:</b>			
<b>Overall Rating:</b>					

- A = 4.00 - 3.40 **Exemplary** - Congratulations on surpassing your target. You have some very well-developed skills and are well on your way to becoming an outstanding teacher!
- B = 3.39 - 2.70 **Accomplished** - Congratulations on reaching your target. You might still have some areas to work on, but you are well on your way to becoming a successful teacher!
- C = 2.69 - 2.00 **Developing** - You have met some skills, but are still developing others that are necessary to be a teacher. Earning a C, averages a 2.0 for 12 credits into your GPA and may or may not make you eligible for State certification (i.e. GPA requirement is a 2.75).
- D = 1.99 - 1.30 **Unacceptable** - You have not yet met the necessary skills and performance required to be a teacher yet.

## Secondary Science

Directions: Review the light blue boxes containing assessment category descriptions for each block of standards (white). Once you have decided where on the rubric the teacher candidates performance would be classified, write the cooresponding number in the YELLOW box and any comments you would like to share regarding this assessment category in the ORANGE box. The light gray boxes will populate on their own by averaging the scores you enter in yellow.

	<b>Rating</b>	<p style="text-align: center;"><b>4</b></p> <p>Teacher candidate exhibits mastery and flexibility of science content knowledge</p>	<p style="text-align: center;"><b>3</b></p> <p>Teacher candidate exhibits a proficient level of science content knowledge</p>	<p style="text-align: center;"><b>2</b></p> <p>Teacher candidate exhibits basic level science content knowledge.</p>	<p style="text-align: center;"><b>1</b></p> <p>Teacher candidate lacks essential science content knowledge</p>
<b>Chemistry</b>					

**1. Content Knowledge: Candidate understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure/certification and supporting fields as recommended by the National Science Teachers Association (AS 1.1). Candidates demonstrate understanding of the central concepts of the supporting disciplines and the supporting role of science-specific technology (AS 1.2). Candidate also demonstrates an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching 6-12 students (AS 1.3).**

Potential areas content knowledge may be observed are:  
 Teaching without errors. Conceptual knowledge of the science including the major concepts, theories, laws, and the interrelationships of the disciplines of science. Responds to students questions **both** about the science and making connections to real life. Knows **ideas/stories** to help students relate to the science. Utilizes three dimensional learning within each lesson **appropriately**. **Explicitly** connects activities/content to the nature of science.

Potential areas content knowledge may be observed are:  
 Teaching without errors. Conceptual knowledge of the science, including the major concepts, theories, laws, and the interrelationships of the disciplines of science. Responds to questions about the science **or** can provide alternative explanations. Knows **basic ideas** that help students relate to the science. Utilizes three dimensional learning within each lesson. Nature of Science is evident but not explicit.

Potential areas content knowledge may be observed are:  
 Teaching may exhibit **some minor** content errors. **Surface level or procedural knowledge** of the science, including the major concepts, theories, laws, and the interrelationships of the disciplines of the science. Responds to questions about the science at a **surface level or with procedure**. Knows basic ideas to help students relate to the science. Utilizes three dimensional learning **occasionally**. **Does not implicitly or explicitly** connect the nature of science to activities/content.

Potential areas content knowledge may be observed are:  
 Teaching contains **major** content errors. The science taught is **scripted** and the teacher does not go off script. **Difficulty** responding to questions about the science may be inaccurate, not answered, or basic. **Does not relate** stories/ideas to help students understand the science. **Does not utilize** three dimensional learning. **Does not implicitly or explicitly** connect the nature of science to activities/content.

Comments:

<p><b>2. Content Pedagogy: Candidate should understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.</b> Candidate:</p>		<p><b>4 Exemplary</b></p>	<p><b>3 Accomplished</b></p>	<p><b>2 Developing</b></p>	<p><b>1 Beginning</b></p>
<p>2.1. Develops lesson plans that include a variety of inquiry approaches that demonstrate his/her knowledge and understanding of how all students learn science.</p>		<p>Lesson plans include <b>a variety</b> of strategies where students are engaged in learning by inquiry. Lessons are intentional <b>and</b> explicit in how the candidate intends to meet ALL students' needs of learning science.</p>	<p>Lesson plans include strategies where students are engaged in learning by inquiry. Lessons are intentional in meeting All students' needs of learning science.</p>	<p>Lesson plans include <b>some</b> strategies where students are engaged in learning by inquiry. <b>It is not clear</b> how candidate intends to meet ALL students' needs in learning science.</p>	<p>Candidate <b>does not</b> routinely engage students in strategies where they are engaged in inquiry. <b>It is not clear</b> how the candidate intends to meet ALL students' needs in learning science.</p>

<p>2.2. Provides multiple opportunities for students to collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.</p>		<p>Candidate provides <b>multiple</b> opportunities for students to engage in the scientific practices including ask questions, develop/use models, plan/carry out investigations, analyze and interpret data, utilize mathematical thinking, constructing explanations, engaging in arguments, and obtain, evaluate, and communicate information. Teacher <b>and/or</b> students utilize science-specific technology when appropriate.</p>	<p>Candidate provides <b>some</b> opportunities for students to engage in the scientific practices including ask questions, develop/use models, plan/carry out investigations, analyze and interpret data, utilize mathematical thinking, constructing explanations, engaging in arguments, and obtain, evaluate, and communicate information. Teacher <b>and/or</b> students utilize science-specific technology when appropriate.</p>	<p>Candidate <b>occasionally</b> provides opportunities for students to engage in the scientific practices. <b>Only</b> the teacher utilizes science-specific technology when appropriate.</p>	<p>Candidate <b>does not</b> provide experiences where students are actively engaging in the scientific practices. Science-specific technology <b>is not</b> utilized in the classroom.</p>
<p>2.3. Designs instruction and assessment strategies that enable students to confront and address naïve concepts/preconceptions.</p>		<p>Candidate <b>regularly</b> includes instructional and assessment strategies that are intentional in identifying and confronting naïve conceptions/preconceptions and misconceptions.</p>	<p>Candidate includes <b>some</b> instructional and assessment strategies that are intentional in identifying and confronting naïve conceptions/preconceptions and misconceptions.</p>	<p>Candidate <b>occasionally</b> includes instructional and assessment strategies that are intentional in identifying and confronting naïve conceptions/preconceptions and misconceptions.</p>	<p>Candidate <b>does not</b> include instructional and assessment strategies that are intentional in identifying and confronting naïve conceptions/preconceptions and misconceptions.</p>
	<p>Comments:</p>				

<p><b>3. Learning Environment: Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate whether the learning goals are met. Candidate:</b></p>		<p><b>4 Exemplary</b></p>	<p><b>3 Accomplished</b></p>	<p><b>2 Developing</b></p>	<p><b>1 Beginning</b></p>
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<p>3.1 Uses a variety of strategies that demonstrate his/her knowledge of how to select the appropriate teaching and learning activities--including laboratory or field settings and applicable instruments and/or technology--to allow access so that ALL students learn. These strategies are inclusive and motivating for ALL students.</p>		<p>Candidate <b>consistently</b> utilizes a variety of strategies that demonstrate his/her knowledge of selecting appropriate teaching and learning activities (including laboratory or field settings). Appropriate technology is <b>consistently</b> utilized so that ALL students can learn. These strategies are inclusive and motivating for ALL students</p>	<p>Candidate <b>utilizes</b> strategies that demonstrate his/her knowledge of selecting appropriate teaching and learning activities (including laboratory or field settings). Appropriate technology <b>is utilized</b> so that ALL students can learn. These strategies are inclusive and motivating for most students.</p>	<p>Candidate's knowledge of selecting appropriate teaching and learning activities (including laboratory or field settings) <b>is unclear</b>. Technology is <b>sometimes</b> utilized, but it does not meet the needs for ALL learners <b>or</b> is not motivating for students.</p>	<p>Candidate is one-dimensional in his/her teaching. There is no evidence that the candidate has knowledge of how to select appropriate teaching and learning activities or appropriate technology.</p>
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<p>3.2. Develops lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.</p>		<p>Lesson plans <b>consistently</b> include active inquiry opportunities for students to engage in inquiry while collecting and interpreting data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. The candidate is aware of the special needs represented by students in the class and <b>consistently</b> provide equitable achievement of science literacy for <b>ALL</b> students.</p>	<p>Lesson plans <b>often</b> include active inquiry opportunities for students to engage in inquiry while collecting and interpreting data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. Plans provide equitable achievement of science literacy for <b>most</b> students.</p>	<p>Lesson plans <b>sometimes</b> includes active inquiry opportunities for students to engage in inquiry while collecting and interpreting data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. Plans are <b>unclear</b> in providing equitable achievement of science literacy for ALL students.</p>	<p>Lesson plans <b>do not</b> include active inquiry opportunities for students to engage in inquiry while collecting and interpreting data using applicable science-specific technology. Plans <b>do not</b> provide equitable achievement of science literacy for ALL students.</p>
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<p>3.3. Plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.</p>		<p>Candidate <b>consistently</b> plans fair and equitable formative and summative assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to <b>continuously</b> evaluate preconceptions and ideas that students hold and the understandings that students have.</p>	<p>Candidate <b>often</b> plans fair and equitable formative and summative assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies <b>are designed</b> to evaluate preconceptions and ideas that students hold and the understandings that students have.</p>	<p>Candidate's plans <b>sometimes</b> include fair and equitable formative and summative assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies <b>sometimes</b> include evaluation of preconceptions and ideas that students hold and the understandings that students have.</p>	<p>Candidate's plans <b>do not</b> include fair and equitable formative and summative assessment strategies to analyze student learning and to evaluate if the learning goals are met.</p>
<p>3.4. Plans a learning environment and learning experiences for all students that demonstrate chemical safety, procedures, and the ethical treatment of living organisms within his/her licensure/certification area.</p>		<p>Candidate <b>actively</b> seeks ways to <b>consistently</b> plan a learning environment and learning experiences for all students that demonstrate chemical safety procedures, and the ethical treatment of living organisms within his/her licensure/certification area.</p>	<p>Candidate <b>plans</b> a learning environment and learning experiences for all students that demonstrate chemical safety, procedures, and the ethical treatment of living organisms within his/her licensure/certification area.</p>	<p>It is <b>unclear</b> how the candidate prepares students for learning experiences that demonstrate chemical safety, procedures, and the ethical treatment of living organisms within his/her licensure/certification area.</p>	<p>The learning environment and learning experiences for students <b>do not</b> demonstrate chemical safety procedures, and the ethical treatment of living organisms within his/her licensure/certification area.</p>
	<p>Comments:</p>				

<p><b>4. Safety: Effective teachers of science can, in a 6-12 classroom, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms to be used in the 6-12 science classroom as appropriate to their area of certification.</b></p> <p><b>Candidate:</b></p>		<p><b>4 Exemplary</b></p>	<p><b>3 Accomplished</b></p>	<p><b>2 Developing</b></p>	<p><b>1 Beginning</b></p>
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<p>4.1 Designs and demonstrates activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidate ensures safe science activities appropriate for the abilities of all students, and</p> <p>4.2. Designs and demonstrates activities that demonstrate ethical decision making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and comply with the legal restrictions of the collection, keeping, and use of living organisms.</p>		<p>Candidate designs and demonstrates activities that</p> <p>a) display an ability to implement emergency procedures and the maintenance of safety equipment, policies, and procedures that comply with state and national guidelines while ensuring safe science activities are appropriate for the abilities of ALL students <b>AND</b> b) demonstrate ethical decision making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and comply with the legal restrictions of the collection, keeping, and use of living organisms.</p>	<p>Candidate designs and demonstrates activities that</p> <p>a) display an ability to implement emergency procedures and the maintenance of safety equipment, policies, and procedures that comply with state and national guidelines while ensuring safe science activities are appropriate for the abilities of ALL students <b>OR</b> b) demonstrate ethical decision making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and comply with the legal restrictions of the collection, keeping, and use of living organisms.</p>	<p>Candidate designs and demonstrates activities that</p> <p>a) display an ability to implement emergency procedures <b>but may not</b> demonstrate an understanding of proper maintenance of safety equipment, policies, and procedures that comply with state and national guidelines while ensuring safe science <b>AND</b> may not may not demonstrate an understanding of ethical decision making with respect to the treatment of all living organisms.</p>	<p>Candidate does not show evidence that they have an understanding of the state/federal emergency procedures <b>AND</b> the knowledge of ethical decision making with respect to the treatment of living organisms.</p>
	<p>Comments:</p>				

<p><b>5. Impact on student learning:</b>  <b>Effective teachers of science provide evidence to show that 6-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidate provides evidence for the diversity of students he/she teaches.</b></p>		<p><b>4 Exemplary</b></p>	<p><b>3 Accomplished</b></p>	<p><b>2 Developing</b></p>	<p><b>1 Beginning</b></p>
<p>5.1. Collects, organizes, analyzes, and reflects on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.</p>		<p>Candidate <b>consistently</b> collects data from a <b>majority of students</b> that demonstrates student learning and growth. There is evidence that the candidate has <b>adequately</b> analyzed the data to determine whether scientific knowledge has been gained and/or corrected for <b>all</b> students.</p>	<p>Candidate collects data from most students that demonstrates student learning and growth. The candidate has analyzed and reflected on the data to determine whether scientific knowledge has been gain and/or corrected for <b>most</b> students.</p>	<p>The candidate sometimes collects data from students that demonstrate student learning and growth. It is not clear if the data has been analyzed and reflected upon to determine whether scientific knowledge has been gain and/or ocorrected.</p>	<p>Candidate does not demonstrate an impact on student learning.</p>

<p>5.2. Provides data to show that 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.</p>		<p>Candidate <b>consistently</b> provides data to show that 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.</p>	<p>Candidate is able to provide data to show that 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.</p>	<p>Candidate can provide data to show that 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor <b>OR</b> critically analyze assertions made in the name of science.</p>	<p>Candidate <b>cannot</b> provide data to show that 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.</p>
<p>5.3. Engages students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and interferences in a scientific manner.</p>		<p>Candidate <b>consistently</b> engages students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and interferences in a scientific manner.</p>	<p>Candidate <b>engages</b> students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and interferences in a scientific manner.</p>	<p>Candidate <b>sometimes</b> engages students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and interferences in a scientific manner.</p>	<p>Candidate <b>does not</b> engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data and interferences in a scientific manner.</p>
	<p>Comments:</p>				
<p><b>6. Professional Knowledge and Skills: Effective teachers of science strive continuously to improve their knowledge and understanding of the everchanging knowledge base of both content and science pedagogy. This includes:</b></p>	<p><b>Rating</b></p>	<p><b>4 Exemplary</b></p>	<p><b>3 Accomplished</b></p>	<p><b>2 Developing</b></p>	<p><b>1 Beginning</b></p>

<p>6.1. Engages in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community, and</p> <p>6.2. Engages in professional development opportunities such as conferences, research opportunities, or projects within their community.</p>		<p>Candidate <b>actively seeks and</b> engages in professional development opportunities including talks, symposiums, research opportunities or projects within their community both in their content area <b>AND</b> outside their content area. Candidate <b>has</b> incorporated knowledge gained within his/her classes.</p>	<p>Candidate <b>voluntarily</b> attends professional development opportunities including talks, symposiums, research opportunities or projects within their community either in his/her content area <b>OR</b> outside his/her content area. Candidate <b>plans</b> on incorporating knowledge gained within his/her classes in the future.</p>	<p>Candidate attends <b>required</b> professional development opportunities including talks, symposiums, research opportunities or projects within their community either in his/her content area <b>OR</b> outside his/her content area. Candidate <b>has not incorporated</b> knowledge gained within his/her classes.</p>	<p>Candidate has not participated in professional development opportunities such as talks, symposiums, research opportunities or projects within his/her community.</p>
	<p>Comments:</p>				
<p>Overall Rating:</p>					

C = 2.69-2.0: Developing--You have met some skills, but are still developing other sthat are necessary to be a teacher.

Earning a C averages a 2.0 for 12 credits into your GPA and may or may not make you eligible for state certification (i.e. GPA requirement is a 2.75)

D = 1.99-1.30: Unacceptable--You have not yet met the necessary skills and performances required to be a teacher.



## Secondary Social Studies/History

	<b>Use Numerical Rating:</b> 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)					
Intern Name:						
<b>All Social Studies/History</b>						
	Alabama Standard/Rule 290-3-3-.22	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Rating</b>
	<b>TeacB5:F20hing Fields: All Social Sciences (SS)</b>	Teacher candidate <b>exhibits mastery</b> of discipline-specific <b>Social Science content knowledge.</b>	Teacher candidate exhibits a <b>proficient level</b> of discipline-specific <b>Social Science content knowledge.</b>	Teacher candidate exhibits a <b>basic level</b> of discipline-specific <b>Social Science content knowledge.</b>	Teacher candidate <b>lacks essential</b> discipline-specific <b>Social Science content knowledge.</b>	
	<b>Standard 1: Interdisciplinary Approach</b>					
	SS1.1: Knowledge of:					
	SS1.1.1					

<p>Culture as an integrated whole that governs the functions and interaction of language, literature, arts, traditions, beliefs, values, and behavior patterns and how differing cultural assumptions may contribute to or pose obstacles to cross-cultural understanding.</p>	<p>Teacher candidate <b>accurately and effectively integrates</b> the functions of culture as manifested in language, literature, art, traditions, beliefs, values, behavioral patterns and how different cultural assumption may contribute to or pose obstacles to cross-cultural understanding. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b></p>	<p>Teacher candidate <b>accurately and effectively integrates</b> the functions of culture as manifested in language, literature, art, traditions, beliefs, values, behavioral patterns and how different cultural assumption may contribute to or pose obstacles to cross-cultural understanding. <b>Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b> Any omissions</p>	<p>Teacher candidate <b>attempts to integrate</b> the functions of culture as manifested in language, literature, art, traditions, beliefs, values, behavioral patterns and how different cultural assumption may contribute to or pose obstacles to cross-cultural understanding. Instruction contains <b>basic information</b> that indicates <b>gaps in content knowledge and gaps in understanding</b> what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. <b>Incorrect information does not significantly interfere</b> with student understanding.</p>	<p>Teacher candidate <b>lacks essential knowledge</b> regarding the functions of culture as manifested in language, literature, art, traditions, beliefs, values, behavioral patterns and how different cultural assumption may contribute to or pose obstacles to cross-cultural understanding. Instruction <b>lacks significant gaps in content knowledge</b> and instruction is <b>not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels.</b> Incorrect or incomplete information and ineffective teaching causes a <b>significant obstacle</b> to student learning.</p>	
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			or inaccuracies do not <b>significantly impact</b> student understanding of content being taught.			
	SS1.1.2					
	How past and present technological and scientific developments have impacted the physical world and human society, as well as how societal attitudes have influenced scientific and technological endeavors.	Teacher candidate <b>accurately and effectively</b> demonstrates how past and present scientific developments have <b>impacted the physical world and human society</b> , as well as how societal attitudes <b>have influenced scientific and technological endeavors</b> . Instruction is <b>age-</b>	Teacher candidate accurately and effectively teaches how past and present scientific developments have impacted the physical world and human society, as well as how societal attitudes have influenced scientific and	Teacher candidate <b>attempts to integrate</b> how past and present technological developments have impacted society and the world as well as how societal attitudes have changed as a result to technological advances. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding	The candidate lacks essential knowledge regarding how past and present technological developments have impacted society and the world as well as how societal attitudes have changed as a result to technological advances. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate,	

	<p><b>appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b></p>	<p>technological endeavors. <b>Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b> Any omissions or inaccuracies do not <b>significantly impact</b> student understanding of content being taught.</p>	<p>what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
SS1.1.3					

<p>The causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues.</p>	<p>Teacher candidate <b>accurately and effectively</b> describes how the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b></p>	<p>Teacher candidate accurately and effectively teaches howThe causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues. <b>Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b> Any omissions or inaccuracies do not <b>significantly impact</b> student understanding of content being taught.</p>	<p>The teacher candidate attempts to teach the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>The candidate is unable to list the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
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	SS1.2 Ability to:					
	SS1.2.1					
	Guide students in incorporating pertinent social studies disciplinary knowledge to address pivotal events and persistent societal issues from an interdisciplinary perspective.	Teacher candidate <b>accurately and effectively</b> guides students in incorporating pertinent social studies disciplinary knowledge to address pivotal events and persistent societal issues from an interdisciplinary perspective. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b>	Teacher candidate accurately and effectively guides students in incorporating pertinent social studies disciplinary knowledge to address pivotal events and persistent societal issues from an interdisciplinary perspective. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly	The candidate can Guide students in incorporating pertinent social studies disciplinary knowledge to address pivotal events and persistent societal issues from an interdisciplinary perspective. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to guide students in incorporating pertinent social studies disciplinary knowledge to address pivotal events and persistent societal issues from an interdisciplinary perspective. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	

			impact student understanding of content being taught.			
	SS1.2.2					
	Enable students to become literate, analytical thinkers capable of making informed decisions about the world and its people while participating responsibly in society at local, state, national, and international levels.	Teacher candidate <b>accurately and effectively</b> enables students to become literate, analytical thinkers capable of making informed decisions about the world and its people while participating responsibly in society at local, state, national, and international levels. Instruction is <b>age-appropriate, comprehensible, relevant to students'</b>	Teacher candidate accurately and effectively enables students to become literate, analytical thinkers capable of making informed decisions about the world and its people while participating responsibly in society at local, state, national,	The candidate can Enable students to become literate, analytical thinkers capable of making informed decisions about the world and its people while participating responsibly in society at local, state, national, and international levels. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding	The candidate is unable to Enable students to become literate, analytical thinkers capable of making informed decisions about the world and its people while participating responsibly in society at local, state, national, and international levels. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate,	

		<b>pre-existing knowledge, and accessible to students at various cognitive levels.</b>	and international levels Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
	Standard 2: Pedagogy for Social Studies					
	SS2.1					



<p>Analyze the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals.</p>	<p>The candidate is able to accurately and effectively analyze the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</p>	<p>Teacher candidate accurately and effectively analyzes the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.</p>	<p>The candidate can analyze the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>The candidate is unable to analyze the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
<p>SS2.2</p>					

<p>Select, integrate, and translate the content and methods of investigation of history and the social studies disciplines for use in social studies instruction.</p>	<p>The candidate is able to accurately and effectively Select, integrate, and translate the content and methods of investigation of history and the social studies disciplines for use in social studies instruction. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</p>	<p>Teacher candidate accurately and effectively selects, integrates, and translates the content and methods of investigation of history and the social studies disciplines for use in social studies instruction. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.</p>	<p>The candidate can select, integrate, and translate the content and methods of investigation of history and the social studies disciplines for use in social studies instruction. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>The candidate is unable to Select, integrate, and translate the content and methods of investigation of history and the social studies disciplines for use in social studies instruction. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
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	SS2.3					
	Use a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities.	The candidate is able to accurately and effectively Use a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively uses a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do	The candidate is able to use a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to Use a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	

			not significantly impact student understanding of content being taught.			
	General Social Sciences (GSS)					
	Standard 1: Economics					
	GSS1.1					
	Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government.	The candidate is able to accurately and effectively Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government.The candidate is able to accurately and effectively Instruction is <b>age-appropriate, comprehensible,</b>	Teacher candidate accurately understands the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government.Most instruction is age-appropriate,	The candidate demonstrates a basic understanding of the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant	The candidate is unable to Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at	

		<b>relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b>	comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
	GSS1.2					
	Explain the law of supply and demand in a market economy.	The candidate is able to accurately and effectively Explain the law of supply and demand in a market economy. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b>	Teacher candidate accurately and effectively explains the law of supply and demand in a market economy. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly	The candidate attempts to explain the law of supply and demand in a market economy. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to accurately explain the law of supply and demand in a market economy. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	

			impact student understanding of content being taught.			
	GSS1.3					
	Understand the international market system.	The candidate is able to accurately and effectively Understand the international market system. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b>	Teacher candidate accurately and effectively understands the international market system. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	The candidate attempts to explain the international market system. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to understand the international market system. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
	GSS1.4					

	<p>Identify economic problems, including unemployment, inflation, and national debt.</p>	<p>The candidate is able to accurately and effectively Identify economic problems, including unemployment, inflation, and national debt. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b></p>	<p>Teacher candidate accurately and effectively identifies economic problems, including unemployment, inflation, and national debt. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.</p>	<p>The candidate attempts to identify economic problems, including unemployment, inflation, and national debt. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>The student is unable to Identify economic problems, including unemployment, inflation, and national debt. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
GSS1.5						

	<p>Understand concepts of money, personal finance, and opportunity costs.</p>	<p>The candidate is able to accurately and effectively understand the concepts of money, personal finance, and opportunity costs. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b></p>	<p>Teacher candidate accurately and effectively understands the concepts of money, personal finance, and opportunity costs. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.</p>	<p>The candidate understands the concepts of money, personal finance, and opportunity costs. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>The candidate is unable to understand concepts of money, personal finance, and opportunity costs. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
GSS1.6						



Understand roles of consumers and producers in the market economy of the United States.	The candidate is accurately and effectively able to Understand roles of consumers and producers in the market economy of the United States. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b>	Teacher candidate accurately and effectively understands the roles of consumers and producers in the market economy of the United States. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	The candidate understands the roles of consumers and producers in the market economy of the United States. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to Understand roles of consumers and producers in the market economy of the United States. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
GSS1.7					

	<p>Apply financial literacy principles, including money management skills.</p>	<p>The candidate is accurately and effectively able to apply financial literacy principles, including money management skills. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b></p>	<p>Teacher candidate accurately and effectively applies financial literacy principles, including money management and skills. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.</p>	<p>The candidate is able to apply financial literacy principles, including money management and skills. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>The candidate is unable to Apply financial literacy principles, including money management skills. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
GSS1.8						

<p>Explain costs and benefits of government intervention on the world economy.</p>	<p>The candidate is accurately and effectively Explain costs and benefits of government intervention on the world economy. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</p>	<p>Teacher candidate accurately and effectively explains the costs and benefits of government intervention on the world economy. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.</p>	<p>The candidate is able to explain the costs and benefits of government intervention on the world economy. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>The candidate is unable to explain costs and benefits of government intervention on the world economy. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
<p>Standard 3: Geography</p>					
<p>GSS2.1</p>					

Describe the world in spatial terms using maps and other geographic representations, tools, and technologies.	The candidate is accurately and effectively able to Describe the world in spatial terms using maps and other geographic representations, tools, and technologies. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively describes the world in spatial terms using maps and other geographic representations, tools, and technologies. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	The candidate is able to describe the world in spatial terms using maps and other geographic representations, tools, and technologies. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to Describe the world in spatial terms using maps and other geographic representations, tools, and technologies. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
GSS2.2					

<p>Explain how human systems develop in response to physical environmental conditions and understand the relationship between physical geography and human history.</p>	<p>The candidate is able to accurately and effectively Explain how human systems develop in response to physical environmental conditions and understand the relationship between physical geography and human history. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b></p>	<p>Teacher candidate accurately and effectively explains how human systems develop in response to physical environmental conditions and understand the relationship between physical geography and human history. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of</p>	<p>The candidate can Explain how human systems develop in response to physical environmental conditions and understand the relationship between physical geography and human history. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>The candidate is unable to Explain how human systems develop in response to physical environmental conditions and understand the relationship between physical geography and human history. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>
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			content being taught.			
	GSS2.3					
	Determine how regions are used to organize and analyze areas of Earth's surface.	The candidate is able to accurately and effectively Determine how regions are used to organize and analyze areas of Earth's surface. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively determines how regions are used to organize and analyze areas of Earth's surface. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing	The candidate can determine how regions are used to organize area's of the Earth's surface. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various	The candidate is unable to Determine how regions are used to organize and analyze areas of Earth's surface. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or	

			knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	cognitive levels. Incorrect information does not significantly interfere with student understanding.	incomplete information and ineffective teaching causes a significant obstacle to student learning.	
	GSS2.4					
	Compare geographic patterns in the environment that result from processes of Earth's physical systems.	Teacher candidate accurately and effectively compares and contrasts geographic patterns in the environment that result from processes of Earth's physical systems. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively compares how geographic patterns in the environment result from processes of Earth's physical systems. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to	The candidate can compare geographic patterns in the environment that result from processes of Earth's physical systems. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information	The candidate is unable to Compare geographic patterns in the environment that result from processes of Earth's physical systems. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant	

			students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	does not significantly interfere with student understanding.	obstacle to student learning.	
	GSS2.5					
	Explain how cultural features, traits, and diffusion help define regions.	Teacher candidate accurately and effectively explains how cultural features, traits, and diffusion help define regions based on a variety of characteristics. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively explains how cultural features, traits, and diffusion help define regions. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive	The candidate can explain how cultural features, traits, and diffusion help define regions. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly	The candidate is unable to explain how how cultural features, traits, and diffusion help define regions. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant	



			levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	interfere with student understanding.	obstacle to student learning.	
	Standard 3: History					
	GSS3.1					
	Construct a personal connection to historical events at home and abroad.	Teacher candidate constructs an accurate personal connection to historical events in the United States and abroad. Instruction is <b>age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</b>	Teacher candidate accurately and effectively constructs a personal connection to historical events at home and abroad. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do	The candidate can Construct a personal connection to historical events at home and abroad. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to construct a personal connection to historical events at home and abroad. Instruction contains significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	

			not significantly impact student understanding of content being taught.			
	GSS3.2					
	Think critically and chronologically regarding major events occurring in the United States and throughout the world;	Teacher candidate thinks critically and chronologically regarding major events occurring in the United States and throughout the world; Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively thinks critically and chronologically regarding major events occurring in the United States and throughout the world; Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly	The candidate can think critically and chronologically regarding major events occurring in the United States and throughout the world; Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to think critically and chronologically regarding major events occurring in the United States and throughout the world. Instruction contains significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	

			impact student understanding of content being taught.			
	GSS3.3					
	Critique a variety of historical documents;	Teacher candidate effectively critiques a variety of historical documents. Analysis is accurate and based on objective interpretation of historical events and documents. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher is able to effectively critique a variety of historical documents. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	The candidate can critique a variety of historical documents. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	Candidate is unable to critique a variety of historical documents. Instruction on similar critiques lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
	GSS3.4					

Engage in historical analysis and interpretation.	Teacher candidate accurately and effectively engages in historical analysis. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively engages in historical analysis and interpretation. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	The candidate can engage in historical analysis and interpretation. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to engage in hisotrical analysis and interpretation. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
GSS3.5					

Conduct historical research.	Teacher candidate effectively engages in conducting historical research. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively conducts historical research. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	The candidate can conduct historical research. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to conduct historical research accurately and effectively. Instruction on the topic lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
GSS3.6					

Evaluate intricate connections among the past, present, and future.	Teacher candidate accurately and effectively evaluates and explains intricate connections among the past, present, and future. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively evaluates intricate connections among the past, present, and future. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	The candidate is able to evaluate connections among the past, present, and future. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to effectively evaluate intricate connections among the past, present, and future. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
GSS3.7					

Engage in decision making using historical knowledge and analysis.	Teacher candidate effectively engages in decision making using accurate historical knowledge and analysis. Information and instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively engages in decision making using historical knowledge and analysis. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	The candidate is able to engage in decision making using historical knowledge and analysis. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to engage in decision making using historical knowledge and analysis. Instruction on historical analysis lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
Standard 4: Civics and Government (Political Science)					
GSS4.1					

<p>Define government and understand its historical foundations.</p>	<p>Teacher candidate accurately defines government and understands its historical foundations. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</p>	<p>Teacher candidate accurately and effectively defines government and understands its historical foundations. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.</p>	<p>The candidate is able to define government and understand its historical foundations. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>The student is unable to accurately define government and understand its historical foundations. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
<p>GSS4.2</p>					



<p>Explain interrelationships of local, state, and federal governments.</p>	<p>Teacher candidate accurately and effectively explains the interrelationships of state, local, and federal governments. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</p>	<p>Teacher candidate accurately and effectively explains interrelationships of local, state, and federal governments. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.</p>	<p>The candidate is able to Explain interrelationships of local, state, and federal governments. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>Candidate is unable to accurately explain relationships of local state and federal governments. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
<p>GSS4.3</p>					

Understand basic values and principles of the American republic.	Teacher candidate accurately and effectively explains the basic values and principles of the American republic. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively understands the basic values and principles of the American republic. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	The candidate is able to Understand basic values and principles of the American republic. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	Candidate is unable to accurately understand the basic values and principles of the American republic. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
GSS4.4					

Comprehend the relationship of the United States to the rest of the world.	Teacher candidate accurately and effectively comprehends and can explain the relationship of the United States to the rest of the world. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.	Teacher candidate accurately and effectively comprehends the relationship of the United States to the rest of the world. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.	The candidate is able to comprehend the relationship of the United States to the rest of the world. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.	The candidate is unable to accurately understand and explain the relationship of the United States to the rest of the world. Instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.	
GSS4.5					

<p>Identify rights and responsibilities of citizenship, including the practice of responsible citizenship.</p>	<p>Teacher candidate accurately and effectively identifies rights and responsibilities of citizenship, including the practice of responsible citizenship. Instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels.</p>	<p>Teacher candidate accurately and effectively identifies the rights and responsibilities of citizenship, including the practice of responsible citizenship. Most instruction is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Any omissions or inaccuracies do not significantly impact student understanding of content being taught.</p>	<p>The candidate is able to identify rights and responsibilities of citizenship, including the practice of responsible citizenship. Instruction contains basic information that indicates gaps in content knowledge and gaps in understanding what is age-appropriate, comprehensible, relevant to students' pre-existing knowledge, and accessible to students at various cognitive levels. Incorrect information does not significantly interfere with student understanding.</p>	<p>The candidate is unable to identify the rights and responsibilities of citizenship, including the practice of responsible citizenship. Citizenship instruction lacks significant gaps in content knowledge and instruction is not age-appropriate, comprehensible, and accessible to students at a variety of cognitive levels. Incorrect or incomplete information and ineffective teaching causes a significant obstacle to student learning.</p>	
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## P12 Visual Arts

Directions: Review the light blue boxes containing assessment category descriptions for each block of standards (white). Once you have decided where on the rubric the teacher candidates performance would be classified, write the corresponding number in the YELLOW box and any comments you would like to share regarding this assessment category in the ORANGE box. The light gray boxes will populate on their own by averaging the scores you enter in yellow.

Visual Arts	Rating	<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;">Teacher candidate exhibits mastery and flexibility of visual arts content knowledge</p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">Teacher candidate exhibits a proficient level of visual arts content knowledge</p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;">Teacher candidate exhibits basic level of visual arts content knowledge.</p>	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;">Teacher candidate lacks essential visual arts content knowledge</p>
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<p><b>1. Content Knowledge: Candidate is familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights that can be developed through studio arts and design experience. Science Teachers Association (1.1.1). Candidate is familiar with traditional and newer technological developments in environmental and functional design fields (1.1.2). Candidate is able to make students aware of process of artistic creation from conceptualized image to finished art work (1.1.3). Candidate has an understanding of the major styles and periods of art history, analytical methods, theories of criticism, development of past and contemporary arts forms in Western and non-Western cultures, contending philosophies of arts, and the relationships of all these components to the making of art (1.2.1, 1.2.2, 1.2.3, 1.2.4). Candidate has functional knowledge in technical process and basic technologies involved in printmaking, photography, filmmaking and video (1.3)</b></p>		<p>Potential areas content knowledge may be observed are: Teaching without errors. Conceptual knowledge of visual arts, including the major studio art competencies, art history and analysis, and the interrelationships of the components to the making of art. Responds to students' questions <b>both</b> about the artistic process, art history and analysis and making connections to real life. Knows <b>ideas/stories</b> to help students relate to the content. Utilizes two- and three-dimensional media and processes appropriately within each lesson. <b>Explicitly</b> connects activities/content to visual arts.</p>	<p>Potential areas content knowledge may be observed are: Teaching without errors. Conceptual knowledge of visual arts, including the major studio art competencies, art history and analysis, and the interrelationships of the components to the making of art. Responds to students' questions about the studio art competencies <b>or</b> can provide explanation of art history and analysis. Knows <b>basic ideas</b> that help students relate to visual arts. Utilizes two- or three dimensional learning within lessons. Competency is visual arts content is evident but not explicit.</p>	<p>Potential areas content knowledge may be observed are: Teaching may exhibit <b>some minor</b> content errors. <b>Surface level or procedural knowledge</b> of visual arts, including the major studio art competencies, art history and analysis and the interrelationships of the components to the making of art. Responds to questions about visual arts at a <b>surface level or with procedure</b>. Knows basic ideas to help students relate to visual arts content. Utilizes three dimensional learning <b>occasionally</b>. <b>Does not implicitly or explicitly</b> connect visual arts content to activities.</p>	<p>Potential areas content knowledge may be observed are: Teaching contains <b>major</b> content errors. The visual arts lesson taught is <b>scripted</b> and the candidate does not go off script. <b>Responses to students' questions about visual arts</b> may be inaccurate, not answered, or basic. <b>Does not relate</b> stories/ideas to help students understand visual arts. <b>Does not utilize</b> three dimensional learning. <b>Does not implicitly or explicitly</b> connect the visual arts content to activities.</p>
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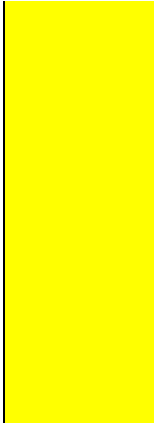
	Comments:				
<p><b>2. Teaching Competencies: Candidate must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate visual arts instruction into the total process of education.</b></p>		<p><b>4 Exemplary</b></p>	<p><b>3 Accomplished</b></p>	<p><b>2 Developing</b></p>	<p><b>1 Beginning</b></p>
<p>2.1 and 2.2 Candidate demonstrates an understanding of child development and psychological principles of learning as they relate to art education, as well as an understanding of philosophical and social foundations underlying visual arts in education.</p>		<p>Visual arts lessons and experiences demonstrate an <b>exceptional</b> grasp of students' developmental levels, principles of educational psychology, and philosophical and social foundation of visual arts in education.</p>	<p>Visual arts lessons and experiences demonstrate an <b>advanced</b> grasp of students' developmental levels, principles of educational psychology, and philosophical and social foundation of visual arts in education.</p>	<p>Visual arts lessons and experiences demonstrate an <b>acceptable</b> grasp of students' developmental levels, principles of educational psychology, and philosophical and social foundation of visual arts in education.</p>	<p>Visual arts lessons and experiences demonstrate a <b>rudimentary or basic</b> grasp of students' developmental levels, principles of educational psychology, and philosophical and social foundation of visual arts in education.</p>

<p>2.3. and 2.5 Candidate demonstrates the ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.</p>		<p>Lesson plans include a <b>variety</b> of strategies where students are engaged in learning visual arts. Lessons are intentional <b>and</b> explicit in how the candidate intends to meet ALL students' needs of learning visual arts based on individual skills, interests, and experiences.</p>	<p>Lesson plans include strategies where students are engaged in learning visual arts. Lessons are intentional in meeting All students' needs of learning visual arts individually and in small groups.</p>	<p>Lesson plans include <b>some</b> strategies where students are engaged in effectively learning visual arts. <b>It is not clear</b> how candidate intends to meet ALL students' needs and/or respond to students' interests, experiences, and varied backgrounds in learning visual arts.</p>	<p>Candidate <b>does not</b> routinely engage students in strategies where they are engaged in visual arts. <b>It is not clear</b> how the candidate intends to meet ALL students' needs or respond to differences in interests, backgrounds, etc.</p>
<p>2.4. Candidate demonstrates knowledge of current methods and materials available in all fields and levels of visual arts education, including consideration of safety issues related to the use of art materials and processes.</p>		<p>Candidate <b>consistently</b> includes a wide variety of methods and materials in visual arts experiences, and <b>intentionally</b> plans for and anticipates safety concerns or hazards</p>	<p>Candidate includes <b>some</b> variety of methods and materials in visual arts experiences, and <b>typically</b> plans for and anticipates safety concerns or hazards.</p>	<p>Candidate <b>occasionally</b> includes some variety of methods and materials in visual arts experiences, and <b>occasionally</b> plans for and anticipates safety concerns or hazards.</p>	<p>Candidate <b>does not</b> include a variety of methods and materials in visual arts experiences, and <b>rarely or does not</b> plan for or anticipates safety concerns or hazards.</p>



<p>2.6 Candidate demonstrates the ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.</p>		<p>Candidate <b>consistently</b> utilizes a variety of strategies that demonstrate his/her knowledge of selecting appropriate teaching and learning activities. Appropriate methods and materials are <b>consistently</b> utilized so = ALL students can learn. These strategies are inclusive and motivating for ALL students</p>	<p>Candidate <b>utilizes</b> strategies that demonstrate his/her knowledge of selecting appropriate teaching and learning activities . Appropriate methods and materials are <b>utilized</b> so ALL students can learn. These strategies are inclusive and motivating for most students.</p>	<p>Candidate's knowledge of selecting appropriate teaching and learning activities <b>is unclear</b>. Appropriate methods and materials are utilized, but they do not meet the needs for ALL learners or motivate all students.</p>	<p>Candidate is one-dimensional in his/her teaching. There is no evidence the candidate has knowledge of how to select appropriate teaching and learning activities for visual arts.</p>
<p>2.7 Candidate demonstrates an understanding of evaluation techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.</p>		<p>Candidate <b>consistently</b> plans fair and equitable formative and summative assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to <b>continuously</b> evaluate preconceptions and ideas that students hold and the understandings that students have. Candidate <b>consistently</b> assesses the objectives and procedures of the curriculum.</p>	<p>Candidate <b>often</b> plans fair and equitable formative and summative assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies <b>are designed</b> to evaluate preconceptions and ideas that students hold and the understandings that students have. Candidate <b>often</b> assesses the objectives and procedures of the curriculum.</p>	<p>Candidate's plans <b>sometimes</b> include fair and equitable formative and summative assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies <b>sometimes</b> include evaluation of preconceptions and ideas that students hold and the understandings that students have. Candidate <b>sometimes</b> assesses the objectives and procedures of the curriculum.</p>	<p>Candidate's plans <b>do not</b> include fair and equitable formative and summative assessment strategies to analyze student learning and to evaluate if the learning goals are met. Candidate <b>does not</b> assess the objectives and procedures of the curriculum.</p>

2.8 Candidates demonstrates the ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth



Candidate **actively seeks and** engages in professional development opportunities including talks, symposiums, research opportunities or projects within the community both in visual arts **AND** outside their content area. Candidate **has** incorporated knowledge gained within his/her classes.

Candidate **voluntarily** attends professional development opportunities including talks, symposiums, research opportunities or projects within the community either in visual arts **OR** outside his/her content area. Candidate **plans** on incorporating knowledge gained within his/her classes in the future.

Candidate attends **required** professional development opportunities including talks, symposiums, research opportunities or projects within the community either in visual arts **OR** outside his/her content area. Candidate **has not incorporated** knowledge gained within his/her classes.

Candidate has not participated in professional development opportunities such as talks, symposiums, research opportunities or projects within his/her community.

Comments:

Overall Rating:



A = 4.0-3.4: Exemplary--congratulations on surpassing your target. You have some very well-developed skills and are well on your way to becoming an outstanding teacher!

B = 3.39-2.70: Accomplished--Congratulations on reaching your target. You might still have some areas to work on, but you are well on your way to becoming a successful teacher!

C = 2.69-2.0: Developing--You have met some skills, but are still developing other sthat are necessary to be a teacher.

Earning a C averages a 2.0 for 12 credits into your GPA and may or may not make you eligible for state certification (i.e. GPA requirement is a 2.75)

D = 1.99-1.30: Unacceptable--You have not yet met the necessary skills and performances required to be a teacher.

# Alabama Educator Code of Ethics

## **Introduction**

*The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.*

*The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.*

## **Code of Ethics Standards**

### **Standard 1: Professional Conduct**

*An educator should demonstrate conduct that follows generally recognized professional standards.*

- Ethical conduct includes, but is not limited to, the following:
- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

### **Standard 2: Trustworthiness**

*An educator should exemplify honesty and integrity in the course of professional practice.*

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

### Standard 3: Unlawful Acts

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

### Standard 4: Teacher/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual

Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.

- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

Standard 6: Public Funds and Property

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

Standard 7: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

Standard 8: Maintenance of Confidentiality

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer.
- Refusing to perform services required by the contract.

COLLEGE OF EDUCATION, THE UNIVERSITY OF ALABAMA IN HUNTSVILLE, 2018



# **Code of Ethics of the Education Profession**

Adopted at the NEA Representative Assembly. July 1975

## **Preamble**

*The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.*

*The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.*

*The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.*

*The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.*

## **Principle I: Commitment to the Student**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
  - a) Exclude any student from participation in any program.
  - b) Deny benefits to any student.
  - c) Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling purpose or is required by law.

### ***Principle II - Commitment to the Profession***

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misinterpret his or her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attributes.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

*Adopted by the NEA 1975 Representative Assembly*

## **Disability Statement**

The University of Alabama in Huntsville will make reasonable accommodations for students with documented disabilities. If you need support or assistance due to a disability, you may be eligible for academic accommodations. [Apply here](#) or contact [Disability Support Services](#) (256.824.1997 or Wilson Hall 128) as soon as possible to coordinate accommodations.

## **Mental Health Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The University of Alabama in Huntsville offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the [Department of Student Affairs](#) located under the [Health and Wellness](#) or the UAH [Counseling Center](#) by calling 256.824.6203.

24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1.800.273.TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org) or a student who lives on-campus can reach out to the UAH PD dispatch to contact an on-call counselor by calling 256.824.6596. If you find yourself in a mental health emergency, call 6911 on-campus or 911 off-campus.