November 26, 2019, Curriculum Committee/December 4, 2019, Faculty Senate

College of Education – Department of Curriculum and Instruction

1.   Modify the Curriculum in Elementary Education, as follows: (a) delete MATH 1113: College Algebra; and add 3 hours of social studies (history, economics, and/or geography).

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum & Instruction	10-4-2019

Title	Signature	Date
Department Head	_Shellie Hanna_	10-4-19
Dean	_Linda Bean_	10/17/19
Assessment	_Chuck Clark_	10/17/19
Registrar	_Tammy Weaver_	10/17/19
Graduate Dean (Graduate Proposals Only)		N/A
Vice President for Academic Affairs		

Committee	Approval Date	
General Education Committee (Undergraduate Proposals Only)	N/A	
Teacher Education Committee (Graduate or Undergraduate Proposals)	10/31/19	Per Dr Linda Bean
Curriculum Committee (Undergraduate Proposals Only)		
Faculty Senate (Undergraduate Proposals Only)		
Graduate Council (Graduate Proposals Only)	N/A	

Program Title:
BS – Elementary Education

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. **Delete MATH 1113 College Algebra as a requirement.**
2. **Add 3 hour social studies, geography, ~~or~~ economics ~~elective~~, or history)**

What impact will the change have on staffing, on other programs and space allocation? **Mathematics department may need one less section of MATH 1113 in the Fall or Spring Semester. There should be minimal impact on the History & Economics sections.**

Answer the following Assessment questions:

    a. How does the program change align with the university mission?

These changes are designed to better meet the needs of our Elementary Education majors. Our students do not need College Algebra in order to be successful on their Praxis II core content exams. They do however need additional reinforcement in Social Studies to be successful on this exam.

    b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable

    c. What is the rationale for this program change?
        1. How will the program change impact learning for students enrolled in this program?

Allowing students to take an additional three hour Social Studies or Economics course will provide students the opportunity to review concepts that will be on their Praxis II Social Studies Exam. This should help more students pass this exam on their first attempt.

        2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

- **The Department of Curriculum and Instruction Elementary Education Program faculty met on several occasions to examine the Praxis II Subject Assessment for elementary education results. The faculty members noted that candidates were scoring well in science, reading, and mathematics (The EPP designed the program to include "extra" mathematics courses since this was a point of concern in moving from early childhood to elementary education.). The faculty members noted that the scores in social studies were lagging behind other scores.**
- **Revising the curriculum to include an additional social studies course (in economics and/or geography) in the place of college algebra will better prepare candidates for this portion of the exam (This decision follows recommendations of the Arkansas Math Pathways Task Force. The Arkansas Department of Higher Education [ADHE] sponsored this task force. The task force in agreement with the ADHE recommended that college algebra not be included as a terminal math course for all majors. See the following for full details: https://dcmathpathways.org/sites/default/files/resources/2017-02/Arkansas%20Math%20Pathways%20Task%20Force%20Recommendations.pdf**

    b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

We are currently the only program in the State requiring general math and college algebra. This will better align our program with other Arkansas educational institutions.

    c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify

program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

See attached assessment plan

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Elementary Education (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: **an additional social studies course (in history, economics, and/or geography)** Delete: **MATH 1113 College Algebra** Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Subject: RE: Program Change for Elementary Education
Date: Friday, October 4, 2019 at 2:18:49 PM Central Daylight Time
From: Jeanine Myers
To: Debra Murphy
Attachments: image001.jpg

I approve and support the change of removing MATH 1113 College Algebra from the required courses for the BS-EDD.

Jeanine L. Myers, Ph.D
Mathematics Department Head
Associate Professor of Mathematics
204 Corley Building
Email: jmyers32@atu.edu
Phone: (479)968-0659

ARKANSAS TECH
UNIVERSITY

From: Debra Murphy <dmurphy7@atu.edu>
Sent: Friday, October 4, 2019 2:17 PM
To: Jeanine Myers <jmyers32@atu.edu>
Cc: Shellie Hanna <shanna@atu.edu>
Subject: Program Change for Elementary Education

Dr. Myers,
I just left you a voicemail and am following up with this email. We are working on a request for a program change for our Elementary Education program. We are wanting to remove the MATH 1113 College Algebra from our required courses for the BS-EED. According to Dr. Hannah, she discussed this change with you during the Fall 2018 term and you agreed that this change would be beneficial for students in the Elementary Education (K-6) program. I am asking for an email confirmation of this so that we can include it in our paperwork with the Request for Program Change form.
Thank you for your help in this matter,
Debra

Dr. Debra D Murphy

Arkansas Tech University
Director of Elementary Education
Assistant Professor of Curriculum & Instruction
Crabaugh 207
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(479)964-0883
ATU

Elementary Education
Program Assessment

The Arkansas Tech University Elementary Education program aligns program artifacts to the Arkansas Teaching Standards. The Arkansas Teaching Standards (InTASC Standards) include the following:

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Overview of Common Assessments and Arkansas Teaching Standards Alignment Table

The following table demonstrates the alignment of select program artifacts with InTASC/Arkansas Teaching Standards.

Arkansas Teaching Standards/ InTASC Standards	Teach and Reflection (Stage II – Prior to Internship – ELED 3133)	Praxis Content Assessment (Stage II – Prior to Internship)	Formative Observation Forms (during Internship – ELED 4912)	Internship Supervisor's Ratings of Intern (At end of internship)	Teach and Reflection (At end of internship as an ELED program artifact)	Professional Responsibilities (At end of internship as an ELED program artifact)	Praxis PLT (Prior to teacher licensure recommendation)
Standard 1 Learner Development			X	X	X		X
Standard 2 Learning Differences			X	X	X	X	X
Standard 3 Learning Environments	X		X	X	X		X
Standard 4 Content Knowledge		X	X	X	X		
Standard 5 Application of Content	X		X	X	X		
Standard 6 Assessment			X	X	X	X	X
Standard 7 Planning for Instruction	X		X	X	X	X	X
Standard 8 Instructional Strategies			X	X	X		X
Standard 9 Professional Learning and Ethical Practice	X		X	X	X	X	X
Standard 10 Leadership and Collaboration			X	X			X

Common Assessments based on Arkansas Teaching Standards

The Elementary Education program collects the following assessments at Stage II, Internship, and prior to Teacher Licensure Recommendation.

The ELED asks candidates to complete clinical experience hours during the courses in which they must complete a number of assessment activities. Within the Elementary Education courses, one of these includes the completion of the teaching of lessons and a reflection on the effectiveness of the lesson. The below rubric is used in one of these courses.

Stage II ELED 3133 Video Teach

	Unacceptable	Acceptable	Highly Effective	Score/Level
1. PLANNING: Written plan includes accommodations/ differentiation/ interventions for diversity taken from the demographics CAEP Standard 1a, 1b, 1c, 3c, 3d, TESS 1a, 1b, InTASC/ATS Standard 2	No accommodations are planned.	One or two accommodations are planned.	Three or more specific accommodations are planned and explained clearly.	
2. PLANNING: Written plan includes clearly stated, measurable objective(s) aligned with standards CAEP Standard 2a, 2b, 2c, 2d, 3c; TESS 1a, 1e; InTASC/ATS Standard 7	Objective(s) is/are not measurable and/or closely aligned with the Curriculum Standards	Objective(s) is/are measurable yet are not closely aligned with the Curriculum standards.	Objective(s) is/are measurable and are closely aligned to the Curriculum standards. Bloom's Taxonomy level(s) and Multiple Intelligence(s) are identified.	
3. PLANNING: Written plan includes methods, activities and resources that are aligned with the stated objective(s)	Written plan include methods, activities, and/or resources that are not aligned	Written plan include methods, activities, and/or resources that are aligned with	Written plan include methods, activities, and/or resources that are aligned with	

	Unacceptable	Acceptable	Highly Effective	Score/Level
CAEP Standard 3c, 3f; TESS 1a, 1e; InTASC/ATS Standard 7	with the stated objective(s).	the stated objectives.	the stated objectives written with exceptional detail including a rationale for using them.	
4. PLANNING: Written plan includes appropriate assessment(s) aligned with the measurable objective(s) CAEP Standard 3a, 3b, 3c; TESS 1e, 1f; InTASC/ATS Standard 6	Written plan either omits an assessment or includes one or more assessments that are not appropriately aligned with the measurable objective(s).	Written plan includes a developmentally appropriate assessment.	Written plan includes a developmentally appropriate assessment that includes one or more assessments that are appropriately aligned with the measureable objective(s).	
5. TEACHING: Video shows evidence of a climate of fairness AND rapport with students CAEP Standard 4a, 4d; TESS 2a; InTASC/ATS Standard 3	Candidate shows no evidence of attempting to establish rapport with students and/or attempts for rapport are not developmentally appropriate OR, the teacher is obviously unfair to one or more students.	The candidate establishes a basic rapport with students and is fair with all students, not accepting unfair behavior between students.	The candidate is fair in the treatment of students, encourages fairness to students, and shows individual rapport to individual students.	

	Unacceptable	Acceptable	Highly Effective	Score/Level
6. TEACHING: Video shows evidence of communicating high learner expectations AND extending thinking CAEP Standard 4e; TESS 3a, 3b; InTASC/ATS Standards 5, 7	Candidate implicitly or explicitly implies that students cannot learn; therefore attempting no strategies on extending students' thinking.	The candidate communicates that all students can learn.	The candidate communicates that all students can learn and uses multiple learning strategies to extend higher-level thinking.	
7. TEACHING: Video shows evidence of maintaining consistent standards of classroom behavior AND and providing an environment that is safe and conducive to learning CAEP Standard 3e, 4a, 4g; TESS 2a, 2b, 2c, 2d, 2e; InTASC/ATS Standard 3	Classroom is unsafe and/or candidate ignores one or more inappropriate behavior(s).		Classroom is safe, conducive to learning, and the candidate responds to inappropriate behavior in a respectful manner OR behavior in the room is consistently appropriate.	
8. TEACHING: Video shows evidence of clearly stating objective(s) and procedures for the lesson. Candidate shows attempt(s) to make content comprehensible to all students CAEP Standard 4a, 4b, 4c, 4d, 4e, 4f; TESS 3a, 3b, 3c;	Candidate does not let the students know what they are going to learn and/or makes no attempts to make content comprehensible to students and/or teaches students incorrect information.	Candidate lets the students know what they are going to learn and attempts to make content comprehensible to students, teaching only accurate information.	Candidate lets the students know what they are going to learn in a logical and clear sequence, clearly communicating what students will learn in the lesson.	

	Unacceptable	Acceptable	Highly Effective	Score/Level
InTASC/ATS Standards 1, 4				
9. TEACHING: Video shows evidence of using instructional time to the fullest AND a positve and encouraging disposition throughout the lesson CAEP Standard 4a, TESS 3a, 3e; InTASC/ATS Standard 8	Candidate spends too much time on non-instructional tasks before the lesson or during the lesson and/or does not have a positive disposition during the lesson.	Candidate has a positive disposition during the lesson and paces the lesson well for most of the students.	Candidate provides students with activities of instructional value for the entire instructional time and paces them appropriately. Any necessary non-instructional procedures are performed efficiently.	
10. TEACHING: Video shows evidence of professional attire of the candidate AND appropriate orally communicated ideas presented clearly with fluency CAEP Standards 4b, 4c, 4e; TESS 3a; InTASC/ATS Standard 9	Candidate is not dressed in appropriate attire and/or does not speak clearly and/or with fluency.	Candidate is dressed in appropriate attire and speaks clearly and with fluency.	Candidate is dressed in appropriate attire and speaks clearly, with fluency, and in developmentally appropriate language that all learners can understand.	
11. PROFESSIONALISM: Reflection addresses the impact of the lesson on learner outcomes including an analysis of	Reflection only consist of personal opinion that does not focus clearly on the required criterion - learner	Reflection is focused on the criterion, yet not in analytical detail.	Reflection contains detailed specificity and articulation of strengths and areas for improvement of	

	Unacceptable	Acceptable	Highly Effective	Score/Level
successes/areas in which to improve that will impact planning for future lessons CAEP Standard 5d; TESS 4a; InTASC/ATS Standard 9	outcomes and an analysis of the lesson which impacts student. learning for future lessons is not present.		the lesson in addition to how the lesson impacted learning and how to improve for future lessons.	
12. PROFESSIONALISM: Reflection demonstrates that the candidate takes responsibility for student learning CAEP Standard 5a, 5c; TESS 4a, 4b; InTASC/ATS Standard 10	Candidate states reasons why the lesson did not work well and why students did not learn.	Candidate states why students learned and why some students needed improvement.	Candidate states why students learned, discusses fully the assessment results that produced learner outcomes, and speaks to improving instruction for students who showed a lack of learning outcomes.	
13. PROFESSIONALISM: Candidate shows evidence of how to communicate assessment results with students/parents/guardians concerning student learning CAEP Standard 5a; TESS 4c; InTASC/ATS Standard 6	Candidate does not explain clearly how evidence (results) of learning occurred with students.	Candidate explains clearly to parents how much the students learned according to the assessment results.	Candidate uses quantitative assessment. Candidate explains with numbers the learning outcomes (gains) of the students.	

	Unacceptable	Acceptable	Highly Effective	Score/Level
14. PROFESSIONALISM: Candidate describes how he/she collaborated with the classroom teacher/university instructor to develop this lesson, and supplies evidence of collaboration with the classroom teacher CAEP Standard 5b, 5d; TESS 4a, 4d, 4e, 4f; InTASC/ATS Standard 9	Candidate does not include comments about collaboration or the remarks are very brief and vague.	Candidate describes how he/she collaborated with another professional in the planning and implementation of the lesson.	Candidate describes in detail how he/she collaborated with another professional in the planning and implementation of the lesson.	

Praxis Content Assessment – Candidates complete the Praxis Subject Area Assessment within Stage II and prior to Internship. The ELED program has included the alignment of this assessment to Arkansas Teaching/InTASC standards in the included aforementioned matrix.

Formative Observation Forms – Completed by Internship Supervisors concerning teacher education candidates during the Student Teaching Internship Experience.

Formative Observation and Intervention* (Complete and enter in the form found at http://www.atu.edu/education/surveys.php)

Intern _____ Observer _____ School _____ Date_____

What is your supervisory role? ATU Campus-based Supervisor   Cohort Supervisor   ATU Content-area Supervisor (*circle one*)   **Which Observation is this?**   1   2   3   4 (*circle one*)

Intern T#:_____   Major Field: _____

***Key for rating performance:**
1   Unacceptable - Insufficient evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations unassisted.
2   Acceptable - Sufficient evidence presented/observed to demonstrate knowledge/skill to perform adequately and appropriately in most classroom situations, meeting most learners' needs.
3   Highly Effective - Evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations is more than sufficient; performs capably and flexibly in varied classroom situations with all learners.

*TESS DOMAIN 1: Planning and Preparation (**AR Teacher Licensure Standards: INTASC Standards 1, 2, 4, 6, & 7)	Rating (Circle One)	Evidence Noted (PRE-OBSERVATION)
1a. Knowledge of Content & Pedagogy (INTASC Standard 4 Content Knowledge & Standard 8 Instructional Strategies) UNDERSTANDS CENTRAL CONCEPTS, TOOLS OF INQUIRY, & STRUCTURES OF THE DISCIPLINE; CONSIDERS SCOPE & SEQUENCE; USES LIFE APPLICATIONS TO ASSURE MEANINGFUL ENGAGEMENT	1 2 3	
1b. Knowledge of Students (INTASC Standard 1 Learner Development and Standard 2 Learning Differences) UNDERSTANDS GROWTH & DEVELOPMENTAL LEVELS; PLANS FOR INDIVIDUAL & CULTURAL DIFFERENCES (INCLUDING LANGUAGE, BELIEFS, EXPERIENCES, VALUES, INTERESTS & SKILL LEVELS)	1 2 3	
1c. Setting Instructional Outcomes (INTASC Standard 7 Planning for Instruction) PROVIDES FOR MULTIPLE LEARNING OPPORTUNITIES; PLANS WITH CLEAR ALIGNMENT, VALUE & SEQUENCE; STATES RIGOROUS LEARNING GOALS; INCLUDES ALL LEARNERS; CONSIDERS CROSS-DISCIPLINARY SKILLS	1 2 3	

1d. Knowledge of Resources (INTASC Standard 7 Planning for Instruction) KNOWLEDGEABLE OF INSTRUCTIONAL RESOURCES TO EXTEND CONTENT KNOWLEDGE AND PEDAGOGY IN CLASSROOM; CONSIDERS COMMUNITY CONTEXT & KNOWLEDGE OF RESOURCES FOR STUDENTS	1 2 3	
1e. Designing Coherent Instruction (INTASC Standard 7 Planning for Instruction) ACTIVITIES/MATERIALS/RESOURCES CREATE A SUPPORTIVE LEARNING ENVIRONMENT THAT ENCOURAGES ACTIVE ENGAGEMENT; STRUCTURED PLANNING INCLUDES ALIGNMENT TO GOAL(S) & OBJECTIVE(S), ENGAGING ACTIVITIES & INSTRUCTIONAL GROUPING; MATERIALS PREPARED & PLANS COMPLETED	1 2 3	
1f. Designing Student Assessments (INTASC Standard 6 Assessment) ALIGNMENT TO GOAL(S)/OBJECTIVE(S) & STANDARDS, UNDERSTANDING OF USE FOR FUTURE INSTRUCTION, WELL-DEVELOPED; MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN SELF-GROWTH; GUIDES TEACHER AND LEARNERS IN ACADEMIC DECISION-MAKING	1 2 3	

Notes: This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience. The EPP Clinical Practice Instructors observe the interns a minimum of four times per semester. Evaluations are completed using a Google Form version of this document.

*TESS Domains: Arkansas Teacher Excellence Support System, Danielson, C., *Enhancing professional practice: Framework for teaching*, Association for Supervision and Curriculum Development, Alexandria, VA, 2013.
**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011

*TESS DOMAIN 2: The Classroom Environment (AR Teacher Licensure Standards: INTASC Standard 3)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)
2a. **Creating an Environment of Respect & Rapport (INTASC Standard 3 Learning Environments)** POSITIVE SOCIAL INTERACTIONS ENCOURAGED; APPROPRIATE EYE CONTACT, BODY LANGUAGE, FEELING TONE & FOCUSED COMMENTS; ENVIRONMENT OF RESPECT [TEACHER TO STUDENT(S), STUDENT(S) TO TEACHER & STUDENT(S) TO STUDENT(S)]	1 2 3	
2b. **Establishing a Culture for Learning (INTASC Standard 3 Learning Environments)** IMPORTANCE OF CONTENT EXPRESSED, CHALLENGING LEARNING EXPECTATIONS, ACTIVE STUDENT ENGAGEMENT IN LEARNING; PRIDE IN WORK ENCOURAGED	1 2 3	
2c. **Managing Classroom Procedures (INTASC Standard 3 Learning Environments)** MANAGEMENT OF INSTRUCTIONAL GROUPS, TRANSITIONS, MATERIALS & SUPPLIES; PERFORMANCE OF NONINSTRUCTIONAL DUTIES; SUPERVISION OF VOLUNTEER(S) AND PARAPROFESSIONAL(S); INDIVIDUAL AND COLLABORATIVE LEARNING SUPPORTED THROUGH PROPER MANAGEMENT	1 2 3	
2d. **Managing Student Behavior (INTASC Standard 3 Learning Environments)** COMMUNICATES CLEAR STANDARDS OF CLASSROOM BEHAVIOR; DISPLAYS CONSISTENCY; DEMONSTRATES POSITIVE BEHAVIOR; HANDLES RANGE OF BEHAVIOR; ANTICIPATES MISBEHAVIOR; VISIBLE COLLABORATION; SELF-MOTIVATION EXIBITIED BY LEARNERS	1 2 3	
2e. **Organizing Physical Space (INTASC Standard 3 Learning Environments)** SAFE AND CONDUCIVE TO LEARNING, ACCESS FOR ALL STUDENTS, PHYSICAL RESOURCES ARRANGED AND USED EFFECTIVELY	1 2 3	

*TESS DOMAIN 3: Instruction (AR Teacher Licensure Standards: INTASC Standards 5, 6, & 8)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)
3a. **Communicating with Students (INTASC Standard 8 Instructional Strategies)** CLEAR COMMUNICATION OF CONTENT; EXPECTATIONS OF LEARNING; PROCEDURES & DIRECTIONS; PROPER USE OF ORAL AND WRITTEN LANGUAGE; MAKES CONTENT COMPREHENSIBLE; MEANININGFUL ENGAGEMENTS, CONNECTIONS	1 2 3	
3b. **Using Questioning and Discussion Techniques (INTASC Standard 8 Instructional Strategies)** QUALITY QUESTIONS AND QUESTIONING TECHNIQUES; ADEQUATE RESPONSE TIME PROVIDED; QUESTIONING FACILITATED WELL; STUDENT ENGAGEMENT WITH DEEP UNDERSTANDING DEVELOPED THROUGH QUESTIONING	1 2 3	
3c. **Engaging Students in Learning (INTASC Standard 5 Application of Content)** ACTIVITIES AND ASSIGNMENTS ENCOURAGE COGNITIVE ENGAGEMENT; PRODUCTIVE GROUPING; SUITABLE MATERIALS & RESOURCES; APPROPRIATE STRUCTURE AND PACING; ATTENTION TO HIGHER-LEVEL THINKING; MEANINGFUL FOR LEARNERS; MASTERY OF CONTENT ASSURED	1 2 3	
3d. **Using Assessment in Instruction (INTASC Standard 6 Assessment)** STUDENT AWARENESS OF ALIGNMENT; MONITORING STUDENT LEARNING; APPROPRIATE AND TIMELY FEEDBACK; OPPORTUNITIES FOR STUDENT SELF AND/OR PEER EVALUATION; MULTIPLE METHODS TO ENGAGE LEARNERS	1 2 3	
3e. **Demonstrating Flexibility and Responsiveness (INTASC Standard 8 Instructional Strategies)** LESSON ADJUSTMENT BASED ON STUDENT PROGRESS; RESPONSIVE TO STUDENTS; PERSISTENCE TOWARD OBJECTIVES; VARIETY OF INSTRUCTIONAL STRATEGIES USED TO DEVELOP DEEP UNDERSTANDING	1 2 3	

*TESS DOMAIN 4: Professional Responsibilities (AR Teacher Licensure Standards: INTASC Standards 9 & 10)	Rating	Evidence Noted (POST-OBSERVATION)

4a. Reflecting on Teaching (INTASC Standard 9 Professional Learning and Ethical Practice) ACCURATE EVALUATION OF LESSON EFFECTIVENESS; CONSIDERS RESEARCH IN TEACHING & LEARNING; CONSIDERS STUDENT SUCCESS IN FUTURE PLANNING; ADAPTS TO MEET NEEDS OF LEARNER(S)	1 2 3	
4b. Maintaining Accurate Records (INTASC Standard 9 Professional Learning and Ethical Practice) PROFESSIONAL ETHICS & CONDUCT GUIDES ACCURATE DATA COLLECTION OF STUDENTS' ASSIGNMENTS & PROGRESS; ACCURACY IN INSTRUCTIONAL AND NONINSTRUCTIONAL RECORDS	1 2 3	
4c. Communicating w/ Families (INTASC Standard 10 Leadership and Collaboration) VARIOUS FORMS (NEWSLETTERS, EMAILS, PHONE CALLS, ETC.); DESCRIBES SPECIFIC SITUATIONS, CONSIDERS STUDENT AND FAMILY BACKGROUND IN COMMUNICATION; INFORMS FAMILIES ABOUT INSTRUCTIONAL PROGRAM/PLANS	1 2 3	
4d. Participating in a Professional Community (INTASC Standard 10 Leadership and Collaboration) SHARES, COORDINATES, COLLABORATES, VOLUNTEERS & ENGAGES IN SCHOOL, DISTRICT & COMMUNITY PROJECTS, INVOLVEMENT IN SCHOOL CULTURE OF PROFESSIONAL INQUIRY; PARTICIPATES IN VOLUNTEERISM	1 2 3	
4e. Growing and Developing Professionally (INTASC Standard 9) SEEKS PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO ENHANCE CONTENT AND PEDAGOGICAL KNOWLEDGE; SEEKS & ACCEPTS CONSTRUCTIVE CRITICISM; MAKES CONTRIBUTIONS TO THE PROFESSION THROUGH COLLABORATION; CONTRIBUTES AS A FELLOW PROFESSIONAL	1 2 3	
4f. Showing Professionalism (INTASC Standard 9) INTEGRITY; ETHICAL BEHAVIOR; SERVES STUDENTS; PROMOTES FAIRNESS; PARTICIPATES IN DEPARTMENTAL DECISION MAKING; COMPLIES W/ DISTRICT REGULATIONS; ADVOCATE FOR STUDENTS AND SCHOOL; DRESSES APPROPTIATELY; PUNCTUAL; REGULAR ATTENDANCE	1 2 3	

Was the following _STRAND_ exhibited during the observation?	Yes/ No	Was the following _STRAND_ exhibited during the observation?	Yes/ No	For each **STRAND** noted to the left, please list any evidence observed.
1. High Expectations		5. Equity		
2. Cultural Competence		6. Developmental Appropriateness		
3. Appropriate Use of Technology		7. Attention to Individual Needs		
4. Student Assumption of Responsibility		8. Engagement of Students' Minds		

SUMMARY COMMENTS/ STRENGTHS/ GOALS FOR IMPROVEMENT:

OBSERVERS' SIGNATURE: _____ Date:

INTERN'S SIGNATURE: _____

Internship Supervisor Ratings – Supervisors rate interns at the end of the internship experience based upon the candidate's attainment of InTASC Standards (Arkansas Teaching Standards). The survey ranges from "1" to "4" with "1" meaning "Unacceptable" and "4" meaning "Exceptional." Items and standards alignment are included in the below table.

Standard	Item	Standard	Item
Standard 1a Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.		
Standard 1b Learner Development	The teacher designs developmentally appropriate and challenging learning experiences.	Standard 7 Planning for Instruction CAEP 1.4	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 1c Learner Development CAEP 1.1	The teacher implements developmentally appropriate and challenging learning experiences.	Standard 8 Instructional Strategies CAEP 1.3	The teacher uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard 2 Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Standard 9a Professional Learning and Ethical Practice CAEP 1.2	The teacher engages in ongoing professional learning.
Standard 3 Learning Environments CAEP 1.1	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Standard 9b Professional Learning and Ethical Practice CAEP 1.2	The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 4a Content Knowledge CAEP 1.3	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	Standard 10a Leadership and Collaboration	The teacher candidate seeks to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Standard 4b Content Knowledge CAEP 1.3	The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Standard 10b Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.
Standard 5 Application of Content CAEP 1.3	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Impact on Learning CAEP 1.2	The teacher candidate positively impacts the learning of P – 12 students.
Standard 6a Assessment	The teacher understands multiple methods of assessment and includes them in his or her planning.	Use of Technology CAEP 1.5	The teacher candidate uses technology in appropriate ways to impact student learning.
Standard 6b Assessment CAEP 1.2	The teacher uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Standards Attainment CAEP 1.2, 1.3	The teacher candidate provides evidence that he or she meets the standards of his or her respective professional area of expertise (i. e., secondary, middle level, or early childhood).

Teach and Reflection – Candidates complete the Teach and Reflection toward the end of their Student Teaching Internship experience within their exit portfolio as a program requirement.

TASK 2
Domain 2: The Classroom Environment and Domain 3: Instruction

The goal for TASK 2 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 2 – The Classroom Environment and TESS Domain 3 – Instruction**
- **Arkansas (InTASC) Teaching Standards** (related to the classroom environment and instruction)

Rubrics have been designed for this task based upon the standards appropriate for your program of study. The following pieces of evidence denoted in the table below are required for you to successfully complete this task. In TASK 2, you will demonstrate that you are able to effectively develop and manage a classroom environment and demonstrate appropriate instructional methods, strategies, and assessments in order to positively impact and measure student learning. You will submit four artifacts to demonstrate your professional effectiveness. These include:

- **Your standards-based, student-centered lesson plan designed for this lesson**
- **A video of the lesson taught**
- **A scanned TESS-aligned formative observation form completed by your supervisor**
- **A TESS-guided reflection**
You cannot successfully complete TASK 2 unless all four of the above are included.

Your lesson should provide opportunities to engage students in student-centered approaches to learning, in the use of appropriate technologies, and in standards-based and research-supported instruction in appropriate large and small group learning settings. The lesson should also provide evidence that you have considered the diversity of your learners, their background knowledge, their learning preferences and/or intelligences, and their motivational needs. In addition, you should have clear evidence that an assessment was conducted within the lesson from which you could determine if your objectives were met.

Your lesson plan implemented in this lesson should include appropriate standards and well-designed objectives and clearly delineated steps in your plan contingent upon the student-centered model of instruction you have chosen to use. Your plan should also include clear delineations of how UDL principles were considered in your plan and what technological tools were planned for use. You may use a chosen lesson plan template as long as each aspect noted is present. If you choose a lesson plan template that does not include these aspects, you will need to add them to the plan. For a summary of these requirements please see the table on the following page.

Keep in mind that your instruction and classroom environment approaches should match what is included on the plan. *As part of TASK 2, you will submit a video of the lesson that you have taught. This video must be submitted to your portfolio evaluator via mail or personal delivery in DVD or flash drive format. Taskstream contains limitation on the size of files that may be uploaded and downloaded for viewing. Therefore, the recording must be submitted manually.*

The final aspects of TASK 2 involves submitting your supervisor's evaluation of your lesson taught and completing **and** submitting a self-evaluation of your lesson following the TESS-guided reflection form included on the following pages. Within this TESS-guided reflection form, you will include reflections pertaining to your supervisor's comments concerning the classroom environment aspects and instruction demonstrated in your lesson.

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domain 2 – The Classroom Environment and TESS Domain 3 – Instruction in your TESS portfolio. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Framework for Teaching	
Domain 2 – The Classroom Environment and Domain 3 – Instruction **TASK 2**	

2a Creating an Environment of Respect and Rapport	1. Lesson plan of the lesson taught including:
	   o well-designed objectives and clear delineation of appropriate content and Arkansas Literacy Standards
	   o a description of the UDL considerations for the lesson included in the plan,
	   o student-centered opportunities for learning and higher-level thinking,
	   o a description of technology considerations for the lesson included in the plan, and
	   o a clear assessment(s) designed for measuring student attainment of objectives and standards
	2. Video of the lesson taught,
	3. Scanned TESS-aligned formative observation form of the videoed lesson completed by your supervisor
	4. Reflection on the lesson following a reflection guideline and a consideration of student learning (See guidelines for TASK 2)

2b Establishing a Culture of Learning	
2c Managing Classroom Procedures	
2d Managing Student Behavior	
2e Organizing Physical Space	
3a Communicating with Students	
3b Using questioning and Discussion Techniques	
3c Engaging Students in Learning	
3d Using Assessment in Instruction	
3e Demonstrating Flexibility and Responsiveness	

TASK 2
Domain 2: The Classroom Environment and Domain 3: Instruction
TESS-aligned Guided Reflection

You are to first rate your performance for each Domain 2 and Domain 3 Criteria based on the Arkansas Teacher Excellence Support System Evaluation (TESS) Form. The form is found in ***Appendix A: Arkansas TESS Evaluation Form*** in this exit portfolio manual. Then, complete the reflection questions within the text boxes. TASK 2 cannot be successfully completed without the completion of this guided reflection.

1. Mark the level that you would rate your performance for each of the TESS Domain 2 and Domain 3 Criteria. For each one, "U" means "Unsatisfactory," "B" means "Basic," "P" means "Proficient," and "D" means "Distinguished." You will select from "U," "B," or "P."

Domain 2	U	B	P	D	Domain 3	U	B	P	D
2a Creating an Environment of Respect and Rapport					3a Communicating with Students				
2b Establishing a Culture for Learning					3b Using Questioning and Discussion Techniques				
2c Managing Classroom Procedures					3c Engaging Students in Learning				
2d Managing Student Behavior					3d Using Assessment in Instruction				
2e Organizing Physical Space					3e Demonstrating Flexibility and Responsiveness				

2. Concerning your rating for 2a Creating an Environment of Respect and Rapport, explain why you gave yourself this rating based upon the video evidence of what you did with your procedures in your lesson.
Response:

3. Concerning your rating for 2b Establishing a Culture for Learning, explain why you gave yourself this rating based upon the video evidence of what you did in gaining the students attention at the beginning of your lesson and focusing them on learning.
Response:

4. Concerning your rating for 2c Managing Classroom Procedures, explain why you gave yourself this rating based upon the video evidence of what you did with your procedures in your lesson.
Response:

5. Concerning your rating for 2d Managing Student Behavior, explain why you gave yourself this rating based upon the video evidence of what you did with your procedures in your lesson.
Response:

6. Concerning your rating for 2e Organizing Physical Space, explain why you gave yourself this rating based upon the video evidence of what you did with your procedures in your lesson.
Response:

7. Concerning your rating for 3a Communicating with Students, explain why you gave yourself this rating based upon the video evidence of what you did at the beginning of your lesson and during the activities that students completed during your lesson.
Response:

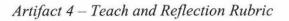| |
|---|
| 8. Concerning your rating for 3b Using Questioning and Discussion Techniques, explain why you gave yourself this rating based upon the video evidence of what you did with your questioning during the lesson.
Response: |
| 9. Concerning your rating for 3c Engaging Students in Learning, explain why you gave yourself this rating based upon the video evidence of what you did during the activities that the students completed during your lesson.
Response: |
| 10. Concerning your rating for 3d Using Assessment in Instruction, explain why you gave yourself this rating based upon the video evidence of what you did during the activities that the students completed during your lesson and how you assessed their learning through your assessment approach.
Response: |
| 11. Concerning your rating for 3e Demonstrating Flexibility and Responsiveness, explain why you gave yourself this rating based upon the video evidence of what you did during the activities that the students completed during your lesson.
Response: |
| 12. Describe briefly (one to two paragraphs) how you implemented the principles of UDL, considered learner developmental levels, and considered learner diversity within your lesson.
Response: |
| 13. Describe briefly (one to two paragraphs) how you used appropriate technology(ies) within your lesson to create an effective learning environment. If technology was not available, describe how you could use it if it was available to create an effective learning environment.
Response: |
| 14. Describe briefly (one to two paragraphs) how your students demonstrated that they met the objectives and the standards that you had considered for your lesson.
Response: |
| 15. Describe briefly (one to two paragraphs) how you will modify what you are doing in the future based upon student learning observed, supervisor feedback, and self-reflection concerning this lesson
Response: |

Artifact 4 – Teach and Reflection Rubric

TASK 2
Domain 2: The Classroom Environment and Domain 3: Instruction
Rubric

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 2, FFT 1b)	Teacher does not provide evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides somewhat limited evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides sufficient and clear evidence to demonstrate that students' prior knowledge has been considered.	
(INTASC Standard 8, FFT 3a, 3e)	The teacher's communication with students is predominantly unclear, and there is little to no flexibility and/or responsiveness demonstrated.	The teacher mostly communicates effectively with the students and demonstrates some flexibility and responsiveness during instruction.	The teacher communicates effectively with the students and demonstrates flexibility and responsiveness during instruction.	
(INTASC Standard 3, FFT 2c, 2d, 2e)	The teacher does not manage the classroom well. Major misbehaviors are noted and/or minor misbehaviors are not addressed effectively.	The teacher manages the classroom in a primarily effective way. The majority of minor misbehaviors are handled quickly and effectively. No major issues are observed.	The teacher manages the classroom in a highly effective behavior with little to no student misbehavior. If minor misbehavior occurs, it is handled quickly and effectively.	
(INTASC Standard 1, FFT 1b)	The teacher does not demonstrate an understanding of the developmental levels of his/her students and/or does not follow the plan delineated as related to developmental levels of the students.	The teacher demonstrates some understanding of development to design and implement his/her lesson, and the lesson generally follows the plan in considering the developmental levels of the students.	The teacher uses understanding of development to design and implement a lesson that is appropriate to the students' developmental levels following the lesson plan developed.	
(INTASC Standard 2, FFT 2a)	Evidence is not present that the teacher considered UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment.	The teacher considers UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment with high standards for learning, but these considerations are not clearly delineated on the plan.	The teacher uses and clearly delineates on his/her plan UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment with high standards for learning.	

(INTASC Standard 3, FFT 2b)	The teacher does not make effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher does not address how he or she might use technology in the lesson if it was available to promote an effective learning environment.	The teacher makes somewhat effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides some explanation of how he or she might use technology in the lesson if it was available to promote an effective learning environment.	The teacher makes effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides detailed explanation of how he or she might use technology to promote student learning in the lesson if it was available to promote an effective learning environment.	
(INTASC Standard 3, 4, FFT 3c)	The teacher does not demonstrate an acceptable level of his/her content area and/or does not provide any meaningful learning opportunities where social interaction, active engagement, and/or motivation occurs.	The teacher demonstrates an acceptable level of his/her content area and provides learning opportunities for students that are somewhat meaningful where some social interaction, active engagement, and motivation occurs.	The teacher demonstrates a strong understanding of his/her content area that is used to provide a meaningful learning opportunity for students that encourages positive social interaction, active engagement, and motivation of learners.	
(INTASC Standard 5, FFT 3b, 3c)	The teacher does not provide opportunity for higher-level thinking and/or does not provide any connections to real-life.	The teacher provides opportunity for some higher-level thinking at times during the lesson and provides occasional real-life explanations within the lesson.	The teacher provides opportunities for learners to critically think, create, and/or problem solve with real-life connections to and/or applications of the content.	
(INTASC Standard 6, FFT 3d)	The teacher ignores the use of assessment within the lesson.	The teacher relies on anecdotal forms of assessment to determine if learning has occurred.	The teacher effectively uses assessment(s) to determine if appropriate learning has occurred.	
(INTASC Standard 7, FFT 1c, 1e, 1f)	The teacher's plan does not demonstrate alignment between standards, objectives, learning activities, and/or assessments used.	The teacher's plan is mostly aligned, and objectives are mostly well-designed and connected with learning activities and assessment(s) used.	The teacher's plan demonstrates alignment between appropriate learning standards, well-developed objectives, instructional activities, and assessment(s) used.	
(INTASC Standard 9, FFT 4a, 4d, 4e, 4f)	The teacher's guided reflection ignores feedback from the evaluator, does not address learning of the students, contains little to no reflective depth and/or the attainment of standards and/or objectives by the students is not considered in the reflection.	The teacher's guided TESS-aligned reflection contains some reflective depth, is professional in design, and somewhat considers the evaluation results provided by his/her supervisor. Student learning is somewhat addressed, but it is not addressed explicitly as related to standards and objectives.	The teacher's guided TESS-aligned reflection is highly reflective, professional, and considers the evaluation results provided by his/her supervisor. The teacher also specifically cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined.	

1 – Unacceptable – insufficient evidence for the criteria

2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Professionalism Task – Candidates complete the Professionalism task toward the end of their Student Teaching Internship experience within their exit portfolio as a program requirement.

TASK 3
Domain 4: Professional Responsibilities

The goal for TASK 3 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 4 – Professional Responsibilities**
- **Arkansas (InTASC) Teaching Standards** (related to professional responsibilities)

Within this task, you will demonstrate your ability to analyze and reflect upon student learning while maintaining records of this learning. You will also provide evidence that you are communicating with families, participating as a professional, and considering how you may improve in the future based on feedback from your supervisor(s), your own self-evaluation, and from what you observe in student learning. You will include the following:

- A chart/grade book record demonstrating a classroom set of students with the names removed. Within this chart, you will include student pretest/pre-assessment scores, scores on assignments used within the unit, and posttest/post-assessments scores completed at the end of you unit of instruction.
- At least four students' scanned work including their pretest/pre-assessment work that has been scored, assignments used within the unit that have been scored, and posttest/post-assessment work that has been scored. Included in these work samples needs to be your student's with exceptionalities work. Label these as Student 1, Student 2, etc. Label your student with exceptional learning needs as "Student with Exceptional Learning Needs."
- A 1 to 1 ½ page reflection of your students' learning discussing how they did on their pretest/pre-assessment scores versus their posttest/post-assessment scores, what this tells you about their meeting of your objectives and standards you have set in your unit, and what you will do in the future based on these results.
- Scanned copies of communication or potential communication efforts with parents. See the chart below for more details.
- Scanned copies of evidence of your attendance at professional development meetings, team-planning meetings, school service initiatives, minutes from school meetings demonstrating your participation, etc. On these, be certain to include evidence that you attended through a signed note, certificate, name appearance on minutes, comments from supervisors, etc.
- A 1 to 1 ½ page plan delineating areas you will seek to improve based on the learning of students, feedback from your supervisor(s), and/or self-evaluation of your teaching. This plan should also include ways in which you will specifically seek to improve these areas.

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domain 4 – Professional Responsibilities in your TESS portfolio. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Framework for Teaching	
Domain 4 – Professional Responsibilities **TASK 3**	
4a Reflecting on Teaching 4b Maintaining Accurate Records	1. A chart of student scores for the unit including pretest/pre-assessment, assessment scores from assignments within the unit, and posttest/post-assessment scores at the end of the unit. 2. Scanned student work for students who participated in the unit labeled as Student 1, Student 2, etc. (Do not include student names.). Include within these samples your student with exceptional learning needs, and label this student's work "Student with Exceptional Learning Needs." 3. A reflection concerning your assessment of student learning for the unit and potential changes that will occur in your future instruction based on this assessment. Within this discussion, you must discuss the specific content-area technologies you used to engage and impact student learning and which ones you will use in future instruction based on your students' learning in this unit.
4c Communicating with Families	4. To demonstrate communication with parents, evidence such as the following would be beneficial: • Example(s) of letters to parents, newsletters, school blog links • Parent-teacher conference evidence (e.g., parent sign-ins) • Copies of emails to and from parents • Any electronic or hardcopy communications with parents
4d Participating in a Professional Community	5. Evidence of service to the school or profession while completing the internship experience that goes beyond the classroom setting such as the following (***have supervisor sign-off that you participated in events on a flyer, bulletin, notes, minutes, etc. to scan***): • Participation in after-school events hosted by the school/district (e.g., Math Nights, Literacy Nights, etc.) • Assistance in school clubs • Participation in service at extracurricular events (e.g., concession stand, assisting in Booster clubs, etc.) • School event planning and participation (e.g., school dances, school talent shows, etc.) • Examples of collaborating in online or face-to-face environments with other professionals to solve school problems/make progress.
4e Growing and Developing Professionally	6. Professional growth/development may be shown by such activities as the following (***have supervisor sign-off that you participated):*** • Professional meeting notes and/or minutes from faculty meetings • Conference and/or professional development evidence • Changes made due to feedback from colleagues and/or other experts in the field
4f Showing Professionalism	7. Professional plan to improve in any area that needs to be improved based on lesson reflection, supervisor feedback, or student learning that considers professional organization resources (i.e., NCTE, NCTM, NSTA, etc.) and continuing education opportunities.

TASK 3, Domain 4: Professional Responsibilities, Assessment of Student Learning Rubric

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 6, FFT 3d, 4b)	The teacher does not provide a table of class scores or is missing scores for typical students or for a student with special RTI considerations (i.e., exceptional learning needs).	The teacher provides a table of class scores and evaluated work samples of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	The teacher provides a table of class scores and evaluated work samples with teacher comments of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	
(INTASC Standard 6, FFT 3d, 4a)	The teacher does not use multiple methods of assessment tools, or the tools do not provide adequate opportunity to monitor learner progress and instructional approaches used.	The teacher uses multiple methods of adequately-designed assessment tools to monitor learner progress and the effectiveness of the instructional approaches used.	The teacher uses multiple methods of well-designed assessment tools with multiple opportunities for higher-level thinking to monitor learner progress and the effectiveness of the instructional approaches used.	
(INTASC Standard 6 & 7, FFT 4a, 4b, 4e)	The teacher does not address the learning of students or attainment of objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page general analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page specific analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	
(INTASC Standard 9, FFT 4a, 4e)	The teacher does not address what he/she will do in future instruction based upon the results of the assessments and/or does not reflect on what the results mean concerning the effectiveness of his/her instruction.	Within the 1 to 1 ½ page analysis, the teacher reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses general ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others, professional development, etc.).	Within the 1 to 1 ½ page analysis, the teacher carefully reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses specific ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others, professional development, etc.).	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's and written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 10, FFT 4c)	The teacher provides fewer than 3 communication tools/approaches used to communicate (or that could be used to communicate) with families, and/or essential information is absent in the attempted communications.	The teacher provides evidence (paper scan or digital) of 3 or more communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information. Opportunities for two-way communication are limited or are not present.	The teacher provides evidence (paper scan or digital) of 3 or more well-designed communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information and clear and consistent opportunities for two-way communication between the teacher and the families.	
(INTASC Standard 10, FFT 4d)	The teacher does not provide evidence that he or she has participated in service initiatives while at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 1 service initiative at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 2 or more service initiatives at the school or community in which he or she is interning.	
(INTASC Standard 9, FFT 4e)	The teacher does not provide evidence that he or she has participated in activities that demonstrate professional participation and development.	The teacher provides evidence (paper scan or digital) of 1-2 activities that demonstrate professional participation and development while completing the internship.	The teacher provides evidence (paper scan or digital) of 3 or more activities that demonstrate professional participation and development while completing the internship.	
(INTASC Standard 9, FFT 4f)	The teacher does not provide a 1 to 1 ½ page professional growth plan or does not connect the plan to student learning, self-evaluation, or supervisor(s) feedback.	The teacher provides a 1 to 1 ½ page professional growth plan with general ideas of how he or she will continue to improve as a professional and that is somewhat related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher generally notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities.	The teacher provides a 1 to 1 ½ page professional growth plan with detailed specifics of how he or she will continue to improve as a professional and that is specifically related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher specifically notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is	The teacher's written communication is acceptable with few	The teacher's written communication is very good with very few to no	

| | unclear with a number of errors present. | errors and primarily clear communication. | errors present and very clear communication. | |

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Praxis Principles of Learning and Teaching – Candidates complete this assessment prior to recommendation for licensure. The ELED program has included the alignment of this assessment to Arkansas Teaching/InTASC standards in the included aforementioned matrix.