

ARKANSAS TECH
UNIVERSITY

College of Education



Arkansas Tech University

Secondary Education Internship I Handbook

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Introduction

Thank you for your partnership in the Internship I Experience!

The College of Education thanks you and welcomes you to the yearlong internship experience for our secondary education program. This yearlong experience is one of the most important and profitable experiences in our pre-service teacher's professional development. It is a time for demonstrating the skills they will need while completing our program; but, most importantly, this is the time to deepen their understanding of the value of these skills and move from the role of candidate to that of a Successful and Innovative Professional.

Internship I is part of the pre-service education program in which the prospective teacher works in an extended field experience in a cooperating school with a capable mentor teacher. The period of internship is considered by many to be the most vital phase of professional development for pre-service teachers. This handbook provides information essential to the success of both the pre-service teacher and the cooperating mentor. Be sure to keep it for reference throughout your experience.

As outlined in this handbook, our pre-service teacher's responsibility throughout the semester and all expectations will be outlined. Our pre-service teacher will have assignments related to working with individuals and groups of students in classroom teaching situations. All interns are observed and monitored by the College of Education. Additionally, professors and staff members from the College of Education will be present at the mentor site throughout the Internship I experience.

Immediately contact Ms. Laura Flake, Director of Teacher Education Student Services, if problems arise, or there is any indication the intern may be unable to successfully complete the internship experience. This may include, but is not limited to, deficiencies in subject matter, unprofessional dress or speech, lack of preparation concerning teaching assignments, excessive tardiness or absenteeism, inflexibility in terms of acceptance of constructive criticism, and unprofessional relationships with students or colleagues.

- Director of Teacher Education Student Services – Ms. Laura Flake, Ed.S.
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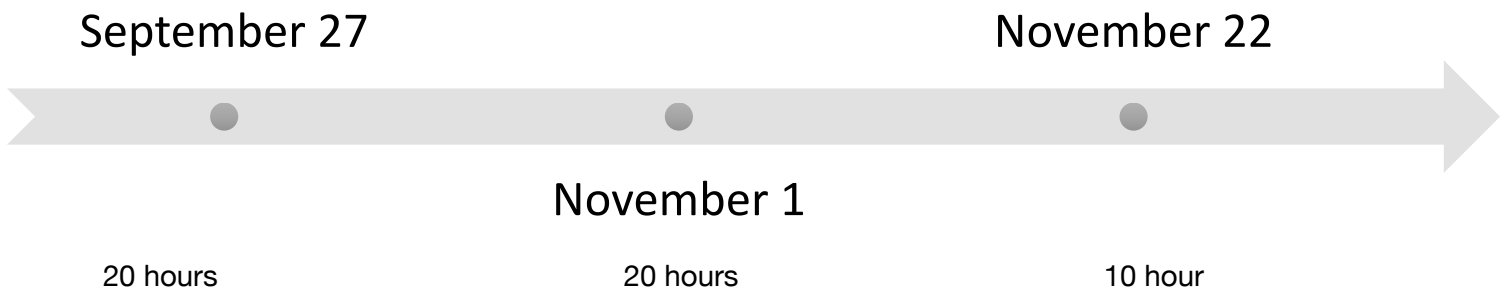
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Internship I Information

Prior to the first day of Class at ATU, you are **required to:**

- attend the Russellville School District's **First Week of School** (40+ hours).
 - Remember, this is before ATU starts, so you must make arrangements to be here early. This is a REQUIREMENT. Not a suggestion.
 - Do not simply show up on the first day of school.
 - Make contact with your host teacher and principal.
 - Remember, you may be asked to attend Professional Development activities before the first day of school. Take advantage of this opportunity.
 - Your participation must be documented and monitored by your host teacher. You will have a time log you are required to keep and have signed by your host teacher.
 - You will have assignments tied to this portion of your Internship I.
1. Between August 21 and September 27, you must accumulate a **minimum of 20 hours** in your host school/classroom.
 - This must be documented and monitored by your host teacher. You will have a time log you are required to keep and have signed by your host teacher.
 - During this time, you will work cooperatively with your host teacher to complete assignments associated with classes at ATU.
 2. Between September 27 and November 1, you must accumulate a **minimum of 20 hours** in your host school/classroom.
 - This must be documented and monitored by your host teacher. You will have a time log you are required to keep and have signed by your host teacher.
 - During this time, you will work cooperatively with your host teacher to complete assignments associated with classes at ATU.
 3. Between November 1 and November 22, you must accumulate a **minimum of 10 hours** in your host school/classroom.
 - This must be documented and monitored by your host teacher. You will have a time log you are required to keep and have signed by your host teacher.
 - During this time, you will work cooperatively with your host teacher to complete assignments associated with classes at ATU.



Hours Log

Candidate's Name: _____ T#: _____ ATU Instructor: _____

First Week of School (40 hours)

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Set 1 (minimum of 20 hours)

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Set 2 (minimum of 20 hours)

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Set 3 (minimum of 10 hours)

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

GRAND TOTAL:

Field-Based Supervisor's Signature: _____

School: _____

NOTE TO FIELD-BASED SUPERVISOR

This form can be used as a reference for hours completed. In the electronic survey there is a place to input the total hours observed.

NOTE TO STUDENTS

Please **make and keep** a copy once you have completed the required hours.

Major Field Assignments for Internship I

Major Assignments for SEED 4054

Assignment 1: Film Analysis

Analyze a film dealing with the adolescent experience. Films should not be a word for word description of the film. You are to discuss the way adolescents are portrayed in regard to credibility. What were your personal feelings and reactions to the content of the film? What made you uncomfortable? Was there crisis in the story? And was it realistic from your viewpoint? How did it connect with text material and classroom discussions? How does this connect to what you have seen at your placement site so far?

APA formatted papers are to be 5-6 pages which includes the following:

- Title page
- Body (3-4 pages)
- Reference page (at least 3-4 peer reviewed journals must be included as references throughout paper)

Some film suggestions to choose from. If you decide to select a film outside of the list, please be sure to receive approval at least 2 weeks prior to the due date of the assignment.

- BREAKFAST CLUB
- ANTWONE FISHER
- LUCAS
- ZEBRAHEAD
- KIDS
- BEAUTIFUL THING
- BASKETBALL DIARIES
- THE BOYS OF ST. VINCENT'S PARTS 1 & 2
- HOOP DREAMS
- MA VIE EN ROSE (MY LIFE IN PINK)
- AMERICAN BEAUTY
- MEAN GIRLS
- FOOTLOOSE
- COACH CARTER
- EASY A
- ANTWAN FISHER
- VARSITY BLUES
- JERSEY SHORE
- TEEN MOM

Assignment 2: Critical Thought Paper

The purpose of this assignment is for you to integrate the material covered in the course and to apply it to some real-world interests of adolescents.

- Select a real-world interest (a song, a fad, television program, magazine, or social media tool). Be sure to provide a good description of what you select. (If you choose a song, you may want to include the lyrics.)
- Using material from class readings, lectures, etc., apply your knowledge about adolescent development to explain why this interest is popular among adolescents. Use your knowledge of physical, social, emotional, and/or cognitive development to support your arguments. Be sure to make connections to your experiences while working in the schools as well as specific concepts discussed in class.
- At least 3-4 peer reviewed journals must be included as references throughout paper
- APA formatted papers are to be 5-6 pages which includes the following:
 - Title page
 - Body (3-4 pages)
 - Reference page (at least 3-4 peer reviewed journals must be included as references throughout paper)

Assignment 3: Reflection

A reflection paper is your experience and knowledge combined to reflect on your prior knowledge and how you are using it with your latest experience. This paper is worth 100 points and will be a minimum of four pages. It should be written in APA format and free of spelling and mechanical errors. A Title Page and References are required. Questions to keep in mind when writing your reflection:

- Where are you placed?
- Tell me about the classroom and the demographics of your students.
- What were your thoughts when you found out where you were placed?
- What did you do during your first meeting with your host teacher?
- Did it go how you expected? Why or why not?
- How do you think this experience will compare to your other observations?
- What is something you really liked about your classroom? Why?
- What is something you disliked? Why?
- What is something you would do differently in your classroom than what you observed?

Assignment 4: Artifact (Research Action Project)

You will complete this assignment using information from your observations and after working with a student with an IEP or 504 (preferably an IEP) This assignment will be completed using APA format and must include a minimum of five references. You will submit this assignment via TaskStream.

Introduction & Overview-You will introduce the following: The school district, any related data, the classroom, demographics, and your student. The school's website is a great source to collect some of this information. Discuss the diversity that you find in depth. The overview is based on your observations.

Description and Involvement-You will describe your observations in depth as well as your student and how you are involved. (Working one-on-one with the student, modifications/accommodations made for your student, how your student performs in class, etc.)

Development of the Child-How does your student's development differ from other students? How is it similar? Discuss the criteria for receiving special education services and make sure you reference Arkansas and Federal Special Education guidelines.

UDL Lesson Plan-You will use a provided template to create a lesson plan for the grade that you are observing. You will list at least three forms of technology and tell me how you utilized it in the lesson.

IEP-You will use a provided template to create an IEP. Make sure you use your initials throughout in place of the students.

Special Provisions-You will discuss the accommodations and modifications that are in place for your student. The last paragraph needs to discuss if you agree/disagree with the strategies in place and if you would change or add a modification/accommodation for your student. What special accommodations/modifications or provisions have been made for this child? This might include seating arrangements, content modifications, behavioral interventions, assistive technology, etc. If the child has been identified as receiving Special Education services how are these accommodation/modifications addressed in the IEP?

Related Research-The related research needs to be about the disability associated with your student. You must have a minimum of two sources. If you use an online database, you must use an article that has been peer-reviewed. I want to know facts about the disability, what the research says, and how you will apply this information in your classroom.

Impact on Child's Learning/Professional Development-How is your student's learning impacted? How has it affected your professional development as a future teacher? Has it changed your perception of children with exceptional learning needs? How? How will you apply this information in your classroom?

Major Assignments for SEED 4556

Assignment 1: Classroom Management Project

Resources: *First Days of School*-Dr. Harry Wong
Tools for Teaching-Dr. Fred Jones

Items to include in Classroom Management Binder:

- Classroom philosophy statement
- Communication with parents (Welcome Letter)
- Sample daily schedule
- Classroom rules
- Classroom consequences
- Sample seating chart
- Cooperative group work guidelines
- Detailed description of 5 activities/assignments that incorporates at least 4 classroom models of instruction; ABCD objective must be included for each activity
- Detailed description of 5 technology-related activities/assignments; ABCD objective must be included for each activity
- Absence procedure
- Addressing off task behavior
- Arrival procedure
- Dismissal procedure
- Finishing work early
- Getting class attention
- Getting teacher's attention
- Transitions in the classroom procedure

The above items are to be computer generated and placed in a binder. A cover page should be included along with any references that were used to compose the Classroom Management Plan.

Assignment 2: Group Unit Plan

A teaching unit in your discipline area will be developed. (The lessons will support the unit plan objective(s) and include appropriate Arkansas Curriculum Framework Standards. You will be required to write one lesson plan based on a format that you learn in your specialty area methods class. The unit will include one traditional and one performance assessment developed based upon the planned lessons and unit objective(s) and Arkansas Curriculum Frameworks.). Assessments must be created by you and cannot be from a test bank or preprinted exam. These will be submitted in TaskStream.

Assignment 3: Video Teach

In this class, you will teach in the public schools a minimum of one time within your hours of observation. You will review your video teach with your professor. You will receive a grade on this teach. You must attain a "C" or higher on this teach. If you do not achieve this level of proficiency or if you feel you would benefit from

completing an additional teaching opportunity, you will need to plan to do a second teach within the school in which you are placed. You can replace your first teach grade with the second teach grade if needed.

After teaching your lesson and reviewing with your professor, you must submit your lesson plan being taught and your self-evaluation of your lesson using the Danielson/TESS-adapted rubric and the Second Teach TESS Reflection Template. These two elements will be submitted in TaskStream. This may occur with the first video if that is deemed high enough quality. If a second video is needed, you will submit the directed self-evaluation for that teach to TaskStream

My Classroom Management Plan

Philosophy of Management

(In one or two sentences, what is my philosophy of classroom management?)

Behavior Expectations

(What behavior do I expect from my students? How can I convey that to my students?)

Pre-School Checkoff

(What things will I need to do before school begins each year?)

Classroom Slogan or Motto

(What will it be? Will I develop this or ask for student input?)

Classroom Arrangement

(How can I arrange my classroom most effectively, including placement of desks for students and teachers; location of bulletin boards, chalkboard, whiteboard, other permanent fixtures):

- Instructional Materials (Centers, White Board, etc.)
- Furniture
- Classroom Decor (Decorations, Posters, Communication Devices, etc.)
- Personal and Professional Items (Diplomas, Hobbies, etc.)
- Student Recognition/Class PR (Newsclippings, Student Awards, etc.)
- Other Items (Rocking Chair, Pillows/Cushions, etc.)

Class Rules

(What rules will I have to begin the school year? Will I ask for student input for all, some, or none of the rules?)

Hierarchy or Consequences for Rule Infractions

(What will I do when a student breaks a rule? Will I have a hierarchy of consequences?)

Motivational Strategies

(What strategies will I use to motivate my students? Will I rely on intrinsic or extrinsic motivation?)

Management Procedures and Routines

(What procedures will I use in my classroom? How often will I change the assignments?)

Instructional Planning

(What lesson planning format will I use? What instructional strategies will I rely on? What, if any, of the instructional techniques of Kounin will I use?)

What strategies will I use to:

- Develop a positive classroom management culture and climate?
- Build a community in my classroom?

- Communicate with parents and guardians?
- Teach self-discipline and cooperation?
- Teach rules and procedures to my students?
- Deal with individual students and their differences?
- Prevent discipline problems?
- Support my discipline program (i.e., physical proximity, withitness)?
- Correct discipline problems (i.e., conflict resolution, zero tolerance)?
- Work with inclusion students in my classroom?
- Provide a safe classroom for myself and my students?

SEED 4556 Classroom Management Plan Scoring Rubric

	Point Value	Pathwise Domain & Descriptor	Below Expectations 1	Mets Expectations 2	Above Expectations 3
Philosophy of Classroom Management	/25	B-Domain All Criteria	A minimal attempt is made to respond to directed statements. Responses are brief and fail to provide support or rationale for contentions. No examples are provided to clarify responses.	Responses to directed statements are fairly thorough and provide some rationale in support of contentions. Some examples are provided to clarify responses.	Responses to directed statements are comprehensive, thoughtful, and provide evidence of critical reflection. Strong rationale is provided in support of contentions. Detailed examples provide clear illustrations to clarify responses.
Rules	/10	B-Domain Criteria B-4	Rules exceed 5 – 7 in number or are so few in number that they fail to reflect aspects necessary to ensure a classroom environment conducive to learning. Some rules are not stated in positive terms.	No more than 5 – 7 rules in number are provided that reflect aspects necessary to ensure a classroom environment conducive to learning. All rules are positively stated.	No more than 5 -7 rules in number are provided that (fully) reflect aspects necessary to ensure an effective and productive classroom environment conducive to learning. All rules are positively stated. Respect for others permeates these rules.
Daily Protocols Procedures and Routines	/15	B-Domain Criteria B-4 C-Domain Criteria C-5	A limited number of daily protocols are established, thereby minimizing the potential to produce a fairly well-managed classroom.	Daily protocols are sufficient in both number and quality to address aspects necessary to provide for a well-managed classroom, thereby reducing some management time	Daily protocols are comprehensive in nature, establishing efficient classroom routines, thereby reducing management time while increasing learning opportunities.
Consequences	/10	B-Domain Criteria B-1 B-4 B-5	Less than 3 levels of consequences are provided to stop inappropriate behavior immediately. Consequences do not reflect developmental levels of students Levels of consequences are not sequential: and thereby fail to provide more rigorous consequences for repeated misbehaviors.	At least 3 -4 levels of consequences are provided to stop inappropriate behavior immediately. Most consequences reflect developmental levels of students. Levels of consequences provide for sequential and more rigorous consequences for repeated misbehaviors.	N/A All consequences reflect student developmental levels. Levels of consequences are highly effectively, logically sequences, and provide more rigorous consequences for repeated misbehaviors.
Intervention Strategies		B-Domain Criteria	Less than 3 positive and encouraging long-term techniques are provided	At least 3-4 positive and encouraging long-term techniques are provided that	N/A

	/15	<p>B-2 B-4</p> <p>C-Domain Criteria C-4</p> <p>D-Domain Criteria D-4</p>	that reduce episodes of misbehavior of students who demonstrate recurrent behavior problems. Techniques provided are rarely developmental in nature, and the potential to negatively impact student self-image.	appropriately reduce episodes of misbehavior of students who demonstrate recurrent behavioral problems. These techniques are developmental in nature and defer from negatively impacting student self-image.	
Motivation Strategies (Rewards)	/10	<p>A-Domain Criteria A-3 A-4</p> <p>B-Domain Criteria B-3</p> <p>C-Domain Criteria C-4</p>	<p>Less than 2 individual and/or 2 whole-class techniques are provided.</p> <p>Techniques fail to facilitate appropriate student behavior while minimizing inappropriate behavior.</p> <p>No incentives are offered and/or fail to reflect a combination of intrinsic and extrinsic rewards.</p>	<p>At least 2 -3 individual and 2-3 whole-class techniques are provided.</p> <p>Techniques facilitate appropriate student behavior while minimizing inappropriate behavior.</p> <p>Some incentives are offered and include a combination of intrinsic and extrinsic rewards.</p>	<p>N/A</p> <p>Techniques effectively facilitate appropriate student behavior while minimizing inappropriate behavior.</p> <p>Several incentives are offered and include a variety of intrinsic and extrinsic rewards.</p>
Implementation Plan	/15	<p>A-Domain Criteria A-4</p> <p>B-Domain Criteria B-4</p>	<p>The plan does not take into consideration the characteristics of student and the school context; and thereby fails to provide for a smooth implementation.</p> <p>The plan fails to anticipate problems and/or concerns that may emerge as a result of its implementation and /or no solutions are offered.</p> <p>Implementation plan lacks clarity in how the classroom management plan will be conveyed and introduced to students.</p>	<p>The plan adequately addressed the varied need and characteristic of students and the school context, allowing for a smooth implementation.</p> <p>The plan anticipates problems and/or concerns that may emerge as a result of its implementation while providing possible solutions.</p> <p>Implementation plan delineates how the classroom management plan will be conveyed and introduced to students.</p>	<p>The plan skillfully addresses the varied needs and characteristics of students and the school context, allowing for a smooth implementation.</p> <p>The plan fully anticipates problems and/or concerns that may emerge as a result of its implementation and offers several effective solutions.</p> <p>Implementation plan fully delineates how the classroom management plan will be logically and sequentially conveyed and introduced to students.</p>
	Total Points /100		Additional Comments		

Unit Plan Template

Teacher_____

Team Name: _____

Date __/__/__

Unit Overview (This <u>Unit Overview</u> is to be completed one time to give the “big picture” of the unit.)		
Learner Diversity		
<div>Subject Area:</div> <div>Grade Level: []</div> <div>Timeframe of the Unit: [days]</div>	<div>Gender:</div> <div>[] Female</div> <div>[] Male</div> <div>[] Total students</div>	<div>Language:</div> <div>[] English Language</div> <div>[] Limited English Language</div>
<div>Exceptionalities:</div> <div>[] Gifted</div> <div>[] Learning Disabled</div> <div>[] Physically Disabled</div> <div>[] Blind or visually impaired</div> <div>[] Deaf or hearing impaired</div> <div>[] Developmentally disabled</div> <div>[] Emotionally or behaviorally disabled</div>	<div>Ethnicity:</div> <div>[] African American or Black, Non-Hispanic</div> <div>[] Asia, Asian American, or Pacific Islander</div> <div>[] Hispanic</div> <div>[] Caucasian</div> <div>[] Other (please specify) _____</div>	<div>Alternative Settings:</div> <div>[] Special Education</div> <div>[] Gifted</div> <div>[] ESL</div> <div>[] Other (Specify) _____</div>
		<div>Piagetian Developmental Levels:</div> <div>[] Formal</div> <div>[] Concrete</div>
<div>UDL Considerations for the Unit:</div>	<div>Number of students in your classroom reporting a high level (“Most Like Me”) of Particular Intelligences:</div> <div>[] Bodily-kinesthetic [] Musical</div> <div>[] Verbal-Linguistic [] Naturalist</div> <div>[] Logico-mathematical [] Spatial</div> <div>[] Interpersonal [] Intrapersonal</div>	<div>Technology Considerations for the Diverse Learners (e.g., instructional, assessment, adaptive, assistive, etc.)</div>
<div>List five to seven ways in which you will specifically consider these various aspects of diversity in your instruction?</div>		

Concepts in the Unit	
What broad concepts have been studied prior to this learning plan? (Explicit connections to future?)	
What concept will be presented in this learning plan? (Detail) (Explicit connections to prior and future?)	
What concepts will be presented for the remainder of this semester? (Explicit connections to your unit?)	
Teaching and Learning Graphics (Visual Representations)	
Concept Map (Full page)	
Learning Environment (Full page) (Choose one group member's classroom for this part of the unit overview.)	
Management of the Teaching and Learning Process (Pro-Active)	
Expectations: What expectations do you have for student behavior, for management of the classroom, etc.?	
Routines: What are examples of routines that you will consider, follow, and/or establish in the classroom during the unit? Why?	
Unit Concept Overview	
Rationale: (The Why) (Why is it important for students to know or be able to do this particular concept or skill you are attempting to teach them? Why will they need this skill or knowledge in real-life? How will this improve them as a learner? etc.)	
Goals: What are three goals you hope to accomplish through this unit of instruction?	
Overview Matrix: (See attached. A Revised Bloom's Taxonomy Matrix is to be included demonstrating the lesson objectives that students are to meet and the standards to which these lesson objectives are mapped. Each group member's lesson objectives should be charted on the matrix. This shows the "big picture" of what will be taught.	

Individual Learning Plan

(Three of these Individual Learning Plans are to be completed for the unit [one as a group and two individually]. One lesson of the three may be Direct Instruction, and the other two must involve another instructional model/method.)

Name:

Team Name:

State Learning Standards- Arkansas Curriculum Frameworks and Common Core State Standards

Number:

Statement:

Student Learning Goals: (Objectives)

What will students know and be able to do?

What evidence supports what the students know and can do?

What level (i.e., Remember, Understand, Apply, etc.) of Bloom's Revised Taxonomy is reached?

Factual: _____

Conceptual: _____

Procedural: _____

Metacognitive: _____

Mark NA if not applicable to lesson.

Preparing for Teaching and Learning

Materials:

Resources and Technology Tools to be utilized:

UDL Considerations including exceptional learners:

Instruction

Parts of your lesson plan

Timeframe

Real Learning for engaging learners (What will you do for each part of your lesson?)

Model/ method and Multiple Intelligences (What model/method of instruction did you use for this lesson? For example, guided discovery, schema production, discussion, etc.) (What multiple intelligences are considered?)

Set/Focus/Introduction

Body

Feedback to Students (How will you provide feedback to students concerning whether or not they met your objectives? When and how will you do this in today's lesson?)

Process/ Debriefing/
Closure

Parent/Guardian Communication (How would you specifically communicate with the students' parent[s]/ guardian[s] about today's learning today?)

Directed Reflection

Teacher Reflection on Professional Activity

This is to be typed in the spaces provided and turned in with the unit and is to be completed one time by each person in the group.

Professionalism/Advocacy (How will you “be a professional” within the community in which you will teach? How will you support your students? How will you support your school? How will you promote the “good” of education?)

Rubric for SEED 4556 Unit Learning Plan

	Unacceptable	Acceptable	Exceptional	Score/Level
Presentation of Unit Learning Plan Domain 4 4f Showing Professionalism PROFESSIONALISM				
	Standards USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 4: Professional Responsibilities Component: 4f Showing Professionalism			
Learner Diversity Standard 2 Learner Differences Domain 1 1b Demonstrating Knowledge of Students DIVERSITY				
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1b Demonstrating Knowledge of Students			
Teaching and Learning Overview Standard 4 Content Knowledge Domain 1 1a Demonstrating Knowledge of Content and Pedagogy CONTENT				
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1a Demonstrating Knowledge of Content and Pedagogy			
Teaching and Learning Graphics Standard 3 Learning Environments Domain 1 1a Demonstrating Knowledge of Content and Pedagogy 1d Demonstrating Knowledge of Resources 2e Organizing Physical Space MANAGEMENT PLANNING				
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 3: Learning Environment. 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1a Demonstrating Knowledge of Content and Pedagogy Component: 1d Demonstrating Knowledge of Resources Domain: Domain 2: Classroom Environment Component: 2e Organizing Physical Space			

	Unacceptable	Acceptable	Exceptional	Score/Level
Management of the Teaching and Learning Process Standard 3 Learning Environments Domain 2 2c Managing Classroom Procedures 2d Managing Student Behavior MANAGEMENT	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 3: Learning Environment. 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 2: Classroom Environment Component: 2c Managing Classroom Procedures Component: 2d Managing Student Behavior			
Unit Concept Overview Standard 7 Planning for Instruction Domains 1 & 2 1c Setting Instructional Outcomes 2b Establishing a Culture for Learning PLANNING	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 7: Planning for Instruction. 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1c Setting Instructional Outcomes Domain: Domain 2: Classroom Environment Component: 2b Establishing a Culture for Learning			
Lesson Objectives [3 plans] Standard 7 Planning for Instruction Domain 1 1c Setting Instructional Outcomes PLANNING	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 7: Planning for Instruction. 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1c Setting Instructional Outcomes			
State Learning Standards Domain 1 1c Setting Instructional Outcomes PLANNING	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation			

	Unacceptable	Acceptable	Exceptional	Score/Level
	Component: 1c Setting Instructional Outcomes			
Materials and Resources/Diversity Consideration Standard 1 Learner Development Domain 1 1b Demonstrating Knowledge of Students 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction DIVERSITY	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1b Demonstrating Knowledge of Students Component: 1d Demonstrating Knowledge of Resources Component: 1e Designing Coherent Instruction			
Instructional Plans Standard 8 Instructional Strategies Domain 1 1b Demonstrating Knowledge of Students 1e Designing Coherent Instruction PLANNING	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1b Demonstrating Knowledge of Students Component: 1e Designing Coherent Instruction			
Feedback to Student Domain 3 3a Communicating with Students PLANNING MANAGEMENT	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 3: Learning Environment. 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 3: Instruction Component: 3a Communicating With Students			
Family Communication Standard 10 Leadership and Collaboration	Standards USA- InTASC Model Core Teaching Standards (2014)			

	Unacceptable	Acceptable	Exceptional	Score/Level
Domain 4 4c Communicating with Families PROFESSIONALISM	Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 4: Professional Responsibilities Component: 4c Communicating with Families			
Professionalism Standard 9 Professional and Ethical Practice Domain 4 4d Participating in a Professional Community 4e Growing and Developing Professionally PROFESSIONALISM	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 4: Professional Responsibilities Component: 4d Participating in a Professional Community Component: 4e Growing and Developing Professionally			
Traditional Assessment Domain 1 1f Designing Student Assessments ASSESSMENT	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1f Designing Student Assessments			
Performance Assessment Domain 1 1f Designing Student Assessments ASSESSMENT	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1f Designing Student Assessments			

Rubric for SEED 4556 Second Teach

	Unacceptable	Acceptable	Exceptional	Score/Level
Completed Lesson Plan Standards 4 & 7 Content Knowledge Planning for Instruction Domain 1 PLANNING	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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: Standard 7: Planning for Instruction. 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1a Demonstrating Knowledge of Content and Pedagogy Component: 1b Demonstrating Knowledge of Students Component: 1c Setting Instructional Outcomes Component: 1d Demonstrating Knowledge of Resources Component: 1e Designing Coherent Instruction Component: 1f Designing Student Assessments			
Focus on Learning Standard 5 Application of Content Domains 2 & 3 2b Establishing a Culture of Learning 3a Communicating with Students CONTENT	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 2: Classroom Environment Component: 2b Establishing a Culture for Learning Domain: Domain 3: Instruction Component: 3b Using Questioning and Discussion Techniques			
Classroom Procedures Standard 3 Learning Environments Domains 2 & 3 2a Creating an Environment of Respect and Rapport 2c Managing	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 3: Learning Environment. 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 2: Classroom Environment Component: 2a Creating an Environment of Respect and Rapport			

	Unacceptable	Acceptable	Exceptional	Score/Level
Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space 3e Demonstrating Flexibility and Responsiveness MANAGEMENT	Component: 2c Managing Classroom Procedures Component: 2d Managing Student Behavior Component: 2e Organizing Physical Space Domain: Domain 3: Instruction Component: 3e Demonstrating Flexibility and Responsiveness			
Learning Activities Standard 8 Instructional Strategies Domain 3 3a Communicating with Students 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness INSTRUCTION APPROPRIATE TECHNOLOGY	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 3: Instruction Component: 3a Communicating With Students Component: 3c Engaging Students in Learning Component: 3d Using Assessment in Instruction Component: 3e Demonstrating Flexibility and Responsiveness			
Teacher Questioning Standard 5 Application of Content Domain 3 3b Using Questioning and Discussion Techniques CONTENT	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 3: Instruction Component: 3b Using Questioning and Discussion Techniques			
Evidence of Learning Standard 6 Assessment Domain 3 3d Using Assessment in	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 3: Instruction			

	Unacceptable	Acceptable	Exceptional	Score/Level
Instruction ASSESSMENT	Component: 3d Using Assessment in Instruction			
Lesson Closure Standard 6 Assessment Domain 3 3d Using Assessment in Instruction ASSESSMENT	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 3: Instruction Component: 3d Using Assessment in Instruction			
Teacher Reflection on Theory, Instruction, and Assessment Standard 1 Learner Development Domain 4 4a Reflecting on Teaching 4b Maintaining Accurate Records 4f Showing Professionalism LEARNING DIVERSITY	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 4: Professional Responsibilities Component: 4a Reflecting on Teaching Component: 4b Maintaining Accurate Records Component: 4f Showing Professionalism			
Professional Behavior Standard 9 Professional Learning and Ethical Practice Domain 4 4e Growing and Developing Professionally 4f Showing Professionalism PROFESSIONALISM	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 4: Professional Responsibilities Component: 4e Growing and Developing Professionally Component: 4f Showing Professionalism			
Field-based Evaluation Standard 10	Standards USA- InTASC Model Core Teaching Standards (2014)			

	Unacceptable	Acceptable	Exceptional	Score/Level
Leadership and Collaboration Domain 4 4e Growing and Developing Professionally 4f Showing Professionalism PROFESSIONALISM	Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 4: Professional Responsibilities Component: 4e Growing and Developing Professionally Component: 4f Showing Professionalism			

SEED 4054 Research Action Project (RAP)

General Guidelines:

1. As part of your class experience you will complete a field experience working with children who have been identified as having exceptional learning needs. This could include working with children who are from academic, cultural, language or economically diverse backgrounds. In your Research Action Project introduce the class you are working in and provide an overview of the types of diversity found in the classroom.
2. Describe the extent of your involvement in working with the children. This likely will vary from classroom to classroom; assisting the teacher, observing, working with an individual student or a small group of students. How many visits did you make to the classroom?
3. In conjunction with your site-based teacher select a specific child or children to work with. Assess the development of the child you are working with. How does this child's development differ from other children in the class? How is this child's development similar to that of other children? If the child has a Special Education IEP briefly discuss the criteria for receiving special Education services. Reference Arkansas and Federal Special Education guidelines.
4. If this child receives special education services or has been referred for those services; describe how the program most appropriate for this child works in Arkansas. If the child is to be served under IDEA, for example, name and discuss several parts of the Arkansas State Plan for Special Education that will guide the development of the child's IEP.
5. What special accommodations/modifications or provisions have been made for this child? This might include seating arrangements, content modifications, behavioral interventions, assistive technology, etc. If the child has been identified as receiving Special Education services how are these accommodation/modifications addressed in the IEP? Reference Arkansas and Federal Special Education guidelines if needed. If the data you are allowed to work with is limited because of confidentiality needs please discuss the confidentiality requirements found in the Arkansas and Federal Special Education guidelines.
6. Working with your site-based teacher develop a lesson that you potentially could teach to the class or to a small group of students. This lesson should be related to your Major. Use the UDL Universal Design for Learning model to develop the lesson plan. Indicate modifications/accommodations.
7. Research the exceptional learning needs of the child you are working with. Find two journal articles that provide information pertaining to these specific learning needs. Describe how this information could be used in the classroom to benefit the child. Provide either a web link to the articles or copies of the articles.
8. Discuss how this experience has impacted the child's learning. Discuss how this experience has affected your professional development as a future teacher. Has it changed or impacted your perception of children with exceptional learning needs?
9. References, works cited. All work cited in the paper should be included in the reference list. Use A.P.A. guidelines. Use spell check and check for mechanical errors before submission.

Rubric

	Unacceptable	Acceptable	Exceptional	Score/Level
Introduction and Overview TESS 1b, INTASC 1	Did not provide an Introduction/overview.	Provided a brief overview of the class and provided some demographic data on the class.	Provided an in-depth overview of the class including detailed information about the different types of diversity found within the class.	
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1b Demonstrating Knowledge of Students			
Description of Involvement TESS 1d, 4d, 4e, 4f INTASC 10	Did not address or addressed in a very brief manner with few details.	Provided a brief over view that listed the requested information and only provided some details.	Proved an overview that gave extensive details about the requested information.	
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1d Demonstrating Knowledge of Resources Domain: Domain 4: Professional Responsibilities Component: 4d Participating in a Professional Community Component: 4e Growing and Developing Professionally Component: 4f Showing Professionalism			
Development of the Child TESS 1b, 4a, 4d, 4e, 4f INTASC 1	Did not address or very briefly addressed.	Addressed the required components with only a brief explanation of each.	Addressed the required components with very detailed explanation of each.	
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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.			

	Unacceptable	Acceptable	Exceptional	Score/Level
	USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1b Demonstrating Knowledge of Students Domain: Domain 4: Professional Responsibilities Component: 4a Reflecting on Teaching Component: 4d Participating in a Professional Community Component: 4e Growing and Developing Professionally Component: 4f Showing Professionalism			
Special Education Plan Tess 1a, 4d, 4e, 4f INTASC 4, 9	Did not address or only briefly mentioned.	Listed parts of the IDEA Arkansas Special Ed Plan but provided little explanation or discussion.	Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each step of the process.	
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1a Demonstrating Knowledge of Content and Pedagogy Domain: Domain 4: Professional Responsibilities Component: 4d Participating in a Professional Community Component: 4e Growing and Developing Professionally Component: 4f Showing Professionalism			
Special Provisions TESS 1a, 1b, 1d, 1e, 4a, 4b, 4f INTASC 3	Did not address accommodations/modifications or if address there was little explanation. Did not reference the IEP.	Addressed accommodations/modifications and gave some explanation. Addressed the IEP or mentioned confidentiality laws.	Gave detailed information on accommodations/modifications and linked to the IEP or addressed confidentiality laws in detail.	
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 3: Learning Environment. 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.			

	Unacceptable	Acceptable	Exceptional	Score/Level
	USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1a Demonstrating Knowledge of Content and Pedagogy Component: 1b Demonstrating Knowledge of Students Component: 1d Demonstrating Knowledge of Resources Component: 1e Designing Coherent Instruction Component: 1f Designing Student Assessments			
UDL Lesson Plan TESS 1a, 1b, 1d,1f, 1e, 4a, 4b, INTASC 1, 2, 3, 4, 6, 7, 8	UDL Lesson was not present or incomplete with missing components.	UDL Lesson was present and complete.	UDL Lesson was present and complete with very detailed descriptions of each step of the lesson.	
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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: 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: Standard 3: Learning Environment. 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: 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: 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: Standard 7: Planning for Instruction. 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: 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1a Demonstrating Knowledge of Content and Pedagogy Component: 1b Demonstrating Knowledge of Students Component: 1c Setting Instructional Outcomes Component: 1d Demonstrating Knowledge of Resources Component: 1e Designing Coherent Instruction Component: 1f Designing Student Assessments Domain:			

	Unacceptable	Acceptable	Exceptional	Score/Level
	Domain 4: Professional Responsibilities Component: 4a Reflecting on Teaching Component: 4b Maintaining Accurate Records			
Related Research TESS 1a, 1b,1c,1d,1e,4f INTASC 2, 5, 9	Research not present; present but missing either web link/hard copies of articles, or did not address how the information could be used in the classroom.	Research is present, web links or hard copies available; how the information could be used is addressed very briefly with less than two examples.	Research is present, web links or hard copies available; how the information could be used is addressed in a detailed manner with more than two examples.	
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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: 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: Standard 9: Professional Learning and Ethnical 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 1: Planning and Preparation Component: 1a Demonstrating Knowledge of Content and Pedagogy Component: 1b Demonstrating Knowledge of Students Component: 1c Setting Instructional Outcomes Component: 1d Demonstrating Knowledge of Resources Component: 1e Designing Coherent Instruction			
Impact on Child's Learning/Professional Development TESS 4a, 4e, 4f INTASC 1, 9	Did not address or only addressed one of the following; impact on student learning, impact on professional development.	Addressed both impact on student learning and professional development.	Addressed both impact on student learning and professional development with an in-depth explanation of each.	
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: 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: Standard 9: Professional Learning and Ethnical 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 4: Professional Responsibilities Component:			

	Unacceptable	Acceptable	Exceptional	Score/Level
	4a Reflecting on Teaching Component: 4e Growing and Developing Professionally Component: 4f Showing Professionalism			
References/APA TESS 4f INTASC 9	Did not follow APA. Had numerous spelling and mechanical errors. Did not list references	Followed APA, had fewer than 2 spelling and mechanical errors. Reference page included in proper format.	Followed APA, no spelling and mechanical errors. Reference page included in proper format.	
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 9: Professional Learning and Ethnical 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. USA- The Danielson Group Framework for Teaching (2013) Domain: Domain 4: Professional Responsibilities Component: 4f Showing Professionalism			

Fall 2019 Calendar

July						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
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25	26	27	28	29	30	31

September						
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29	30					

October						
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27	28	29	30	31		

November						
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3	4	5	6	7	8	9
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24	25	26	27	28	29	30

December						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Important Dates Fall 2019

Jul 4	Independence Day	Sep 5	Last day to withdraw/drop with 80% reduction of tuition & fees	Nov 20	Last day to drop with a "W" or change from credit to audit
Jul 23-25	RSD New Teacher Academy	Sep 27	Internship I (20 hours minimum)	Nov 22	Internship I (10 hours minimum)
Aug 7-9	RSD PD	Oct 4	Deadline for degree audit, Dec 2019 graduates	Nov 27-29	ATU Thanksgiving holidays (RSD 25-26 flex professional development days 20-22 Thanksgiving Holiday)
Aug 12-13	RSD Teacher Work Days	Oct 7	Columbus Day	Dec 2	Follow Monday class schedule
Aug 14	RSD Classes Begin	Oct 9	Mid-Term	Dec 3	Follow Wednesday class schedule
Aug 21	ATU Classes Begin	Oct 10-11	Fall break	Dec 4	Reading Day
Aug 27	Last day to withdraw/drop with full reduction of tuition & fees	Oct 21 - Dec 3	Early Registration	Dec 5 - 10	Final Exams
Aug 27	Last day to register and add courses/change sections	Nov 1	Internship I (20 hours minimum)	Dec 14	Graduation
Sep 2	Labor Day holiday	Nov 11	Veterans Day	Dec 25	Christmas Day