Arkansas Tech University

Elementary Education
(*ELED K-6 Licensure*)
Internship I
Handbook

Contents

Introduction Letter

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 elementary 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 a reminder of what is stated in the *College of Education Policies and Procedures Handbook*, students in education programs must complete clinical field experiences in a variety of diverse school settings. These experiences are designed to help teacher candidates achieve an understanding of and ability to better educate students from a diverse array of backgrounds and experiences. To ensure this and to meet national accreditation and state expectations, the Office of Teacher Education Student Services follows a clinical field experiences placement rotation schedule in its placement efforts. Internship I placements fit under this rotation schedule and are based on ensuring that teacher education candidates have these diverse experiences in their preparation. These experiences are made possible due to agreements we have with local school districts that are maintained through the TESS Office. These placements are also influenced by Internship II placement requests to further ensure a diversity of experiences for teacher education candidates.

In this handbook, our Internship I 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. We do not assign campus-based supervisors in Internship I. However, through coordination with the TESS Office, professors and staff members from the College of Education *may, at times,* visit the mentor site during the Internship I experience to work with Internship I students. If there are concerns or questions during the Internship I experience, please contact the TESS Office. The contact information is included below.

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Internship I Overview for Students

As a student in Internship I, you are expected to complete a minimum of <u>120 hours</u> in the field at your school during this experience. The following details how this process works to ensure your attainment of field experience expectations.

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

- Contact your supervising/host teacher to work out details concerning your attendance *prior* to the public school's first week of school when their students arrive and their classes begin.
- Attend the school district's pre-first week activities, if possible, and the **First Week of School**
    - Remember, this experience begins <u>before</u> ATU starts, so you must arrange to be there early. This is a REQUIREMENT. Not a suggestion.
- Do <u>not</u> simply show up on the first day of school. **Ensure you are in contact with your host teacher prior to this day**.
- Contact your supervising/host teacher and principal.
- Remember, you may be asked to attend Professional Development and/or school preparation activities *before* the first day of school. Take advantage of this opportunity.
- Your participation must be documented and monitored by your supervising/host teacher. You will have a time log you are required to keep and have signed by your host teacher.
- You will have assignments connected to this portion of your Internship I that are part of the courses you are completing.

    You will have to complete 40 hours during the first week public schools are back in a session (before ATU starts). Then you will follow the below schedule for the rest of the hours.

Spring Semester	
Months	**# of hours**
January - February	30 hours
February – March	30 hours
April – May	20 hours

Fall Semester	
Months	**# of hours**
August – September	30 hours
October	30 hours
November - December	20 hours

Hours Log

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

First Week of School *(40 hours)*

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED	

Supervising Teacher Signature for Set 1:

Set 1 *(minimum of 30 hours)*

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Supervising Teacher Signature for Set 2:

Set 2 *(minimum of 30 hours)*

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Supervising Teacher Signature for Set 3 :

Set 3 *(minimum of 20 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

Please be aware that licensure requirement and/or accreditation changes may result in revisions/updates to these assignments after publishing. Follow the guidance of your instructors in your courses concerning all required assignments.

This assignment is due by the first day of classes at ATU and must be submitted in RDNG 4003, RDNG 4013, and ELED 4033:

- ***Reflection prior to ATU courses beginning***
  - If you attended Professional Development – Discuss 2-3 things you learned
  - Discuss 3-5 points of interest you observed during the first week of school when children are present.
    - Things to consider
      - How is the classroom physically set up? Include a diagram.
      - What is the daily schedule? Include all times and activities.
      - Describe the classroom environment including accessibility and how the teacher has made the classroom inviting to students.
      - Describe the classroom library. How is it organized? What genres are included in the library? What levels are included in the library? How are students expected to interact with the classroom library?
      - Explain how the classroom teacher sets classroom expectations/management. How are routines taught and implemented? What are the various management strategies used? What kind of consistency does the classroom teacher when implementing classroom expectations and routines demonstrate? For example, explain how the teacher explicitly teaches students when and how it is appropriate to use the pencil sharpener.

RDNG 4003

The following assessments will need to be worked on throughout the semester.

The Literacy Assessment and Intervention Case Study

- **Overall Purpose:** The overall purpose of the assignment is to demonstrate your understanding of the importance of assessment to drive classroom interventions when teaching children to read. It is important to understand that there are specific areas you must explicitly teach and assess in order for students to become a great reader and writer.
- This case study will serve as your class **FINAL**. You will use Blackboard to build and submit your final project. While you are growing in the basic content of assessment and literacy using the textbook and modules as your guide, you will be working on this project which will require you to apply your knowledge in a case study format featuring a student that you choose to work with. Remember it is important to discuss this project with your host teacher and/or Professor to help guide you through this project. No two students will be exactly alike, so this is kind of like a reading mystery that you will solve over four weeks or 20 sessions.
  - You will need to identify a child that you can work with. Your host teacher will help you with this. You will build the case study around this one child. You will spend time working with this child. You will give this child many assessments that you will include in this artifact.
  - Once you give the assessments, you will analyze the results. What is an area of need? You will decide! This may be in oral language, comprehension, or any of the others. You will plan an intervention and then try it out! Keep in mind this class is about the assessment process and planning for the needs identified. Therefore, you will need to be thorough, it will need to be measurable, and you will need time to implement it and see check your results!

- Individual Case Study
  - Rationale – This section should include why the child was chosen, specifically why the teacher felt this child would benefit from individual instruction.
  - Student Literacy Background – This section should include test scores as well as performance grades in areas related to reading. There should also be information on language acquisition and general information on the student's aptitude in language.
  - Prior Knowledge Considered – This section should include any information that is pertinent to the child being successful at school. If the child has any accommodations or learning challenges be sure to mention them in this section. It is vital that this section is extremely specific to the child including any accommodations or adaptations that need to be included in this intervention plan in order for the child to be successful.
  - Objectives Based on Data – List and explain what objectives will be attained and measured throughout the intervention plan.
  - Intervention Plan – This section should have detailed lessons that you will be completing with this child. Each lesson should include a detailed rationale, measurable objective, materials needed, and short reflection on how each lesson went and in what direction

you plan on going with your intervention plan.

- Assessment(s) from the Intervention Plan including Student Samples and Anecdotal Notes – This section should include all student samples, assessments, etc. that align with your intervention plan.

- Impact of the Literacy Assessment and Intervention Case Study Based on Data (pass/fail? growth made? Regression?) – Based on your knowledge as a teacher candidate, did the child grow from this experience? If you were to grade the child, how would you grade this child on their performance? Be sure to be specific on how this child was impacted by this intervention.

- Final Reflective Narrative -- This section should include a detailed explanation on your experience working with this child. It should explain what you learned as a future teacher and how you learned to address the needs of each individual child. This narrative should also discuss how you felt your lessons went and whether you felt you impacted this child's reading performance. Be sure to be specific and include information relevant to **your experience.**

RDNG 4003 Reading Artifacts and Reflection Rubric

	Beginning	Developing	Competent	Accomplished	Score/Level
The teacher candidate demonstrates appropriate knowledge of the science of reading, permanent word storage, concepts of print, phonological awareness and phonics, vocabulary development, and comprehension. CAEP: 1.a, b, 2.a, 3.a, b, c, d, 4a, c, f,g ATS: 1, 2, 4, 6 TESS: 1.b, 1.f, 3.d, SoR: 6.1, 6.2	The artifact contains MOST sections required. Each section is fully developed and contains evidence that are below expectations.	The artifact contains MOST sections required. Each section is fully developed and contains evidence that meets expectations.	The artifact contains ALL sections required. Each section is fully developed and contains evidence that meets expectations.	The artifact contains ALL sections required. Each section is fully developed and contains evidence that exceeds expectations.	
The teacher candidate used the Science of Reading to improve their knowledge and practice of teaching children to read. CAEP: 2.a, 3.a, b, c, d, 4.a, b, c ATS: 1, 2, 4, 5, 7, 8 TESS: 1, 3, 4 SoR: 4.3, 6.1, 6.2	The teacher candidate did not summit a reflection addressing the science of reading.	The teacher candidate submitted a reflection; however, it does not contain evidence of how they used the science of reading to improve their assessing and intervention skills for teaching children to read.	The reflection submitted by the teacher candidate contains evidence of how they used the science of reading to improve their assessing and intervention skills for teaching children to read.	The reflection submitted by the teacher candidate contains direct evidence of how they used the science of reading to improve their assessing and intervention skills for teaching children to read.	

	Beginning	Developing	Competent	Accomplished	Score/Level
The teacher candidate has reflected on their growth by identifying their own areas of strength and weakness and the candidate further explains how they have incorporated this knowledge into their evolution as a professional. CAEP: 1.a, b, 2.a, 3.a, b, c, d, f, 4.a, b, c, g ATS: 1, 2, 4, 6, 7, 8 TESS: 1, 3, 4 SoR: 6.1, 6.2	The teacher candidate did not submit a reflection addressing their evolution as a professional.	The teacher candidate submitted a reflection; however, it does not contain evidence of self-reflection on their strengths and weaknesses. Additionally, the teacher candidate does not provide any explanation of how they incorporated this knowledge into their evolution as a professional.	The reflection submitted by the teacher candidate contains evidence of self-reflection on their strengths and weaknesses. Additionally, the teacher candidate provides some explanation of how they incorporated this knowledge into their evolution as a professional.	The reflection submitted by the teacher candidate contains direct evidence of self-reflection on their strengths and weaknesses. Additionally, the teacher candidate provides detailed explanation of how they incorporated this knowledge into their evolution as a professional.	
The teacher candidate uses feedback given for each section of the artifact to build understanding of the science of reading, accurately assess reading difficulties, and improve the quality of teaching children to read. CAEP:1.a, b, 2.a, 3.a, b, c, d, 4.a, c ATS: 1, 2, 4, 6, 7, 8 TESS: SoR: 4.1, 4.2, 6.1, 6.2	The teacher candidate did not use the feedback given by the instructor to improve each section of the artifact.	The teacher candidate used the feedback given by the instructor, but did little to improve each section of the artifact.	The teacher candidate used the feedback given by the instructor to improve each section of the artifact.	The teacher candidate used the feedback given by the instructor to master each section of the artifact.	

	Beginning	Developing	Competent	Accomplished	Score/Level
Written communication: No errors in writing (mechanics); thoughts are logically ordered. InTASC/ATS 9, TESS FFT 4f	No submission.	Some (3-5) errors; writing is unclear or thoughts are not logical or relevant.	Few (1-2) minor errors; writing is clear and there is evidence of logical and relevant.	No errors; writing is clear, logical, and relevant. Writing enhances the meaningfulness.	

RDNG 4013

Literature Log (ARTIFACT in TaskStream)

- o Read the minimum number of books (40). These will be books appropriate for grades K-6. Include all criteria that are listed on the scoring rubric. Follow the video directions on Setting up your Literature Log using www.wix.com
- o Make sure you label genres (categories); you MUST include the genres in the chart below. When it comes to Student Choice, these can be genres located in your text, or you may look up "genres" on the Internet. You may include as many genres as you like. "Alphabet books" or "Number books" qualify as genres.
- o Each book entry should include:
  - ▪ Title, Author / Illustrator;
  - ▪ Genre;
  - ▪ Grade Level (K-2 or 3-6);
  - ▪ Book Summary
  - ▪ Science of Reading area addressed;
  - ▪ Identify an Arkansas standard you would use the book for; and
  - ▪ A statement of how you would use this book in your classroom. You can include cover art or clip art to make it more appealing.
  - ▪ Add a Reference page where you document APA format references for each book included in your Literature Log.
- o NOTES:
  - ▪ Please use www.wix.com to develop your Literature Log.
  - ▪ Make sure your entries are easy to read, all links are working, and there are no mechanical errors.
  - ▪ Add any sound or animation that you wish, BUT KEEP IT SIMPLE.
  - ▪ Make sure the backgrounds do not make information impossible to read.
- o ***Required Reading List***
  - ▪ These titles should be included on your Literature Log.
    - • Select any six (6) of these quality children's books to read and include on your Literacy Log. (You may read and include more than the six (6) required books.)

- *Where the Red Fern Grows*
- *Sarah Plain and Tall*
- *Roll of Thunder, Hear My Cry*
- *My Side of the Mountain*
- *Dear Mr. Henshaw*

- *Tuck Everlasting*
- *Sounder*
- *James and the Giant Peach*
- *Walk Two Moons*
- *Johnny Tremaine*

- *Hatchet*
- *Holes*
- *Freak the Mighty*

- *Tales of a Fourth Grade Nothing*
- *Wonder*
- *Matilda*
- *The Summer of the Monkeys*
- *The Indian in the Cupboard*
- *A Year Down Yonder*
- *Charlotte's Web*
- *Chocolate Touch*
- *Bridge to Terabithia*
- *A Single Shard* by Linda Sue Park
- *Black Diamond: The Story of the Negro Baseball Leagues*
- *The Bad Beginning, A Series of Unfortunate Events*
- *The Runaway*
- *The Ways of White FolksHarry Potter and the Sorcerers' Stone*
- *The Giver*
- *Charlie and the Chocolate Factory*
- *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*
- *The Hobbit*
- *Treasure Island*
- *The Borrowers*
- *Tom's Midnight Garden*
- *A Wrinkle in Time*
- *Mufaro's Beautiful Daughters*
- *Ananse and the Lizard: A West African Tale*

Collection Sheet

	EXAMPLE	1	2
Book Title	The Hobbit		
Genre	Fantasy		
K - 2			
3 - 6	X		
Chapter Book	X		
Oral Language	Yes		
Phonemic Awareness			
Phonics			
Fluency			
Comprehension	Yes		
Vocabulary			
Writing			
Standard Addressed	**RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		
Teaching Idea	Compare and contrast the character Bilbo Baggins with the character Gandalf the Gray		

Read-Aloud Lesson Plan (ARTIFACT)

- Steps taken directly from Barrentine (1996).
    - Read the book several times to yourself.
    - Think about the reading goals you have for your students and identify the process and strategy information at work in the story.
    - Identify where students' predictions about the developing story should be sought and shared.
    - Anticipate where you may need to build students' background knowledge.
    - Think through how you will phrase your questions and predicting invitations, and anticipate student responses.
    - After you have planned the read aloud event, be prepared to relinquish your plans.
    - After reading, devise opportunities for students to explore stories in personal and exciting ways.

Graphic Organizer Lesson Plan (ARTIFACT)

- Choose a Social Studies standard from grades 1 – 6.
- Then choose a children's book to teach to that standard (grades 1 – 6).
- Use the book to teach a Social Studies lesson.
- Develop a graphic organizer that you would use to teach comprehension of this Social Studies concept(s).

NOTE: You will teach either your Read Aloud Lesson or Graphic Organizer Lesson in your host class.

RDNG 4013 Literature Log Rubric

	Below Expectations	Meets Expectations	Exceeds Expectations
Organization and format	Selections labeled	All sections labeled and in logical order	Sections clearly and attractively labeled
Title, Author/Illustrator	Less than 20 entries contain Title, Author/Illustrator	Required number of genres (11) represented Title, Author/Illustrator	More than the required number of genres (11) represented Title, Author/Illustrator
Arkansas Standard Addressed	No standards addressed	Standards addressed, but not appropriate to the book / grade level	Standards addressed and appropriate to the book / grade level
Explanation of how you will use this book in your classroom for instruction (Teaching Idea)	No teaching ideas included	Includes teaching ideas for using the books	Includes good ideas for using the books that address the Science of Reading
Variety of genre selections	Includes several genres	Includes balanced number of books from several genres	Wide range of genre and variety of several genres
Variety of grade levels	Includes few grade level appropriate books	Includes balanced number of books from some grade levels	Includes balanced number of books from all grade levels
Mechanics (spelling, grammar, usage)	Major mechanical errors including book titles and repeated errors	Significant mechanical errors	Minor mechanical errors
Visually appealing (easy to read and navigate)	Well prepared	Well prepared and attractively presented	Well prepared and creatively presented Contents and appearance well balanced
References for all resources cited	Cites professional references	Clearly and accurately cites professional references	Openly and accurately cites references used for summary and teaching ideas
Meets ALL requirements	Does not meet all requirements		Meets all requirements

Resource Log (NOT in TaskStream – Class Field Work)

- Create a Microsoft Word document and address the following topics listing each of these headings in your assignment. Start each section with a number and title as listed below. Please use Times New Roman, 12-point font, double spaced, with one-inch margins. Include 10 titles in each area.
  - Supplemental Lists: Please include the following complete book lists:
    - Caldecott
    - Newbery
    - Arkansas Diamond
    - Charlie Mae Simon
    - two other awards of your choice.
    - You may use your text as a resource to look up award names and visit www.ala.org to get started.
    - NOTE: Be sure to cite the source of the article using APA, 7th edition guidelines for citing references.
  - Banned or Controversial Lists: In your document include the following complete list:
    - Visit www.ala.org to find a list of one hundred (100) most often banned books.
    - Authors of some of these banned books, or other interested individuals, have written articles about the controversy of banning books. Include one of these articles, along with your thoughts about banning controversial books.
  - Incentive Reading Programs: Google "reading incentive programs."
    - Name and describe, in your own words, at least four (4) programs.
  - Children's Literature Websites: Make a list of at least 10 websites that you could use as a teacher to help make good use of books in the classroom.
    - There are many other sites besides author's websites, so include a variety of these.
  - Parental Involvement: List and describe five (5) ways to involve parents in enhancing student learning through the use of literature.
    - The national PTA or PTO websites are good places to start.
- NOTE: Be sure to cite the source of the article using APA, 7th edition guidelines for citing references.

Group Storytelling Project (NOT in TaskStream-Class Field Work)

- In groups, you will present story from a picture book or a scene from a chapter book in a dramatic presentation of about 10 – 15 minutes.
  - In groups, you will present story from a picture book or a scene from a chapter book in a dramatic presentation of about 10 – 15 minutes.
    - Q: What is storytelling?
    - A: Storytelling is a form of sharing stories orally.
    - Q: Why use storytelling?
    - A: Storytelling enhances children's listening skills, connects to cultural roots, develops children's emotions and feelings, builds children's vocabulary, encourages children's critical thinking, and builds visualization and imagination.
    - Q: How to go about storytelling?

- A: Check out The Art of Storytelling. This is a set of lessons you can use to teach storytelling. This will be good for you to review in order to prepare for your own storytelling project.
- In your groups you will need to:
  - Select your text.
  - Assign parts.
  - Rehearse both individually and with your group members.
  - Present your storytelling project to your classroom(s) in your Internship I placement.
  - Record your group Storytelling Presentation. (Make sure you introduce yourself and state your part BEFORE beginning your storytelling.)
  - Upload your video to the Kaltura Media Assignment in the Wrap-up folder.

ELED 4033

Classroom and Behavior Management Artifact (Behavioral Case Study)

For this case study, you will be working on a behavior modification with a student. Therefore, the first thing you need to do is have your teacher help you identify a student who needs a *mild* behavior (not academic) modification. Review the rubric for ALL parts of the case study. **It is critical that you look at this early,** so you can plan your case study, implement the plan, and then reflect on the results and the process. This case study will require help from your field-based classroom teacher. You should begin to formulate a plan with your teacher's guidance early in the semester, as the case study needs to be completed over several weeks.

When you have worked with your teacher to decide which student you will work with, you will need to begin to collect data. **You must have an ABC (Antecedent, Behavior, and Consequence) for each encounter you observe.** Watch the following video on data collection and use the form attached to the video. https://www.youtube.com/watch?v=Q0E5GUfSpVM

This document will help you ALONGSIDE the rubric. Both will be important to help you complete the assignment. Ensure ALL needed components are in the final assignment.

Behavior Case Study:

1. Work with your field-based teacher to choose a child for the study.
2. Make plans to observe this child on multiple occasions in your field-based classroom.

From what you observe address the following items:

3. Discuss a **research-based** plan for the behavioral intervention that you and the field-based teacher think would be helpful. https://www.pbisworld.com/ ; textbook
4. Create an effective behavioral objective that the student can understand. It **must be measurable**! This is important to see if the plan was effective.
5. Based on the objective, you will implement the plan by working with the child over several weeks. You will record the progress.
6. Last, you will compile the entire study in Taskstream with the evidence that you collected (charts, notes etc.)

ELED 4033 Behavioral Intervention Case Study Rubric

	Unacceptable	Acceptable	Target/Highly Effective
Student's Background The candidate provided evidence of important information about the student's background from at least three sources (including interests, strengths and needs.) ACEI 1.0, 3.2; FFT 1b, InTASC 1, 2, CAEP 1	The candidate did not provide evidence of the importance of discovering and reporting information about the student's background (0 or 1 source given).	The candidate provided some evidence but lacked depth of the importance of discovering and reporting information about the student's background (1 or 2 sources given).	The candidate provided evidence of the importance of discovering and reporting information about the student's background (3 or more sources given).

Standards

   USA- The Danielson Group Framework for Teaching (2013)
      Domain: Domain 1: Planning and Preparation
         Component: 1b Demonstrating Knowledge of Students

   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.

   USA- CAEP K-6 Elementary Teacher Standards (2015)
      Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Behavioral Objective The candidate provided evidence of an effective objective that was understandable to the student and measurable. ACEI 3.1, FFT 1c, InTASC 7, CAEP 3	The candidate did not provide evidence of a good behavioral objective. The objective was missing or unclear.	The candidate provided some evidence but lacked depth in providing evidence of a good behavioral objective. The objective was unclear or not measurable.	The candidate provided evidence of a good behavioral objective that was clear to the reader, easy to understand and measurable.

Standards

USA- The Danielson Group Framework for Teaching (2013)
    Domain: Domain 1: Planning and Preparation
        Component: 1c Setting Instructional Outcomes

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- CAEP K-6 Elementary Teacher Standards (2015)
    Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Modification and/or intervention The candidate provided evidence of modifications and/or tools used to aid the student in his/her own development. ACEI 3.2, FFT 1c, 1e; InTASC 3, 7, CAEP 4	The candidate did not provide evidence of modifications and/or tools to aid the student in his/her own development.	The candidate provided some evidence but lacked depth of modifications and/or tools to aid the student in his/her own development.	The candidate provided strong evidence of modifications and/or tools to aid the student in his/her own development. The tool was included in the narrative for the reader to see.

Standards
    USA- The Danielson Group Framework for Teaching (2013)
        Domain: Domain 1: Planning and Preparation
            Component: 1c Setting Instructional Outcomes

            Component: 1e Designing Coherent Instruction

    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.

        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- CAEP K-6 Elementary Teacher Standards (2015)
        Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Instrument used to measure levels of behaviors (prior to, during, and at the end of the study).	The candidate did not provide evidence of an instrument to	The candidate provided some evidence but lacked depth of	The candidate provided strong evidence of the correct use of an instrument to measure and record

The candidate provided evidence of the correct use of an instrument to measure and record student growth. The information was presented in a bar graph and an explanation of the bar graph was written in a narrative and shared with the teacher, student and parent(s) or guardian. ACEI 4.0, FFT 1f, 3d, InTASC 6, CAEP 3	measure and record student growth.	instruments used to measure and record student growth.	student growth. The information was presented in a bar graph and an explanation of the bar graph was written in a narrative and shared with the teacher, student and parent(s) or guardian.

Standards

    USA- The Danielson Group Framework for Teaching (2013)

        Domain: Domain 1: Planning and Preparation

            Component: 1f Designing Student Assessments

        Domain: Domain 3: Instruction

            Component: 3d Using Assessment in Instruction

    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- CAEP K-6 Elementary Teacher Standards (2015)

        Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Analysis of the impact on student learning with a computer graphic The candidate provided evidence of recommendations for the next step in working with the student. ACEI 4.0, FFT 4a, InTASC 6, CAEP 3	The candidate did not provide evidence of insight for reporting recommendations for the next step in working with the student.	The candidate provided some evidence but lacked depth with recommendations and insight for the next step in working with the student. The analysis was unclear.	The candidate provided strong evidence of reporting recommendations for the next step in working with the student that was clear to the reader and easy to replicate for future studies.

Standards

    USA- The Danielson Group Framework for Teaching (2013)

        Domain: Domain 4: Professional Responsibilities

            Component: 4a Reflecting on Teaching

    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- CAEP K-6 Elementary Teacher Standards (2015)
    Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

References The candidate provided well developed resources to support ideas with a minimum of 3 strong sources and professional references in the narrative/reference section. Using APA Style. InTASC 9 FFT 4f, CAEP 5	The candidate did not provide an adequate number of resources with 1 or none provided in the narrative and/or in the reference section using APA Style.	The candidate provided some (1 or 2 strong references) as evidence in the narrative and/or in the reference section using APA Style.	The candidate provided 3 or more strong professional references in the narrative and/or in the reference section using APA Style.

Standards
    USA- The Danielson Group Framework for Teaching (2013)
        Domain: Domain 4: Professional Responsibilities
            Component: 4f Showing Professionalism
    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- CAEP K-6 Elementary Teacher Standards (2015)
        Standard: Standard 5- Developing as a Professional

Parental /Guardian Partnership The candidate did provide evidence of reporting to and/or working with parents/guardians. ACEI 5.2, FFT 4c, InTASC 10, CAEP 5	The candidate did not provide evidence of reporting to or working with the parents/guardian.	The candidate provided some evidence but lacked depth and clarity with the reporting of working with the parents/guardian and future goals.	The candidate did not provide evidence of reporting to or working with the parents/guardian. This was clear to the reader and included future goals.

Standards
    USA- The Danielson Group Framework for Teaching (2013)
        Domain: Domain 4: Professional Responsibilities

Component: 4c Communicating with Families **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- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** Standard 5- Developing as a Professional			
Reflection The candidate demonstrated the importance of reflecting on the case study process and the student's progress. ACEI 5.1, FFT 4a, 4e; InTASC 9, CAEP 5	The candidate did not demonstrate the importance of reflecting on the case study process and/or the student's progress.	The candidate provided some evidence but lacked depth with demonstration of the importance of reflecting on the case study process and/or the student's progress.	The candidate demonstrated the importance of reflecting on the case study process and/or the student's progress by the quality of work evident in the reflection.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 4: Professional Responsibilities **Component:** 4a Reflecting on Teaching **Component:** 4e Growing and Developing Professionally **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- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** Standard 5- Developing as a Professional			
Mechanics The candidate demonstrated technology skills and/or proper grammar in creating and documenting the case study. ACEI 5.1, FFT 4f, InTASC 9, CAEP 5	The candidate did not demonstrate technology skills and/or proper grammar in creating and documenting the case study (3 or more errors).	The candidate provided some evidence but lacked depth with demonstrating technology skills and/or proper grammar in creating and documenting the case study (2 or 3 errors).	The candidate demonstrated technology skills and/or proper grammar in creating and documenting the case study with 1 or less errors.
Standards			

USA- The Danielson Group Framework for Teaching (2013)
> **Domain:** Domain 4: Professional Responsibilities
> > **Component:** 4f Showing Professionalism

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- CAEP K-6 Elementary Teacher Standards (2015)
> **Standard:** Standard 5- Developing as a Professional

Disposition for Conducting a Case Study The candidate demonstrated an overall disposition for best teaching practices when planning, implementing, and/or reporting on the case study. ACEI 5.1, FFT 4f, InTASC 9, CAEP 5	The candidate did not demonstrate a disposition for best teaching practices in planning for, implementing, and/or reporting on the case study.	The candidate provided some evidence but lacked depth and understanding with demonstrating a disposition for best teaching practices in planning for, implementing, and/or reporting on the case study.	The candidate demonstrated an overall disposition for best teaching practices when planning, implementing, and/or reporting on the case study which was evident in the narrative provided.

Standards
> **USA- The Danielson Group Framework for Teaching (2013)**
> > **Domain:** Domain 4: Professional Responsibilities
> > > **Component:** 4f Showing Professionalism
> **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.
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> **USA- CAEP K-6 Elementary Teacher Standards (2015)**
> > **Standard:** Standard 5- Developing as a Professional