



College of Education

# Arkansas Tech University

## Secondary Education

*(SEED K-12, 4-12, and 7-12 Licensure)*

### Internship I Handbook

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# 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.

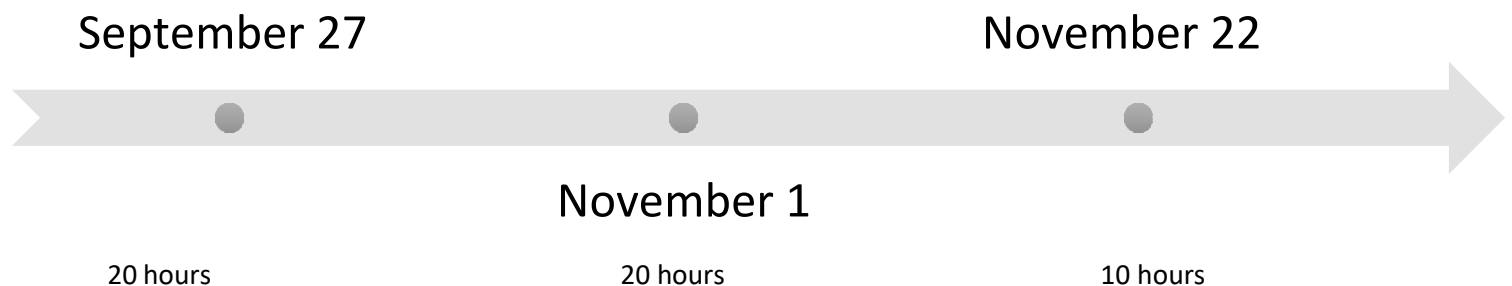
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# Internship I Overview for Students

As a student in Internship I, you are expected to complete a minimum of 90 hours 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** (This is usually **40+ hours**).
    - Remember, this experience begins before ATU starts, so you must arrange to be there early. This is a REQUIREMENT. Not a suggestion.
  - Do **not** 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 your courses you are completing.
1. After completing the 40+ hours in the public schools before ATU courses begin, between August 20 and September 26, 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 October 31, 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) *\*if placement is confirmed prior to the start of the semester\****

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED	

**Set 1 (minimum of 20 hours)** Supervising Teacher Signature for Set 1:

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Supervising Teacher Signature for Set 1:

**Set 2 (minimum of 20 hours)**

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Supervising Teacher Signature for Set 1:

**Set 3 (minimum of 10 hours)**

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

**Field-Based Supervisor's Signature:** \_\_\_\_\_

**School:** \_\_\_\_\_

GRAND TOTAL:

**\*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.*

## SEED 4054

### Assignment 1: Google Slides Presentation

The purpose of this assignment is for you to become familiar with integrating technology in to your lesson plans. The pandemic has forced us to pivot online quickly in the event that we need to do so. Additionally, having experience using technology to create lesson plans or online content will prepare you for your future classroom.

Create a presentation on an exceptionality of your choice using Google Slides.

Your presentation should have a minimum of 7 slides.

Some ideas for your presentation include:

- Define the topic you have chosen
- Challenges with your topic
- Strategies for working with students with this exceptionality
- How will you apply this information in your classroom
- Example of how you will collaborate with parents about your topic
- Embed an activity in your Google Slide that the class can participate.
- Don't forget to include your references in the last slide. (It does not count towards your slide count)
- Rather than reading each slide to us, talk to us about your Google Slides.
- Think about engagement and how important it is!

If you are in the face-to-face section, you will present your Google Slides to our class using the Smart Board. If you are in the online section of this course, you will record yourself/screen discussing your Google Slides and make sure you discuss each slide thoroughly. You will submit your presentation as a video. You can do this by submitting a video and/or you may upload it to YouTube and submit the link. The important thing is that I can access it.

### 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 a topic located in an academic article. The link will be provided to you. Be sure to provide a good description of what you select. 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 1-2 peer reviewed journals must be included as references throughout paper

Choose one of the following topics discussed for your critical thought paper:

Depression | Bullying | Sexual Activity | Drug Use | Alcohol Use | Obesity | Academic Problems  
Peer Pressure | Social Media | On-Screen Violence

Write a two-page paper on the topic you have chosen in APA format. A title and reference page must be included and in APA format. If you are not sure what APA format looks like, I encourage you to check out the manual or owl.purdue.edu.

Some questions to guide you include:

- What is your topic?
  - How does society define your topic?
  - How does your topic affect an individual? A school? A community?
  - How will you use this information in your classroom?
  - How does this information affect you as a teacher?
  - How can you address this topic and raise awareness?
- Why is it important for you to be aware of your topic?

## Assignment 3: Google Classroom

The purpose of this assignment is for you to become familiar with integrating technology in to your lesson plans. The pandemic has forced us to pivot online quickly in the event we need to do so. Additionally, having experience using technology to create lesson plans or online content will prepare you for your future classroom.

Create a personalized Google Classroom with evidence that you considered differentiated instruction. Create 2 mini lessons related to your content area and grade level, include an introduction of yourself, evidence of communication with parents (weekly calendar, weekly announcement, newsletter, etc.)

You will record and submit your video presenting your Google Classroom. There is not a specific time limit for this. You need as long as it takes to effectively walk me through your Google Classroom. (There is a real possibility of you using this in your job interview so make sure you execute this well)

- If you are in the face-to-face section, you will present your Google Classroom to our class using the Smart Board.
- If you are in the online section of this course, you will record yourself/screen discussing your Google Classroom and submit your presentation as a video. You can do this by submitting a video and/or you may upload it to YouTube and submit the link. The important thing is that I can access it.

## Assignment 4: Artifact (Research Action Project)

This assignment is the artifact for this course and will be submitted using Taskstream. You will complete this assignment based on your field experience. 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. You will need experience observing and analyzing assessments for 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. The RAP includes multiple components that you will submit throughout the semester.

- 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.

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

Reflection-You will provide a detailed reflection of your experience with Internship I.



## 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.

# SEED 4054 Research Action Project Rubric

	Unacceptable/Ineffective	Acceptable/Progressing	Exceptional/Highly Effective	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.	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 1: Planning and Preparation <b>Component:</b> 1b Demonstrating Knowledge of Students			
Development of the Child  TESS 1b, 4a, 4d-f  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.	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 1: Planning and Preparation <b>Component:</b> 1b Demonstrating Knowledge of Students <b>Domain:</b> Domain 4: Professional Responsibilities <b>Component:</b> 4a Reflecting on Teaching <b>Component:</b> 4d Participating in a Professional Community <b>Component:</b> 4e Growing and Developing Professionally <b>Component:</b> 4f Showing Professionalism			
Individualized 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. Included appropriate, measurable goals and objectives.	Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each component of the IEP.	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>Standard:</b> 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.			

	Unacceptable/Ineffective	Acceptable/Progressing	Exceptional/Highly Effective	Score/Level
	<b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 1: Planning and Preparation <b>Component:</b> 1b Demonstrating Knowledge of Students <b>Domain:</b> Domain 4: Professional Responsibilities <b>Component:</b> 4d Participating in a Professional Community <b>Component:</b> 4e Growing and Developing Professionally <b>Component:</b> 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.	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 1: Planning and Preparation <b>Component:</b> 1a Demonstrating Knowledge of Content and Pedagogy <b>Component:</b> 1b Demonstrating Knowledge of Students <b>Component:</b> 1d Demonstrating Knowledge of Resources <b>Component:</b> 1e Designing Coherent Instruction <b>Domain:</b> Domain 4: Professional Responsibilities <b>Component:</b> 4a Reflecting on Teaching <b>Component:</b> 4b Maintaining Accurate Records <b>Component:</b> 4f Showing Professionalism			
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.	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>Standard:</b> 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. <b>Standard:</b> 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/Ineffective	Acceptable/Progressing	Exceptional/Highly Effective	Score/Level
	<p><b>Standard:</b> 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.</p> <p><b>Standard:</b> 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.</p> <p><b>Standard:</b> 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.</p> <p><b>Standard:</b> 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.</p> <p><b>USA- The Danielson Group Framework for Teaching (2013)</b></p> <p><b>Domain:</b> Domain 1: Planning and Preparation</p> <p><b>Component:</b> 1a Demonstrating Knowledge of Content and Pedagogy</p> <p><b>Component:</b> 1b Demonstrating Knowledge of Students</p> <p><b>Component:</b> 1d Demonstrating Knowledge of Resources</p> <p><b>Component:</b> 1e Designing Coherent Instruction</p> <p><b>Component:</b> 1f Designing Student Assessments</p> <p><b>Domain:</b> Domain 4: Professional Responsibilities</p> <p><b>Component:</b> 4a Reflecting on Teaching</p> <p><b>Component:</b> 4b Maintaining Accurate Records</p>			
Related Research	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.	
TESS 1a, 1b,1c,1d,1e,4f				
INTASC 2, 5, 9	<p><b>Standards</b></p> <p><b>USA- The Danielson Group Framework for Teaching (2013)</b></p> <p><b>Domain:</b> Domain 1: Planning and Preparation</p> <p><b>Component:</b> 1a Demonstrating Knowledge of Content and Pedagogy</p> <p><b>Component:</b> 1b Demonstrating Knowledge of Students</p> <p><b>Component:</b> 1c Setting Instructional Outcomes</p> <p><b>Component:</b> 1d Demonstrating Knowledge of Resources</p> <p><b>Component:</b> 1e Designing Coherent Instruction</p> <p><b>Component:</b> 1f Designing Student Assessments</p>			
Impact on Child’s Learning/ Professional Development	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.	
TESS 4a, 4e, 4f	<p><b>Standards</b></p> <p><b>USA- InTASC Model Core Teaching Standards (2014)</b></p>			

	Unacceptable/Ineffective	Acceptable/Progressing	Exceptional/Highly Effective	Score/Level
INTASC 1, 9	<p><b>Standard:</b> 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.</p> <p><b>Standard:</b> 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.</p> <p><b>USA- The Danielson Group Framework for Teaching (2013)</b></p> <p><b>Domain:</b> Domain 4: Professional Responsibilities</p> <p><b>Component:</b> 4a Reflecting on Teaching</p> <p><b>Component:</b> 4e Growing and Developing Professionally</p> <p><b>Component:</b> 4f Showing Professionalism</p>			
Overall Reflection  TESS 4a, 4e, 4f  INTASC 1, 9	Did not provide a reflection or only provided a short description of field experience.	Provided a detailed reflection on field experience and discussed the impact of this assignment.	Provided a detailed, organized reflection of field experience and addressed the impact of this artifact and how this information will be applied in their classroom.	
	<p><b>Standards</b></p> <p><b>USA- InTASC Model Core Teaching Standards (2014)</b></p> <p><b>Standard:</b> 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.</p> <p><b>Standard:</b> 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.</p> <p><b>USA- The Danielson Group Framework for Teaching (2013)</b></p> <p><b>Domain:</b> Domain 4: Professional Responsibilities</p> <p><b>Component:</b> 4a Reflecting on Teaching</p> <p><b>Component:</b> 4e Growing and Developing Professionally</p> <p><b>Component:</b> 4f Showing Professionalism</p>			
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.	
	<p><b>Standards</b></p> <p><b>USA- InTASC Model Core Teaching Standards (2014)</b></p> <p><b>Standard:</b> 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.</p> <p><b>USA- The Danielson Group Framework for Teaching (2013)</b></p> <p><b>Domain:</b> Domain 4: Professional Responsibilities</p> <p><b>Component:</b> 4f Showing Professionalism</p>			

# 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	TESS Domain & Descriptor	Below Expectations 1	Meets Expectations 2	Above Expectations 3
Philosophy of Classroom Management	/25	2-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	2-Domain Criteria Criterion d	<p>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.</p> <p>Some rules are not stated in positive terms.</p>	<p>No more than 5 – 7 rules in number are provided that reflect aspects necessary to ensure a classroom environment conducive to learning.</p> <p>All rules are positively stated.</p>	<p>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.</p> <p>All rules are positively stated. Respect for others permeates these rules.</p>
Daily Protocols Procedures and Routines	/15	2-Domain Criteria Criterion d  3-Domain Criteria Criterion e	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	2-Domain Criteria a d e	<p>Less than 3 levels of consequences are provided to stop inappropriate behavior immediately.</p> <p>Consequences do not reflect developmental levels of students</p> <p>Levels of consequences are not sequential: and thereby fail to provide more rigorous consequences for repeated misbehaviors.</p>	<p>At least 3 -4 levels of consequences are provided to stop inappropriate behavior immediately.</p> <p>Most consequences reflect developmental levels of students.</p> <p>Levels of consequences provide for sequential and more rigorous consequences for repeated misbehaviors.</p>	<p>N/A</p> <p>All consequences reflect student developmental levels.</p> <p>Levels of consequences are highly effectively, logically sequences, and</p>

					provide more rigorous consequences for repeated misbehaviors.
<b>Intervention Strategies</b>	/15	2-Domain Criteria b, d  3-Domain Criteria d  4-Domain Criteria d	Less than 3 positive and encouraging long-term techniques are provided 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.	At least 3-4 positive and encouraging long-term techniques are provided that 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.	N/A
<b>Motivation Strategies (Rewards)</b>	/10	1-Domain Criteria c d  2-Domain Criteria c  3-Domain Criteria d	Less than 2 individual and/or 2 whole-class techniques are provided.  Techniques fail to facilitate appropriate student behavior while minimizing inappropriate behavior.  No incentives are offered and/or fail to reflect a combination of intrinsic and extrinsic rewards.	At least 2 -3 individual and 2-3 whole-class techniques are provided.  Techniques facilitate appropriate student behavior while minimizing inappropriate behavior.  Some incentives are offered and include a combination of intrinsic and extrinsic rewards.	N/A  Techniques effectively facilitate appropriate student behavior while minimizing inappropriate behavior.  Several incentives are offered and include a variety of intrinsic and extrinsic rewards.
<b>Implementation Plan</b>	/15	1-Domain Criteria d  2-Domain Criteria d	The plan does not take into consideration the characteristics of student and the school context; and thereby fails to provide for a smooth implementation.  The plan fails to anticipate problems and/or concerns that may emerge as a result of its implementation and /or no solutions are offered.  Implementation plan lacks clarity in how the classroom management plan will be conveyed and introduced to students.	The plan adequately addressed the varied need and characteristic of students and the school context, allowing for a smooth implementation.  The plan anticipates problems and/or concerns that may emerge as a result of its implementation while providing possible solutions.  Implementation plan delineates how the classroom management plan will be conveyed and introduced to students.	The plan skillfully addresses the varied needs and characteristics of students and the school context, allowing for a smooth implementation.  The plan fully anticipates problems and/or concerns that may emerge as a result of its implementation and offers several effective solutions.  Implementation plan fully delineates how the classroom management plan will be logically and sequentially conveyed and introduced to students.

	<b>Total Points</b>		<b>Additional Comments</b>		
	<b>/100</b>				

# SEED 4556 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		
Subject Area:	Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Total students	Language: <input type="checkbox"/> English Language <input type="checkbox"/> Limited English Language
Grade Level: [    ]		
Timeframe of the Unit: [            days]		
Exceptionalities: <input type="checkbox"/> Gifted <input type="checkbox"/> Learning Disabled <input type="checkbox"/> Physically Disabled <input type="checkbox"/> Blind or visually impaired <input type="checkbox"/> Deaf or hearing impaired <input type="checkbox"/> Developmentally disabled <input type="checkbox"/> Emotionally or behaviorally disabled	Ethnicity: <input type="checkbox"/> African American or Black, Non-Hispanic <input type="checkbox"/> Asia, Asian American, or Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> Caucasian <input type="checkbox"/> Other (please specify) _____	Alternative Settings: <input type="checkbox"/> Special Education <input type="checkbox"/> Gifted <input type="checkbox"/> ESL <input type="checkbox"/> Other (Specify) _____
		Piagetian Developmental Levels: <input type="checkbox"/> Formal <input type="checkbox"/> Concrete
UDL Considerations for the Unit:	Number of students in your classroom reporting a high level (“Most Like Me”) of Particular Intelligences: <input type="checkbox"/> Bodily-kinesthetic <input type="checkbox"/> Musical <input type="checkbox"/> Verbal-Linguistic <input type="checkbox"/> Naturalist <input type="checkbox"/> Logico-mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal	Technology Considerations for the Diverse Learners (e.g., instructional, assessment, adaptive, assistive, etc.)
List five to seven ways in which you will specifically consider these various aspects of diversity in your instruction?		

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	
<p>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.)</p> <p>Goals: What are three goals you hope to accomplish through this unit of instruction?</p> <p>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.</p>	

## 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

<u>Number:</u>	<u>Statement:</u>

### 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.
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### Preparing for Teaching and Learning

Materials:	Resources and Technology Tools to be utilized:	UDL Considerations including exceptional learners:
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### 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?)



# SEED 4556 Unit Learning Plan Rubric

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

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

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

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

# SEED 4556 Second Teach Rubric

	Unacceptable	Acceptable	Exceptional	Score/Level
Completed Lesson Plan Standards 4 & 7 Content Knowledge Planning for Instruction Domain 1 PLANNING	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 1: Planning and Preparation <b>Component:</b> 1a Demonstrating Knowledge of Content and Pedagogy <b>Component:</b> 1b Demonstrating Knowledge of Students <b>Component:</b> 1c Setting Instructional Outcomes <b>Component:</b> 1d Demonstrating Knowledge of Resources <b>Component:</b> 1e Designing Coherent Instruction <b>Component:</b> 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	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 2: Classroom Environment <b>Component:</b> 2b Establishing a Culture for Learning <b>Domain:</b> Domain 3: Instruction <b>Component:</b> 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 Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space 3e Demonstrating Flexibility and Responsiveness MANAGEMENT	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 2: Classroom Environment <b>Component:</b> 2a Creating an Environment of Respect and Rapport <b>Component:</b> 2c Managing Classroom Procedures <b>Component:</b> 2d Managing Student Behavior <b>Component:</b> 2e Organizing Physical Space <b>Domain:</b> Domain 3: Instruction <b>Component:</b> 3e Demonstrating Flexibility and Responsiveness			
Learning Activities Standard 8 Instructional Strategies Domain 3	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b>			

	Unacceptable	Acceptable	Exceptional	Score/Level
3a Communicating with Students 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness INSTRUCTION APPROPRIATE TECHNOLOGY	<b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 3: Instruction <b>Component:</b> 3a Communicating With Students <b>Component:</b> 3c Engaging Students in Learning <b>Component:</b> 3d Using Assessment in Instruction <b>Component:</b> 3e Demonstrating Flexibility and Responsiveness			
Teacher Questioning Standard 5 Application of Content Domain 3 3b Using Questioning and Discussion Techniques CONTENT	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 3: Instruction <b>Component:</b> 3b Using Questioning and Discussion Techniques			
Evidence of Learning Standard 6 Assessment Domain 3 3d Using Assessment in Instruction ASSESSMENT	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 3: Instruction <b>Component:</b> 3d Using Assessment in Instruction			
Lesson Closure Standard 6 Assessment Domain 3 3d Using Assessment in Instruction ASSESSMENT	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 3: Instruction <b>Component:</b> 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	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 4: Professional Responsibilities <b>Component:</b> 4a Reflecting on Teaching <b>Component:</b> 4b Maintaining Accurate Records <b>Component:</b> 4f Showing Professionalism			

	Unacceptable	Acceptable	Exceptional	Score/Level
Professional Behavior Standard 9 Professional Learning and Ethical Practice Domain 4 4e Growing and Developing Professionally 4f Showing Professionalism PROFESSIONALISM	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2014)</b> <b>Standard:</b> 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. <b>USA- The Danielson Group Framework for Teaching (2013)</b> <b>Domain:</b> Domain 4: Professional Responsibilities <b>Component:</b> 4e Growing and Developing Professionally <b>Component:</b> 4f Showing Professionalism			
Field-based Evaluation Standard 10 Leadership and Collaboration Domain 4 4e Growing and Developing Professionally 4f Showing Professionalism PROFESSIONALISM				