



FAST TRAIN Programs

George Mason University
College of Education and Human Development
Graduate School of Education
FAST TRAIN

EDCI 790:
International Education Student Internship – Elementary Education
Fall 2014
4 Credits
August 26 – December 8

FIELDWORK COORDINATOR:

Name: Gillian Macioch
Email: gmacioch@gmu.edu

PROFESSOR:

Name: April Mattix, Ph. D.
Email: amattix@gmu.edu
Phone: (o) 703.993.4007
Skype: april.mattix
Office Hours: By appointment
Office: 2603 Thompson Hall
Meeting Dates: August 26 – December 8
Meeting Time: online
Meeting Location: online

DESCRIPTION: Intensive, supervised clinical experience for full semester in accredited schools. Students must register for appropriate (elementary) section.

PREREQUISITES: Eligibility for student internship requires the following OR permission of the program advisor:

1. Good academic standing
2. Satisfactory completion of all coursework in the licensure program
3. Submission of satisfactory scores on all prerequisite exams:
 - a. Praxis CORE Academic Skills for Educators tests for Reading, Writing, and Mathematics (or equivalent)
 - b. Virginia Communication and Literacy Assessment (VCLA)
 - c. Virginia Reading Assessment (VRA) or Reading for Virginia Educators (RVE)
 - d. Praxis II

4. Completion of all endorsement hours

NATURE OF COURSE DELIVERY: This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning*. Interns spend 15 weeks in an elementary school, under the guidance and supervision of an on-site supervisor and a university supervisor. Assessment is conducted through performance-based assignments. Students will be engaged in cooperative learning, small group discussions, videos, goal setting, and reflection.

LENGTH OF STUDENT INTERNSHIP: Interns are required to complete 375 contact hours during the internship semester (including a minimum of 150 hours of direct teaching). Interns are also required to complete 20 hours (of teaching or observation) at a different grade level to complete the required *clinical experience hours at the alternative licensure area*. If the intern is teaching a primary grade (K-3), the 20 hours should be completed in an upper elementary grade (4-6), and if the intern is teaching in an upper elementary grade, the 20 hours should be completed in a primary years grade.

- Internship semester = 375 hours (150 of which must be direct teaching)
- Clinical experience hours at the alternative licensure area = 20 hours (may be done during internship semester or the following semester)
- Total time = 395 hours (375 Internship semester + 20 Clinical experience hours)

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - LIST ALL COURSE-RELATED PLUG-INS, SUCH AS THE FOLLOWING EXAMPLES...
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- Access to a scanner to scan and upload documents to Blackboard and TaskStream

EXPECTATIONS FOR PARTICIPATION: This online course is **not self-paced**. You will be expected to complete one module every week.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Tuesdays**, and **finish** on **Mondays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **2** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 2 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES: Based upon Interstate New Teacher Assessment and Support Consortium (INTASC) standards, this course will enable students to:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students (Standard 1).
- Understand how children learn and develop and provide learning opportunities that support children's intellectual, social, and personal development (Standard 2).
- Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners (Standard 3).
- Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (Standard 4).
- Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation (Standard 5).
- Use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to foster active inquiry, collaboration, and supportive interaction in the classroom (Standard 6).
- Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).
- Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
- Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally (Standard 9).
- Foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being (Standard 10).
- Understand the teacher's responsibility to fulfill the legal requirements for recognizing, reporting, and responding to child abuse and neglect (Code of Virginia 22.1-298).

GMU POLICIES AND RESOURCES FOR STUDENTS:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and **inform their instructor, in writing, at the beginning of the semester** [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITTEMENT: The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

INCOMPLETE (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

GMU E-MAIL & WEB POLICY: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

COURSE WITHDRAWAL WITH DEAN APPROVAL: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Integrity of Work: FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:
<https://owl.english.purdue.edu/owl/resource/589/02/>
4. Lesson plans should be created *by you for your specific class*.

PROFESSIONAL STANDARDS: Student Teachers are expected to demonstrate their acquisition and ability to apply the following ACEI Standards for Elementary Candidates.

ACEI Standards
1.0 Development, Learning and Motivation
2.0 Curriculum Standards
3.0 Instruction Standards
4.0 Assessment Standards
5.0 Professional Standards

COURSE REQUIREMENTS

1. Blog

Students will interact with other interns through a blog on Blackboard. Each student will be required to submit a blog post once per week describing his/her experiences in their classroom. This is meant to be a short, two to three paragraph update on the teaching experience. Each week will have a specific theme. (See schedule below). Feel free to keep it fun, but also share your struggles and epiphanies during your teaching experience. In this class, the week is defined as starting on Tuesday and ending on Monday midnight (EST). **The first blog will be due by September 1st by 12 midnight (EST).**

2. Hours Logs

Each intern will need to keep track of the hours that they are engaged in teaching activities. **The logs must be signed by the On-Site supervisor**, and all time columns should be correctly *tallied* before submission. Students will record hours in three categories: **Direct Teaching** (the time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student), **Indirect Teaching** (time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences during the school day), and **School-based Activities** (non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights). Signed hours logs need

to be scanned/uploaded into TaskStream by midnight on the following dates: **October 20th and December 8th**.

****Clinical Experience Hours at the Alternative Licensure Area (20 hours) must be submitted on the “Clinical Experience Hours” form. These hours can be submitted at any time during the semester, but must be in TasStream by December 8th.**

****Hours Log Templates are available at the end of the syllabus.**

3. Personal Goal Plan

Each intern will create a personal goal plan for the semester. The goal statement should contain a minimum of four specific goals, a rationale for why each of the goals has been chosen, a preliminary plan of action as to how the intern will seek to achieve the goal, and a description of how they will measure whether or not they are successful in achieving the goal. Goal statements should be posted on TaskStream by **September 15th**. At the midpoint of the semester, students must submit an update on what they are doing to meet their goals, what progress they have made, and provide evidence or artifacts showing their progress. The midpoint update should be posted on TaskStream by **October 27th**. At the end of the semester, students must submit a final report on their goal plan. The report should include what each goal was, what steps were taken to meet the goal (including steps that worked and steps that didn't work), a self-analysis of how successfully the goals were met, and provide evidence or artifacts that shows growth or improvement in the goal area. The final report must be submitted to TaskStream by **December 8th**.

***Personal Goal Plan Templates provided at the end of the syllabus.**

4. Formal Observations

Student teachers must be observed at least 2 times during the semester by the On-Site Supervisor. The official evaluation form is available at the end of syllabus. The formal observation forms are due on TaskStream by midnight the following dates: **October 20th and December 8th**.

5. Classroom Videos and Reflections

Interns should video record a lesson two times during the semester. After recording, the intern should review the video and locate **four segments** of approximately **5 minutes** each that show: 1) an anticipatory set in which the lesson is introduced and prior knowledge is engaged, 2) a sample of engaging students in a student centered activity, 3) a sample of something that went particularly well during the lesson, and 4) a sample of something that could be improved upon in the lesson.

For each segment, the student should craft a paragraph (minimum) reflection in which the video segment is described and the episode is reflected upon. The reflection should include the following: what is happening in the clip, why the clip was chosen, what this clip represents in your teaching, things you notice about your teaching from the clip, and what strengths and

weaknesses you might have observed in yourself through this clip. The four clips (NOT THE ENTIRE VIDEO) should be uploaded into TaskStream. *Each clip* should be accompanied by a written reflection. The video clips and reflections will be due on the following dates: **September 29th and November 10th**.

6. Teaching Evaluation Form

At the end of each placement, the on-site supervisor will complete a final student internship evaluation. This form is identical to the formal observation forms, but it is meant to be an evaluation of your *entire* student internship semester rather than just one lesson. This form will be due on TaskStream by **December 8th**.

7. Teaching Portfolio

Each intern will complete a teaching portfolio focused on *classroom environment, instruction and delivery*, and *professionalism*. For each category, interns must demonstrate competency by providing an artifact from his or her teaching **and** a typed reflection. Suggested artifacts are provided for each category. Each artifact should be accompanied by a (one paragraph minimum) reflection describing how that artifact displays the intern's understanding and competency in that area. All artifacts and reflections will be due on TaskStream by **December 1st**.

Portfolio Category 1: Classroom Environment

Descriptor	Suggested Artifacts
a) Expectations for Student Achievement: Expectations for student achievement with value placed on the quality of student work	A rubric or other type of quality indicator given to students to gauge their learning progress
b) Appropriate interactions with and among students: Appropriate interactions between teacher and students and among students	Video clips, observation notes, and/or discussion transcripts
c) Classroom Management: Clear standards of conduct and effective management of student behavior	Examples of expectations used for specified activities and/or management strategies you have found to be consistently effective
d) Rapport with students: Ability to establish and maintain rapport with students	Observations, reflections, video clip, and/or narrative description.
e) Equitable learning opportunities: Attention to equitable learning opportunities for students	Evidence of providing all students the opportunity to learn regardless of their level of ability. This can be represented through grouping decisions, participation strategies, or differentiated outcome measures.
f) Routines and Procedures: Effective classroom routines and procedures resulting in little or no loss of instructional time	Description of a routine or series of routines used to retain students' attention and engagement in learning.

Category 2: Instructional Delivery

Descriptor	Suggested Artifacts
g) Use of Content Knowledge and Pedagogical Theory: Knowledge of content and pedagogical theory through instructional delivery	Videos, observations, reflections, or a short narrative demonstrating the extent of your knowledge during a recent unit of study
h) Communication of procedures and clear content delivery: Communication of procedures and clear explanations of content	Evidence of a lesson (observation notes, lesson plan, video) that required you to give clear procedures and explanations of content in order for students to succeed
i) Instructional goals with sequence, clear expectations, and adaptations: Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs	Evidence of a lesson (observation notes, lesson plan, video) in which you had sequentially aligned learning goals, clear expectations for demonstrating learning, and adaptations as needed
j) Feedback to students: Feedback to students on their learning	An example of written feedback to students that was directly linked to a rubric or other assessment tool and to the learning goals
k) Questions and discussion strategies: Use of questioning and discussion strategies that encourage many students to participate	A video clip, a transcript, or a script with a reflection of a discussion you facilitated
l) Informal and Formal Assessments: Use of informal and formal assessments to meet learning goals and to monitor student learning	Example of an informal assessment used to gather information about learning progress and a formal assessment used to evaluate learning.

Category 3: Professionalism

Descriptor	Suggested Artifacts
m) Maintaining records and communicating with families: Maintaining accurate records and communicating with families	Describe several record keeping strategies that you use at your school and describe how you communicate with families
n) Professional development: Knowledge of professional growth and development opportunities	Compose a list and briefly describe 3 school events that have been offered or 3 PD opportunities you have found that would support your current growth and development goals
o) Effective communication: Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators	Provide copies of a communication with parents, paraprofessionals, colleagues, or other service providers in your school that demonstrate professionalism
p) Professional Relationships: Ability to cultivate professional relationships with school colleagues	Evidence of any kind of collaborative work you have engaged in at your school site in the form of unit planning, co-teaching, event planning, or committee work.

CLASS SCHEDULE

Key:

Blue = Blog topic for the week

- = What must be uploaded to Blackboard by the end of the week

Weekly Schedule	Assignment
WEEK 1 Beginning of School Year - September 1	Blog Topic 1: Describe the classroom, school, and students in your new school.
WEEK 2 September 2 - September 8	Blog Topic 2: What has surprised you the most thus far in your classroom?
WEEK 3 September 9 - September 15	Blog Topic 3: Discuss challenges you have experienced in your teaching thus far. How are you dealing with these challenges? <ul style="list-style-type: none"> • Submit Personal Goal Plan
WEEK 4 September 16 - September 22	Blog Topic 4: How are you establishing rapport and contact with the students' parents?
WEEK 5 September 23 - September 29	Blog Topic 5: Share one observation that you made about your teaching from the first video session. Were you surprised to see anything you did? What is one thing that you saw that you would like to improve in your teaching? <ul style="list-style-type: none"> • Submit Video Clips and Reflections 1
WEEK 6 September 30 - October 6	Blog Topic 6: Post a lesson plan you taught this past week and reflect on that experience.
WEEK 7 October 7 - October 13	Blog Topic 7: What classroom management strategies have you implemented? Have they been successful? Are there classroom management issues that you are experiencing in your classroom?
WEEK 8 October 14 - October 20	Blog Topic 8: Share ways you differentiated your lessons to meet the needs of all students. <ul style="list-style-type: none"> • Submit Hours Log 1 • Submit Formal Observation 1
WEEK 9 October 21 - October 27	No blog this week: Use the time to craft your mid-point update. <ul style="list-style-type: none"> • Submit Personal Goal Plan Mid-Point Update
WEEK 10	Blog Topic 9: Describe how you give student feedback to your

October 28 - November 3	students.
WEEK 11 November 4 - November 10	Blog Topic 10: What strategies have you developed to build your time management skills? <ul style="list-style-type: none"> • Submit Video Clips and Reflections 2
WEEK 12 November 11 - November 17	Blog Topic 11: Describe a way that you have successfully implemented technology into your classroom.
WEEK 13 November 18 - November 24	Blog Topic 12: What type of collaboration do you do with other teachers (aides) in your school?
WEEK 14 November 25 - December 1	Blog Topic 13: Discuss what you know now that you wish you would have known at the beginning of your teaching experience. <ul style="list-style-type: none"> • Portfolio
WEEK 15 December 2 - December 8	No blog this week. Prepare final paperwork for submission. <ul style="list-style-type: none"> • Submit Hours Log 2 • Submit Final Personal Goal Plan Report • Submit Formal Observation 2 • Submit Teaching Evaluation Form • Clinical Experience Hours at the Alternative Licensure Area

Grading -- GRADING POLICY

The Graduate School of Education has approved the following grading policy for EDCI 790.

1. The grading scale will be S (Satisfactory/Passing), NC (No Credit/Fail), or IP (In Progress) in accordance with GMU policy for student teaching and GSE policy for counseling and administrative internships
2. The cooperating teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the student teacher's performance.
3. A graduate student teacher who receives a No Credit grade will not be recommended for teacher licensure unless he/she repeats all or part of the experience with satisfactory performance. (This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.) Permission for repeating the student teaching experience must be applied for and granted by the university.

4. Any student teacher whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the student teaching experience. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

Log of Hours

(For use during internship semester and follow up semester)

Intern: _____

School: _____

Supervisor: _____

Log Sheet # _____ (e.g., *1 of 3*)

Verified by Supervisor: _____

(Signature)

Date	Hours of Direct Teaching ¹	Hours of Indirect Teaching ²	Hours of School-Based Activities ³	Comments
Total Hours				

¹**Direct Teaching** = Time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student. Interns should aim for a variety of direct teaching experiences.

²**Indirect Teaching** = Time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences during the school day.

³**School-based Activities** = non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights.

**Clinical Experience Hours at the Alternative Licensure Area
Hours Log**
(For use when observing in the alternative grade level)

Intern: _____

School: _____

Supervisor: _____

Log Sheet # _____ (e.g., *1 of 3*)

Verified by Supervisor: _____

Date	Grade	Subject or Action	Hours Observed	Teacher Signature

Personal Goal Statement Templates

Preliminary Plan of Action

Goal	Goal Description	Why the goal was chosen?	How will you strive to achieve this goal?	How will you measure if the goal has been achieved (or progress has been made)?
1				
2				
3				
4				

Personal Goal Mid-Point Update

Goal	Goal Description	What progress have you made towards meeting your goals?	What evidence or artifacts can you provide to show development towards your goal?
1			
2			
3			
4			

Final Goal Report

Goal	Goal Description	What steps were taken to meet the goal (both successful and unsuccessful)?	How well do you think you did in terms of meeting the goal? Why?	What evidence or artifacts can you provide to show development towards your goal?
1				
2				
3				
4				

Teaching Evaluation Form for Elementary Education Interns

(To be used for two formal observations of lessons and end of internship semester evaluation)

Intern's Name: _____ Semester: _____
 Intern's Contact Email: _____ Grade: _____
 Evaluator Name/Signature: _____ Position: _____
 School: _____ Evaluator Contact Email: _____

Rating Scale 1 = Needs Improvement (does not meet Standard) – Candidate does not meet expectations and does not follow through on expectations. Fails to adequately implement instruction. 2 = Meets Standard – Candidate meets expectations and competently implements instruction 3 = Exceeds Standard – Candidate exceeds expectations and goes beyond standard to collaborate with colleagues, design new curriculum or assessments, and/or presents findings to stakeholders. NA = Not Applicable at Present Time	Score	ACEI Standard
Integrating Student Development in Instruction		
Candidates draw on knowledge of development to plan curriculum that is achievable as well as challenging.		ACEI Standard 1.0
Candidates select learning experiences, technology, and materials to accommodate ability and interests.		
Candidates recognize individual differences including those that may require special support.		
Candidates respond positively to the diversity of the classroom through planning engaging culturally relevant activities		
Reading, Writing, and Oral Language Education Curriculum		
Candidates model the effective use of English in written and oral interactions with students.		ACEI Standard 2.1
Candidates design instructional activities that build student language skills.		
Candidates demonstrate ability to use a balanced literacy program to support student development in reading		
Candidates teach specific reading strategies for self-regulation.		
Candidates use a variety of strategies that include reading, writing, listening and speaking to develop student understanding.		
Candidates demonstrate the use of questioning strategies to encourage critical think about what students' read.		
Candidates identify students reading skills and language capabilities and use this information to inform instruction		
Science Education Curriculum		
Candidates demonstrate knowledge of science content in planning and instruction.		ACEI
Candidates actively engage students in planning and conducting scientific investigations		

Candidates plan activities to develop students' critical thinking and problem solving skills		Standard 2.2
Candidates engage students in inquiry through strategic questioning.		
Candidates help students make scientific connections.		
Candidates use multiple forms of assessments to inform planning and instruction.		
Mathematics Education Curriculum		
Candidates demonstrate knowledge of mathematics content in planning and instruction.		ACEI Standard 2.3
Candidates actively engage students in the use of mathematical language in oral and written activities.		
Candidates use age appropriate mathematical concepts to engage students in problem solving and mathematical reasoning.		
Candidates can identify mathematical errors and misconceptions in student work and create successful learning experiences to resolve the issues.		
Candidates can use informal and formal mathematical assessments to document student understanding and learning.		
Social Studies Education Curriculum		
Candidates demonstrate knowledge of social studies content in planning and teaching.		ACEI Standard 2.4
Candidates integrate social studies instruction drawn from other academic fields, including culturally relevant information.		
Candidates create activities that actively involve students in democratic principles.		
Candidates actively engage students through the use of inquiry, questioning and research to develop new understandings.		
Candidates engage students in age appropriate research involving primary and secondary sources, maps and electronic information.		
Candidates use formative and summative assessments to inform teaching and learning in social studies.		
Arts Education Curriculum		
Candidates demonstrate knowledge of the arts in planning and instruction.		ACEI Standard 2.5
Candidates utilize resources and resource professionals in the arts to link arts to the academic content areas.		
Candidates actively use visual and performing arts to engage students		
Candidates use historical and cultural knowledge of the arts to enhance planning and teaching of academic content.		
Health Education Curriculum		
Candidates use knowledge of health education in planning and instruction.		ACEI Standard 2.6
Candidates are able to identify potential health issues that influence student learning and work with resource professionals to resolve the situation.		
Candidates help students understand the benefits of a healthy life style (age appropriate).		
Plan and Implementing Instruction for Knowledge		
Candidates describe instructional objectives in terms of learning outcomes.		

Candidates plan a sequence of activities, which are focused on achievement of the instructional objective(s).		ACEI Standard 3.1
Candidates can plan and implement instructional activities that meet instructional goals and that are motivational and engaging to learners		
Candidates plan instructional activities to connect across the disciplines.		
Candidates select and plan meaningful, age-appropriate activities for students.		
Candidates demonstrate the ability to differentiate instruction based on assessment of interests, skills and abilities.		
Candidates select and use a wide variety of resources for student engagement and learning.		
Candidates use appropriate technology to support student engagement and learning.		
Candidates collaborate with other specialists in support of student learning		
Plan and Implement Instruction Adapted to Diverse Learners		
Candidates relate activities to students' culture, interests, knowledge, and experiences.		ACEI Standard 3.2
Candidates use knowledge of approaches to learning in planning and implementing instruction.		
Candidates utilize information resource specialists, family and other stakeholders when planning for students' exceptional learning needs.		
Candidates integrate materials and activities into learning which promote equity and cross-cultural understanding.		
Candidates use knowledge of culture, development, strengths and needs when planning instruction.		
Plan and Implement Instruction that Encourages Critical Thinking		
Candidate encourages critical thinking and problem solving through prompts, questioning, and application.		ACEI Standard 3.3
Candidate engages students through a variety of age-appropriate teaching strategies (e.g. cooperative learning, inquiry, small/whole group....) that enhance learning.		
Plan and Implement Instruction that Fosters Active Engagement		
Candidates provide opportunities for learners to participate actively and successfully at different levels.		ACEI Standard 3.4
Candidates create and implement a classroom management plan that fosters student self-regulation, responsibility for self and others while engaging in opportunities for decision making.		
Candidates demonstrate the ability to use effective and appropriate interpersonal communications skills with students and foster those skills in students.		
Candidates demonstrate fair, consistent and non-judgmental interventions when needed.		
Candidates use a variety of strategies to promote positive classroom relationships, cooperation, conflict resolution and purposeful learning in the classroom.		
Plan and Implement Instruction that Fosters Collaboration		

Candidates use a variety of media and materials appropriately to achieve instructional objectives.		ACEI Standard 3.5
Candidates can use oral and written communication to foster learning between and among students.		
Candidates model effective communication strategies in conveying ideas and communication		
Candidates can identify differences in culture and gender communication styles to foster learning.		
Implement Assessment for Instruction		
Candidates use assessment to inform instruction.		ACEI Standard 4.0
Candidates assesses for understanding and mastery through evaluation of students' work.		
Candidates design assessment measures for classroom use.		
Candidates conduct a variety of formal and informal assessments for the purpose of informing instruction.		
Candidate gathers, organizes and analyzes student data for assessment purposes.		
Candidates demonstrate the ability to use student assessment data to provide evidence of student learning.		
Candidates use results of student assessments to evaluate the effectiveness of their planning and instruction.		
Professional Growth and Personal Reflection for Instructional Improvement		
Candidates can identify problems of practice and actively work toward solutions.		ACEI Standard 5.1
Candidates can identify problems with classroom management and discipline and actively work toward solutions.		
Candidates can draw upon research and resources on teaching and learning to solve problems in the classroom.		
Candidates can evaluate the usefulness and appropriateness of various resources and strategies in relation to curriculum goals for planning and teaching.		
Candidates welcome assistance for improvement and problem solving.		
Candidates collaborate with other teachers and specialists in planning and problem solving.		
Candidates reflect on his/her professional practice, including personal teaching and learning style.		
Collaboration for Instructional Improvement		
Candidates engage in productive relationships with professional colleagues and support staff.		ACEI Standard 5.2
Candidates demonstrate courtesy and caring in relationships with students and their families.		
Candidates actively involve families as partners in student learning.		
Candidates are responsible, dependable and observant of school policies, procedures and attendance.		

Candidates project a professional image in terms of demeanor and appearance.		
Candidates utilize community resources to enhance teaching and learning in the classroom.		

Additional Strengths:

Additional Weaknesses:

On-Site Supervisor's Signature _____ Date _____

Candidate's Signature: _____ Date _____